

**SOCIO-ECONOMIC FACTORS CONTRIBUTING TO INCREASE IN PREGNANCY
CASES IN PUBLIC SECONDARY SCHOOLS, GATANGA SUB-COUNTY, MURANG'A
COUNTY, KENYA**

BY

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EDU-G-4-0193-16

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION FOR
THE PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE
DEGREE OF BACHELOR OF EDUCATION ART OF GRE TSA UNIVERSITY**

DECEMBER 2020

DECLARATION

I declare that this project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution

Signature:



Date

14/12/2020


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Supervisor:

This project has been submitted with my approval as a University Supervisor.

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ACKNOWLEDGEMENT

I give thanks to Gretsia University for the opportunity they offered me to undertake my bachelor in education (Art). Secondly, I thank my mentor, Jane Njeri, for the motherly love she gave me from form one up to date, that keep on pushing me to work towards my educational goal. To my sisters for their moral and financial support during my time in school, Dr. JosephWanyoike for the positive critics to my work, my supervisor Ms.Phoestine Naliaka for positive critics and our open discussions in making this work look better and relevant to today's world. Much thanks to our vice chancellor Prof. George Thuo for the time he sacrificed to take us through research and all that it entails. Much thanks, for your support.

DEDICATION

I dedicate this project at large, to my late mother, Ann Njoki Waweru for the good upbringing that keep me going up to date, and push me working toward achieving the desires of her heart in education. Continue resting in peace.

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ABBREVIATION AND ACRONYM

U.S-United State

W.H.O-World Health Organization

T.P-Teenage Pregnancy

M.H.D- Murang'a Health Department

OPERATIONAL DEFINITION OF TERMS

Family-School Collaboration; this refer a relational activity between family and school such as parent-teacher conferences or written communication between a teacher and a caregiver.

Correlate; things that work on the same way

Teenager- a person who is between the ages of thirteen to nineteen years old

ABSTRACT

This study investigated socio-economic factors contributing to increase in pregnancy cases in public schools, Gatanga sub-county. Gatanga sub-county was chosen because of recording second high number of girls giving birth in Murang'a hospitals, according to CEC, Muranga. The study was hinged on Albert Banduras Social Learning Theory. The study employed descriptive survey research design. Target population two schools with 600 students and two guidance and counselling teachers. The sample size was 60 students and 2 guidance teachers who were selected to participate in the study. Simple random sampling was used to pick the respondents. Questionnaires were used to collect data from the students while an interview guide was used to collect data from guidance teachers. Data was analyzed qualitatively and quantitatively using SPSS version 23.0. The data was presented in form of frequency tables. The data collected was analyzed by descriptive analysis. The study investigated factors such as relationships, poverty and peer group pressure among girl teens. This study recommends that efforts on educating people regarding teenage pregnancy should be focused on areas experiencing high levels of poverty. The government with the help of NGOs should also ensure that parents are well educated on the how and when to talk about sex with their children. The study established that parental communication on peer group pressure could reduce chances of teenage pregnancy. Therefore, the study recommends that parents be encouraged to communicate with their children.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter contains general introduction of background, problem statement, purpose, justification, limitation, delimitation, assumption, significance, objectives and research question.

1.2 Background of the Study

In every year, an estimated 21 million girls aged 15-19 years and 2 million girls below fifteen years are impregnated in developing regions, World Health Organization [WHO]. The adolescent birth rates have declined from 65 births from 1000 women in 1990 to 47 births from 1000 women in 2015 all over the world but despite this overall progress, because population of adolescent continues to grow, it is said that the number of adolescent pregnancies will increase globally by 2030. Greatest increase will be found in west and central Africa and Eastern and Southern Africa according to W.H.O report.

The highest pregnancies rate among 10-14 years Old were evidenced in Hungary and United States. The countries with highest birth rate of girls aged 10-14 years was in Romania, followed by U.S, while the lowest birth rate was recorded in Switzerland [W.H.O 2015]. Teenage pregnancies in Europe has been rising in across regions and countries with Eastern Europe having the highest T.P of about 41.07% compared to Northern, Western and Southern which has the rate of 30.07, 18.02 and 17.06% respectively.

According to Sexual and Reproductive Health and Right [SRHR], the situation of youths in China is concerning. 23% of sexually active unmarried young girls in China have had pregnancies that were not intended, and 90% of them results to abortion according to the national Health and Family Planning Commission [2015]. Youths in China lack knowledge, skills and services that support them to respond effectively to health risk and in turn result into unintended pregnancies.

India has the largest burden of T.P, said a researcher at the U.S based international food policy research institute [IFPRI]. Although the legal age of marriage in India is 18 years, in 2016,

National Family and Health Survey [NFHS] showed that 27% of teenage in India are married before they reach legal age of 18 years, and 31% of teenage girls have given birth by the age of 18 years.

Sub-Saharan Africa has the highest level of T.P in the world. Niger top the list with 203.60 births of teenage girls, followed by Mali with 175.44, then Angola 166.60, Mozambique 142.52, Guinea 141.67 downwards per 1000 girls. According to research T.P and drop out of school has been and still is a major problem in education sector in developing countries. In spite of that, not much have been done on socio-economic factors that contribute to T.P in African countries. In Kenya this T.P, has gone to alarming point despite the cabinet secretary in Education calling for those who engage in sexual relationship with school girls to be arrested. This has fallen into deaf years and the T.P cases are reported every now and then on news. According to non-governmental organization which deals with issues related to reproductive health among teenage, an estimated 13,000 Kenyan girl's drop out of school yearly due to pregnancies, 17% of teenage girls had sex before the age of 15 years. Teenagers from poorer family are more prone to sex and have children before getting to 20years as compared to stable families.

In 2018, 141 teenagers aged 10-14 years gave birth in Murang'a hospitals and 5% gave birth at home, according to Murang'a County Health CEC, Joseph Mbai. The data also showed that 25% of girls aged 15-19 years have aborted. 30% of teenage girls are impregnated by their age mates, 34% of girls in Murang'a got pregnant between January and March in 2018. According to study conducted by the County Health Department T.P has been increasing since 2017 from 26 % to 30% in 2018, and shoot to 34% in the first three months of 2019. The research also noted that the number might increase to 40% by the end of 2019 if not well addressed.

1.1 Statement of the Problem

In 2017, the percentage of girls' pregnancies was at 26%. It increased by 4% to 30% in 2018, according to Murang'a Health CEC, Joseph Mbai. According to study conducted by M.H.D, it showed that from January-March 2018, the pregnancies had increased by 4% to 34%. This statistic shows clearly that girls in Murang'a specifically are prone to sex thus leading to increase in pregnancies cases among school in Gatanga sub-county in Murang'a. It is therefore, through

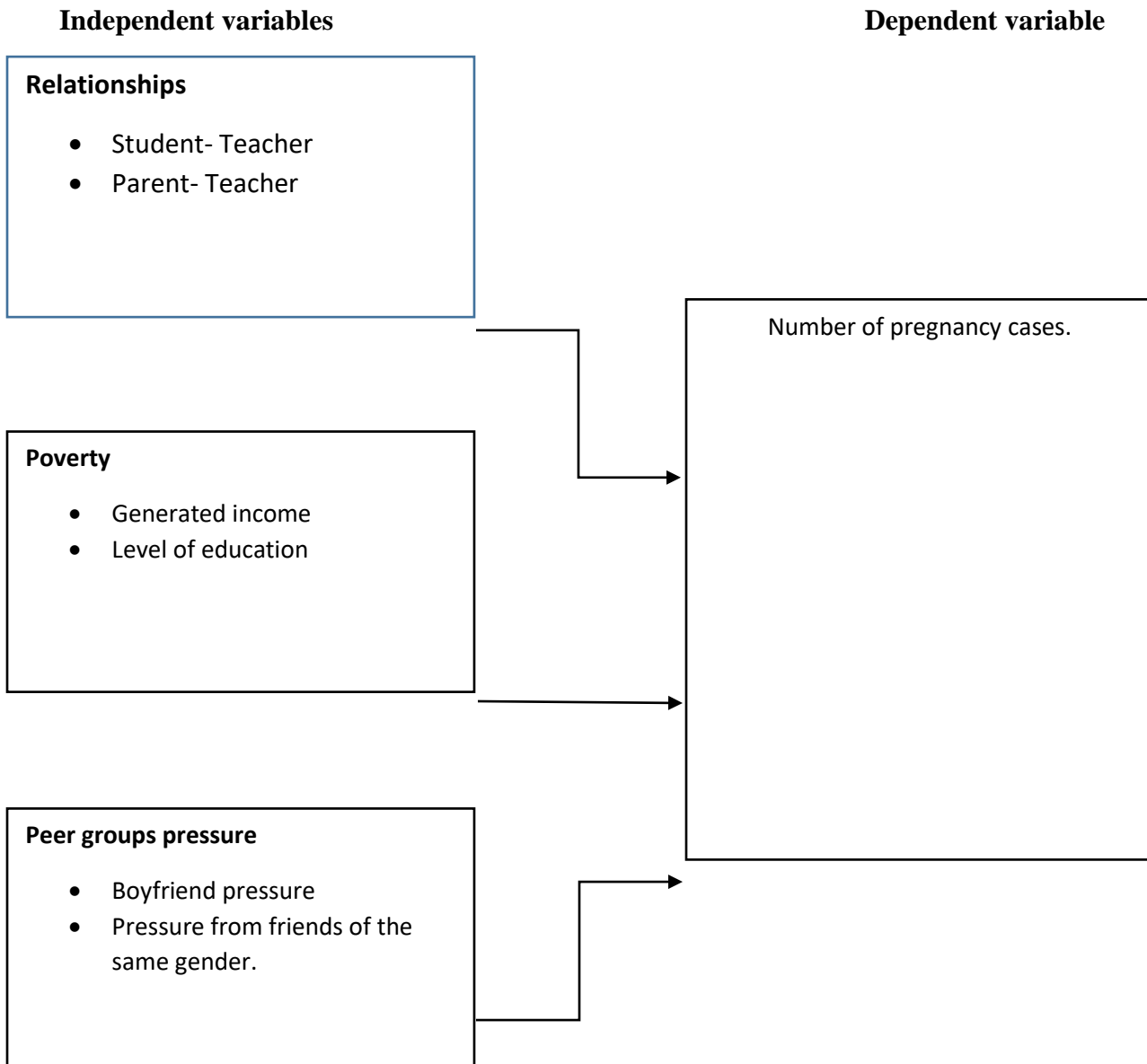
this rapid increase of T.P, that the researcher researched on socio-economic factors contributing to T.P cases, so as to secure a place for girls in Education, in Gatanga sub-county

1.2 Purpose of the Study

The study investigated socio-economic factors contributing to the increase in pregnancies cases in selected public schools in Gatanga sub-county, Muranga County

1.3 Conceptual Framework

Figure 1.3 conceptual framework



1.4 Objectives of the Study

1.4.1 General Objective

1. To assess the socio-economic factors contributing to the increase in pregnancy cases in public schools in Gatanga sub-county, Murang'a County

1.4.2 Specific Objectives

2. To examine how relationship, contribute to increase in pregnancies cases in public schools, Gatanga sub-county.
3. To find out how poverty contributes to increase in pregnancies cases in public schools, Gatanga sub-county
4. To assess to what extent does pressure from peer groups contributes to increase in pregnancies cases in public schools, Gatanga sub-county.

1.5 Research Questions

1. In what ways does relationship contributes to increase in pregnancies cases?
2. How poverty does contribute to increase in pregnancies in public school?
3. In what ways does peer group pressure contributes to increase in pregnancies cases in public schools in Gatanga sub-county?

1.6 Significance of the Study

The study was significant because the findings will be useful to Murang'a County as it will provide the ministry of Education at county level with an insight on T.P, hence help them to come up with appropriate policies of reducing T.P. The findings will provide information on policy makers in the field of Education and Health sectors at County level and to the Country at

large. Recommendation and measures taken will help on vision 2030 in health and Education of girls. The findings will be useful to other researchers and scholars as it will recommend areas for further studies. The study will be useful to the ministry of Gender and Children on ways of curbing sex abuse of our girls.

1.7 Delimitation of the Study

The study only focused on public school schools in Gatanga sub-county because despite high increase in pregnancies cases no research of similar kind has been done in Gatanga sub-county

1.8 Limitation of the Study

Because Gatanga sub-county is large geographically, it was not be possible to research in all public schools in the sub-county. It will be costly in terms of time and resources; hence it will be necessary to focus on two selected schools in Gatanga sub-county.

Topic on sex is very sensitive to be discussed openly by respondents

CHAPTER TWO: LITERATURE REVIEW

This chapter looked on previous literature done by other researchers\scholars which are related to topics under this study. The literature set abroad information and knowledge on poverty, relationships according and peer groups pressure.

2.1 Relationships

to Merriam Webster [1828] state that relationship is a way in which two or more people, groups, countries talk to, behave towards and deal with each other, i.e. way in which two or more people are connected. According to Furstenberg [2003], an activist, pundit and researchers have paid attention to the economic and social consequences of adolescent parenthood. According to [Sara Rimm-kaufman and Lia Sandiros] improving students' relationship with teachers has an important, positive and long-lasting implications for both students' academic and social development. Solely improvement of teacher-student relationship may not produce gains in achievement. However, those students with close positive and supportive relationships with their teachers will attain higher levels of achievement than students who are in conflict relationships with their teachers. Student feels strong personal connection to her teachers, talks frequently and in turn receive constructive guidance and praise rather than just criticism from teachers. Positive teacher-student relationships make student learn and promote their desires to learn.

Parent involvement in education, including the quality of family-school communication has repeatedly proved to have a substantial effect on child development and success in school. Parental involvement in education contributes to children academic achievement, as well as their socio-emotional maturity [Christenson and Sheridan, 2001]. Parental involvement in education has shown to be positively correlated with children's academic and achievement, attitudes towards school work, behavioral functioning and social competence [El Nokali, Bachman, & Votruba-Drzal, 2010]. Strong collaboration between families and schools can have a beneficial on children both in schools and home settings [Sheridan, 2012]. However, family-school relationship is often strained due to increased challenges related to working with the child in classroom [Mautone, Carson, & Power, 2014].

2.2 Poverty

Poverty is a key factor that contribute to T.P. It is associated with illiteracy, failure to negotiate for safer sex and gender inequality. According to UK studies, it has been found that poverty is the key factor associated with T.P. Several studies in U.S, showed that poverty is correlated to T.P. Latino teenagers have the highest rate of pregnancies in U.S [Hamilton, et al, 2009]. The poorest women in teenagers and families in U.S are likely to have unplanned pregnancies [Finer & Hen Shaw, 2006]. According to Sabatiuk and Flores, [2009] who argued that, due to low economic status of parents in Latina, teenage girls are most likely to engage with partners who are significantly older than them for financial benefits. This factor put them at a higher risk of early T.P. This interrupt their education, which in return land them into low jobs with higher chances of raising their children in poverty too, thus making poverty cycle to keep moving.

In South Africa, study showed that poverty is both a contributor and a consequence of teenage pregnancies. In other cases, it leads to intergenerational sex, and sexual relationship which are not legal, but only for financial benefits [Flanagan et al, 2013]. Sex for financial benefit reduces chances for negotiating condom use, and leads to abusive relationships among girls, thus providing unequal power [Mkhwanazi, 2010]. The high living standard which is contributed by high cost of commodities contributes to girls going to people who are well stable (Lal, B.S(2015). Parent level of education is very important [Grolnick, W.S, Benjet, C, Kurowski, C.O, & Apostoleris, N.H. (2017)]. Since many jobs require a high school and college candidates, Parent with lower level of education in most cases are less likely to secure a well-paying job. This parent will not be in a good position to cater for family needs of their children and more likely they will fall under low socio-economic status [Moore et al, (2002)]. Educated parent will be able to take good care of their children and ensure that they have succeeded in education before getting children as compared to parent who are educated. Vikat ET el, (2002) emphasized that there is a close relationship between parent or guardian occupation and level of education and T.P. Thus, girls who come from families with unskilled manual labor are ten times more likely to become pregnant than girls from skilled labored family. According to Hoffman (2006) posit that that high rate of poverty and lower educational levels in rural community in U.S are the main contributor of high pregnancies rates.

2.3 Peer Group Pressure

Peer pressure among adolescents is very powerful, since one wants to be associated with a certain group rather than being herself. Peer pressure make adolescent to reject temporarily, principles sets by parent back at home and opt to adopt principles set by peers. This involves changing of one's behavior so as to meet the perceived expectation of others in the group [Burns Darling, (2002)]. Brown (1993), showed that adolescent's behavior and adjustment is associated with the group of peers one associate him/herself with. If one associate with peers who have positive attitudes and attributes they will have better performance in school, but one who associate with peers of negatives attributes may not perform in school. Negative attributes affect sexual activities as well among adolescents. According to Jaccard (2005), peer influence on risk behavior among American teenagers, argued that adolescent' who perceive their friends who engage in sexual practices are more likely to adopt the very behavior too. Older boys may pressure girls to engage in sexual activities and due to fear from being jilted and rejected they might fall into it more so if they are not well principled. Girls who associate herself with peers who are sexually active and have done it, may find themselves doing the same so as to fit themselves into the sex conversation when peers meet and share of sexual related topics. This is because peers provide adolescents with model, support and identity [Ochieng, Kakai& Abok, (2011)]. Both teenage boys and girls are generally active and willing to be in their sexual relationships [Osullivan, (2006)]. According to, [Black, Devereux, & salvanes, (2011)] argued that having an older peer may make it more likely that a teenage girl may engage early in sexual activities and hence it is more likely to have a teen birth.

2.4 Theoretical Framework

This study was hinged on Banduras (1977) Social Learning Theory. This theory argues that people learn from one another through observation, imitation, and modeling. It suggests that new behaviors could be acquired through observation, and imitation of others. Observation and modeling play a primary role in young girls' behavior. teachers and parents should play a key role by acting as role model to the young girls in schools and back in the society. Teachers and parent behavior should be of dignity so as their children should observe the good behavior out of

them. Peers should have good observable behaviors which other peers should enumerate and do accordingly.

2.5 Summary of Literature Review

With the research done on socio-economic factors contributing to increase in pregnancy cases, the researches were done over decade thus there is a need of a similar research to be carried so as to posit current issues contributing to increase in pregnancy among school going girls in our society today. This is necessary due to changes in socio-economic factors which keep on changing with time.

2.6 Justification of the Study

The researcher found that through literature review of the study that the research was done over ten years. On the other hand, the researcher noted the due to changes on socio-economic factors that keep on changing with time there was a need to carry out a research on socio-economic factors since the teenage pregnancy among school going girls keep on being reported in our society and all over the world as years goes and thus the researcher found it necessary to address the issue which is alarming in our continent and the world at large.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses ways the researcher collected, analyzed and presented the data. It provided information on proposed research instruments that aid in the achievement of the research objectives. It also describes the target population, sample size, how data was analyzed and the logistical and ethical considerations.

3.2 Research Design

The researcher used descriptive design to study socio-economics factors contributing to increase in pregnancy cases. This design allowed good gathering of information showing how relationships, poverty and peer group pressure contribute to this high rate of pregnancies. The survey design was the research instruments, which included questionnaires, observations and interview to answer research questions

3.3 Study Area

Gatanga sub-county is situated in central, Kenya. It is one of the seven constituency in Murang'a County. It has seven wards, all of which are within Murang'a County council. It has two administrative division, Gatanga and Kakuzi. Economic activity here is mainly dairy farming. According to Murang'a county health report of 141 births of teenagers Gatanga was second constituency to contribute on these number with 8 cases after Kangema which was topping the list.

3.4 Target Population

The study targeted two public secondary schools in Gatanga sub-county with a population of 600 students. The available source of information from the school's administration.

3.5 Sampling Technique

Simple random sampling technique was used and that ensured that each respondent had an equal opportunity of being considered in the study.

3.6 Sample Size

The target population was 600 students from the two public schools. The sample size was 10% of target population according to Mugenda and Mugenda (2003). The sample size was 60 students and two guidance teachers from the two schools.

3.7 Research Instruments

The research instruments were questionnaires, interview schedules and observation guides to look onto relationship, poverty and peer pressure. Close-ended Questionnaires was prepared and structured to meet data information collection needs. The questionnaires were supplemented by interview schedules in order to get in depth information of the phenomenon of the study. Observation guide were developed for records keeping.

3.8 Pre-testing

Ten participants were invited to participate in the pretesting of the questionnaires to ensure the outcomes are consistent and trustworthy. Questionnaires was first be given to five participants and after one week another five participants were given the questionnaires, this was done for comparison of the data provided.

3.9 Validity and Reliability

The researcher seeks the expertise of the university supervisor for the content validity. This ensured that the mistakes noted were rectified and appropriate language was used to avoid use of ambiguous words. According to Nsubuga (2010) reliability is a measure of the degree to which a research instruments yields consistent results after repeated trials. Piloting was conducted with the use of 10 respondents for a pre-test to ensure the results are consistent and reliable.

3.10 Data Collection Techniques

The primary data was collected from the field of the study. They included questionnaire, key informant interviews and observations. Questionnaires was given to the respondents of the study by the researcher and was collected later to give respondents enough time to respond to the questions posed in the questionnaire. Researcher interviewed respondents on face-to-face method and each interview took place at free time of respondent with a maximum of 15 minutes. Secondary data was used to review the existing literature on the related topic. It included journals, newspapers, magazines, articles, books and scholarly work of past researchers.

3.11 Data Analysis

The researcher sorted edited, coded and analyzed primary data that was collected so as to ensure that errors and points of contradiction are eliminated. The purpose of coding was to classify the answers to different questions into meaningful categories so as to bring out their essential patterns. The researcher also tabulated quantitative data for each research question. This process would present a comprehensive picture of how the data would look like and it also assisted the researcher in identifying the patterns. To ensure that data is entered correctly, scores are high or low and how many in each category, the researcher constructed frequency and percent distribution using SPSS version 23.0. SPSS was used because it helps to spot data entry errors or unusual data points and has full set of statistical tests. The researcher also analyzed the data collected to get statistical measures such as mean and standard deviations for easy interpretation of the study. The analysis helped the researcher to make valid inference on the topic of study. The data from interview guide and open-ended questions was analyzed through content analysis by presenting data in themes as per the research objectives. Frequencies and percentages were used to summarize information.

3.12 Logistical and Ethical Consideration

The study had a research work plan to ensure that research work was done within the stipulated period. Researcher had an estimated budget for the study to ensure all costs incurred are budgeted. Respondents were given an introduction letter by the researcher to notify them the reason for conducting the research. Respondents participated at their own will without being coerced. Researcher got permission from the relevant authority to conduct the research. The study was conducted in a manner that respects the values and traditions of the society and that of the respondents.

CHAPTER FOUR: FINDING AND DISCUSSIONS

4.1 Introduction

This chapter discusses the presentation and interpretation of the findings, particularly the analysis of the data on the socio-economic factors contributing to increase in pregnancy in public secondary schools in Gatanga Sub County, Murang'a County, Kenya. The study was based on the following objectives;

- To examine how relationship, contribute to increase in pregnancies cases in public schools, Gatanga sub-county.
- To find out how poverty contributes to increase in pregnancies cases in public schools, Gatanga sub-county
- To assess to what extent does peer groups pressure contributes to increase in pregnancies cases in public schools, Gatanga sub-county.

4.2 Response Rate

The study targeted a sample size of 62 respondents from which 2 teachers filled in and returned the questionnaires making a response rate of 100% for the teachers, and 50 students making a response rate of 83.33% for the students. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

Table 4.1 response rate

Respondents	Sample Size	Respondents	Non-respondents	Response Rate
Teachers	2	2	0	100
Students	60	50	10	83.33

4.3 Analysis of Demographic Data

The study sought to establish the background information of the respondents with regard to their age.

4.3.1 Students Age

The respondents were asked by the researcher to indicate their ages. 34% of the students indicated that they are between 13-16, while 56% of the students showed that they are between age 16-19 and 10% indicated that they are 19 and above age as presented in the table below.

Table 4.1 students' age

AGE	Frequency	Percent
13-16	17	34.0
16-19	28	56.0
19 and above	5	10.0
Total	50	100.0

From the finding majority of students are in age brackets of 16-19 and 13-16 respectively which shows that most students are teenagers and met the research criteria of teenage4.3.2 Gender

Table 4.2 gender

Gender	Frequency	Percent
Male	1	50.0
Female	1	50.0
Total	2	100.0

From the findings we can deduce that the gender of teachers was equally balance to make an equal presentation. This shows that the research sampled both genders to reflect that both genders should be concerned on factors contributing to pregnancy increase.

4.4 Relationship as a Contributing Factor to Increase in Pregnancy Cases

For the researcher to study on relationship as a factor contributing to increase in pregnancy in Gatanga sub-county, Murang'a County, the researcher asked on family-school relationship, association between students, teacher and parents.

On family-school relationship, the researcher sought to know whether parents work closely with school in monitoring the girls. The two respondents' teachers said that there is no good family-school relationship between parents and school in monitoring girls' development in school. From this finding we can deduce that majority of parents don't collaborate with schools for the well-being of their girls as they say that teachers should do all things for the girls. This girl's end up messing up due to lack of proper monitoring from parents. This finding match Christenson and Sheridan, 2001 on Parental involvement in education contributes to children academic achievement, as well as their socio-emotional maturity.

Table 4.3 family-school relationship

Family-school	Frequency	Percent
No	2	100.0

The researcher further asked the respondents to indicate whether teachers and parents talk to them openly on sex related topics. Majority thirty-one (62%) and thirty-four (68%) of the respondents indicated that teachers and parents do not talk to them openly on sex topics while nine (38%) and six (32%) indicated that teachers and parents talk to them openly on sex respectively. From this finding we can deduce that parents and teachers do not talk openly to girls on sex thus they end up messing since they have no knowledge on it. This finding concurs with Sara Rimm-kaufman and Lia Sandiros on improving students' relationship with teachers has an important, positive and long-lasting implications for both students' academic and social development as shown in the table below.

Table 4.3 parents and teachers talking to girls

	Teachers		Parents	
	Frequency	Percentage	Frequency	Percentage
No	31	62.0	34	68.0
Yes	19	38.8	16	32.0
Total	50	100	50	100

4.5 Poverty as a Contributing Factor to Increase in Pregnancy Cases

Poverty is a key factor that contribute to T.P. It is associated with illiteracy, failure to negotiate for safer sex and gender inequality. According to UK studies, it has been found that poverty is the key factor associated with T.P.

For the researcher to determine whether the study on poverty contribute to increase in pregnancy cases. The researcher asked on parent educational level, parent's occupation, dropout rate due to financial challenges and education on safer sex.

When the respondents were asked by the researcher to indicate their parent's level of education, majority 23 (46%) said that their parent are form four leavers, 13 (26%) said that their parents are class eight leavers, six (12%), three (6%) said that their parents have certificates and diploma from college and one (2%) said that parents has a master degree as shown in the table below.

Table4. 4 parent level of education

Education level	Frequency	Percent
class eight leaver	13	26.0
form four leavers	23	46.0
Certificate	6	12.0
Diploma	3	6.0
Degree	4	8.0
Master	1	2.0
Total	50	100.0

From the finding majority of parents are form four and class eight leavers thus they could not be able to secure well-paying jobs thus being unable to take good care of their children. This concur with (Lal, B.S (2015). who said that parent level of education is very important [Grolnick, W.S, Benjet, C, Kurowski, C.O, & Apostoleris, N.H. (2017)]. Since many jobs require college candidates, Parent with lower level of education in most cases are less likely to secure a well-paying job. This parent will not be in a good position to cater for family needs of their children and more likely they will fall under low socio-economic status [Moore et al, (2002)]. Educated

parent will be able to take good care of their children and ensure that they have succeeded in education before getting pregnant as compared to parent who are not educated.

When researcher further asked the respondents to indicate what their parents do for the living, ten (20%) said that their parents work as small-scale farmers, five (10%) work as teacher, eleven (22%) work as business person, five (5%) work as driver and nineteen (38%) work as other unskilled laborers as shown in the table below.

Table4. 5 parent occupation

Parent occupation	Frequency	Percent
FARMER	10	20.0
TEACHER	5	10.0
BUSSINESS PERSON	11	22.0
DRIVER	5	10.0
OTHER	19	38.0
Total	50	100.0

Majority of respondents' nineteen (38%) students said that their parents work in unskilled labor this is due to their level of education as it was indicated above. This show that due to low level of education most parents land into unskilled labor. This concur with Vikat ET el, (2002) who emphasized that there is a close relationship between parent or guardian occupation and level of education and T.P. Thus, girls who come from families with unskilled manual labor are ten times more likely to become pregnant than girls from skilled labored family.

The researcher further asked the respondents students to indicate the range of their parent monthly income as shown in the table below.

Table 4.6 parent monthly income

Generated income	Frequency	Percent
1000-3000	5	10.0
3001-6000	20	40.0
6001-9000	15	30.0
9001-12000	5	10.0
above 12000	5	10.0
Total	50	100.0

Five (10%) of the respondents said that their parent ranges from 1000-3000, twenty (40%) said that the parent monthly income range between 3001-6000, while fifteen (30%) range their parent monthly income between 6001-9000, five (10%) range their parent monthly income between 9001-1200 and five (10%) range the monthly income of their parent above 12000. From the finding, the researcher deduced that majority (80%) parents' salary range between 1000-9000, amount that could not cater well for the well-being of the family. According to Sabatiuk and Flores, [2009] who argued that, due to low economic status of parents in Latina, teenage girls are most likely to engage with partners who are significantly older than them for financial benefits. This factor put them at a higher risk of early T.P. This interrupt their education, which in return land them into low jobs with higher chances of raising their children in poverty too, thus making poverty cycle to keep moving.

When the researcher asked the respondents to indicate how many students drop out of school annually due to financial challenges, (12%) said that 1-5 students drop out of school annually, (30%) said that 5-10 students drop out annually, (40%) said that 10-15 students drop out and (18%) said that 16 and above students drop out of school annually as shown in the table below

Table 4. 7 dropout rate due to financial challenges

Annual dropout	Frequency	Percent
1-5	6	12.0
5-10	15	30.0
10-15	20	40.0
16 AND ABOVE	9	18.0
Total	50	100.0

Majority of respondents' twenty, (40%) students said that student's dropout due to due to financial challenges. This student's end up with low level of education and most of them get into early marriages. This agree with Hoffman (2006) who posit that the high rate of poverty and lower educational levels in rural community in U.S are the main contributor of high pregnancies rates.

The researcher further asked the respondents teacher and students to indicate whether students are aware and negotiate for safer sex education. The findings are presented in the table below

Table 4.8 student's education on sex

Safer sex	Frequency	Percent
Yes	7	13.5
No	45	86.5
Total	52	100.0

Majority forty-five (86.6%) of the respondents indicated that majority of girls are not aware of safer sex. In South Africa, study showed that poverty is both a contributor and a consequence of teenage pregnancies. In other cases, it leads to intergenerational sex, and sexual relationship which are not legal, but only for financial benefits [Flanagan et al, 2013]. Sex for financial benefit reduces chances for negotiating condom use, and leads to abusive relationships among girls, thus providing unequal power.

4.6 Peer pressure as a contributing factor to increase in pregnancy cases

For the researcher to assess to what extent the peer group pressure contributes to increase in pregnancy cases in public schools in Gatanga Sub County. In line with this the researcher sought to look on boyfriend pressure, pressure from peers of same gender and pressure from older peers.

The researcher asked the respondents to indicate whether they have been pressured by peers of the same gender. The researcher further asked the respondents to show if they have been pressured to have sex by boyfriends. The researcher assessed on whether respondents have been pressured to have sex by older peers as shown in the table below

Table 4.9 peer pressure

Pressure	Same gender		Boyfriends		Older peer	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	38	76.0	41	82.0	34	68.0
No	12	24.0	9	18.0	16	32.0
Total	50	100.0	50	100.0	50	100.0

Majority respondents 38 (76%) said that most of girls are pressured to have sex by the peers of the same gender. Thus, it could therefore be deduced that pressure of the peers of the same gender contribute to sexual activities hence risking high chances of pregnancy. This concur with

to Jaccard (2005), peer influence on risk behavior among American teenagers, argued that adolescent' who perceive their friends who engage in sexual practices are more likely to adopt the very behavior too.

Majority of respondents 41 (82%) further said that girls are pressured by their boyfriends to have sex. from this finding we can deduce that girls are pressured have sex by their boyfriend as they fear to be jilted and rejected. This concur with [Osullivan, (2006)]. both teenage boys and girls are generally active and willing to be in their sexual relationships.

Majority of respondents 34 (68%) said that girls are pressurized to have sex by older peers. From this finding we can deduce that younger teenage girls are pressured by older boys to engage in sex activities. Black, Devereux, & Salvanes, (2011) argued that having an older peer may make it more likely that a teenage girl may engage early in sexual activities and hence it is more likely to have a teen birth.

The researcher asked the respondents teachers to indicate whether girls' students report cases of pressure as a reason for pregnancy. The response is as presented in the table below

Table 4.12 girls reporting cases of pressure

Pressure report	Frequency	Percent
Yes	2	100.0

Majority of respondents said that girls' students report pressure cases as a reason for pregnancy. From the finding, the researcher deduced that most girls in school are pressurized and as a results majority end up getting pregnant.

The researcher further asked respondents teachers to state how they handle cases of students who are pressurized to have sex by peers. The response is as presented in the table below.

Table 4.13 teachers handling pressure cases

Case handling	Frequency	Percent
by offering guidance to both parties	1	50.0
humiliating the girl	1	50.0
Total	2	100.0

One of the guidance teachers indicated that

The researcher further assessed on whether pregnant girls should be allowed to continue with their education after giving birth. The finding is as shown in the table below.

Table 4.14 parent-school taking and accepting girls back

Response	Parent taking girls to school		School accepting girls back	
	Frequency	Percent	Frequency	Percent
Yes	31	59.6	51	98.1
No	10	19.2	1	1.9
Not always	11	21.2		
Total	52	100	52	100.0

On parents taking girls back to school, 31 (59%) of the respondents indicated that parents take girls back to school after delivery while 10 (19.2%) said that girls don't take girls back to school after delivery, 11 (21.2%) said that parents do not always take girls to school. From the finding we can deduce that most parents know the importance of their children education and thus they put effort to taking them to school after they get newborns.

Majority of the respondents 51 (98.1%) said that schools accept girls back to school after they had delivered to continue with their education while 1 (1.9%) of the respondents indicated that school do not accept girls back to school. From the finding the researcher deduced that schools accepts girls back to continue with their education. This is in line with government statement through the ministry of education which says that parents should take girls back to school after delivery and that all schools should accept those girls back.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the research findings, conclusions and recommendations of the study and areas that require further research. The broad objective of the study was to find the socio-economic factors that contribute to increase in pregnancy cases in Gatanga sub county, Murang'a County. The study employed descriptive survey design.

- Relationship
- Poverty
- Peer pressure

5.2 Summary of the Findings

The study investigated socio-economic factors contributing to increase in pregnancy cases in public schools in Gatanga sub county, Muranga County.

5.2.1 Relationship and increase in pregnancy cases

The study found that there is no good relationship between parents and school in monitoring girls. Majority thirty-one (62%) and thirty-four (68%) of the respondents indicated that teachers and parents do not talk to them openly on sex topics while nine (38%) and six (32%) indicated that teachers and parents talk to them openly on sex. the researcher found that majority of parents don't collaborate with schools for the socio-emotional maturity of their girls as they say that teachers should do all things for the girls

5.2.2 Poverty and Increase in Pregnancy Cases

The study found that majority of parents are form four and class eight leavers thus they could not be able to secure well-paying jobs thus being unable to take good care of their children From the findings it was found that majority of parents taking girls to school are unskilled laborer and small scale business people and peasant farmers who are unable to pay the school fees of their children in time thus causing the children to be sent home and in most cases drop out of school due to financial challenges. Most of these girls end up getting married and getting pregnant in their teen age. Majority of girls come from poor background and thus they are not aware of safer sex and thus they can't negotiate for safe sex.

5.2.3 Peer Pressure

From the findings it was found that majority of girls are pressured by their friends who are of the same gender to get into sex acts most of which leads to pregnancies. It was also revealed that majority of girls who get pregnant are pressured to have sex by their boyfriends and due to fear of being rejected they get into the act as their boyfriends wish even without proper protection thus ending up getting pregnant. The researcher found that girls are pressured by older peers into unprotected sex since they are sex active.

5.3 Suggestions on Factors Contributing to Increase on Pregnancy Cases

On the issue of the relationship between girl students and their teachers it was found that teachers and parents do not talk openly to students on sex education. [Sara Rimm-kaufman and Lia Sandiros] improving students' relationship with teachers has an important, positive and long-lasting implications for both students' academic and social development. The good relationship between parents, teachers and students will results to positive social development thus reducing pregnancy cases among teenagers.

On poverty issue it was deduced that most parent are unskilled laborer and business people. It was also found that most of these parents are not able to raise their fee in time thus causing students being sent home and others dropping out of school and engaging on early pregnancy. Government should come up with a full free secondary education.

On the issue of pressure and with regards to the teachers, the study found that most girls are pressurized by the friends of the same gender and boyfriends. Further the study found that peer pressure contributes to increase in pregnancy cases. It was also found that girls report pregnancy cases as being caused by peer pressure. Most schools in Gatanga Sub County do not invites counselor to discuss on sex topics with the peers.

5.4 Conclusion

The study noted that relationships between family and school is not good and that parents and teachers don't talk openly to girls. The study noted that most of parent taking girls to schools are not well educated and thus are in unskilled labor. The study further noted that the parent are not in a position to clear fee. The study noted that girls are pressured to have sex. The findings

revealed that the variables under consideration had significant relationship with the factors contributing to increase in pregnancy cases in Gatanga sub county, Murang'a County.

5.5 Recommendations

The study establishes that girl's dropout of schools due to financial problems and end up getting pregnant, thus government should come up with a full free secondary education. The study recommends that parents to partner with schools in monitoring girls in school and at home. The study further recommends the schools to invite counsellors to talk to girls on sex topics and how to control peer influence.

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

5.6 Suggestions for further study

Another study should be carried to survey the socio-economic factors contributing to pregnancy cases in privates' school in Gatanga Sub County. A similar study could be conducted on other counties in Kenya. A similar study could also be conducted in primary schools since it has hit our country as a challenge.

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APPENDICES

APPENDIX 1: Introduction Letter

Dear respondent

I am Waweru Stanley Njuguna, a student from Greta University pursuing Bachelor of education arts. To complete my course, am supposed to conduct research on socio-economic factors contributing to increase in pregnancy cases in public schools. Kindly allow me to introduce you to this study and assist in responding to the questions posed by the study. Your participation is voluntary and will be highly appreciated. Information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting research report or other publications.

Thank you for your assistance and participation.

Yours faithfully

S.N. WAWERU

APENDIX 2: Students Questionnaires

Part A: Relationship

1. Do teachers talk to students openly on sex topics?

YES NO

Explain.....

2. Does your parents talk to girls about sex?

YES NO

Explain:

3. After teenage pregnancy do parent take girls back to school

YES NO

Explain:

Part B: Poverty

1. Indicate parent level of education

Class eight leaver [] form four leaver [] certificate holder []

Diploma holder [] degree holder [] masters holder []

2. What do parent taking children to your school do for a living?

Farmer Teacher Business Doctor Driver unskilled labor

3. Rate your parent monthly income

1000-3000 [] 3001-6000 [] 6001-9000 [] 9001-12000 [] above 12000 []

4. How many girls drop out of school due to financial challenges?

1-5 5-10 10-15 16 and above

Part C: Peer Group Pressure

1. Do peers of the same gender pressure one to have sex?

YES

NO

2. Do boyfriends pressure one to have sex?

YES

NO

3. Do older peers influence one to have sex?

YES

NO

4. Whom would you prefer to talk about sex with?

Mother

Father

Teacher

Friends

Peers

APPENDIX 3: Interviews for teachers

Do parents work with the school in monitoring girls?

YES NO

Do students drop out of school as a result of fee challenges?

YES NO

Does school accept girls back after they give birth?

YES NO

Do girls report pressure cases as a reason for pregnancy?

YES NO

How do teachers handle cases of students who are pressured to have sex by peers?

.....

What is your personal opinion on teenage pregnancy?