

**EFFECTS OF TEENAGE PREGNANCY ON ACADEMIC PERFORMANCE  
AMONG SECONDARY SCHOOL STUDENTS: A CASE STUDY OF GETA SUB-  
COUNTY, TRANS-NZOIA COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
BACHELORS OF EDUCATION OF GREYSA UNIVERSITY**

**DECEMBER,2020**

**DECLARATION**

**Declaration by the Student**

This research project is my original work and has not been presented for award of bachelor's degree or for any similar purpose in any other institution. No part of this should be reproduced without my consent or that of Gretsia University

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**Declaration by Supervisor**

This research project has been submitted with my approval as university supervisor

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**Declaration by Supervisor**

This research project has been submitted with my approval as university supervisor

Signature ..... Date .....

Mr. Peter Gakwa  
School of Education  
Grets University

## **DEDICATION**

I dedicate this research project to my beloved mum Mrs. Joyce Nyandega, my brother Mr Lameck Nyandega and my sister Mrs.Nancy Moraa who contributed very much to the successful completion of this research project both financially and in terms of moral support.

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## **ABBREVIATIONS AND ACRONYMS**

**UNPF**            United Nations Population Fund

**USA**            United States of America

## **OPERATIONAL DEFINITION OF TERMS**

**Physical and Mental Health-** This is fundamentally linked. There are multiple associations between mental health and chronic physical conditions which significantly impact people's quality life, demand on health care and other public funded services and generate consequences to the society (Macleod, 2014).

**Self Esteem-** This refers to feeling like and accepted (Eloudou, 2014).

**Social Isolation** –refers to the state of complete or near complete lack of contact between the society and individual (Arai, 2009).

## **ABSTRACT**

Teenage pregnancy refers to the pregnancy occurring in the young girls between the age of thirteen and nineteen years. Teenage pregnancy is prevalent nowadays in most secondary schools' students in the developing countries across the world. The purpose of this study was to determine effects of teenage pregnancy on academic performance among secondary school students. The study was confined at Geta Sub-County, Trans-Nzoia County, Kenya. In consideration of the statement of the problem, In Kenya, it has been observed over years that teenage pregnancy among secondary school students has been prevalent as a result of various contributing factors which have negative impact on the teenagers involved. Panday et al. (2015) states that teenage mothers are very unlikely to do well in high school education bearing in mind that after pregnancy they get to a point that they get bombarded with numerous responsibility regarding taking care of the new born baby(s). The objectives of the study were to determine whether poor physical and mental health, reduced self-esteem and social isolation resulting from teenage pregnancy affect academic performance among secondary school students. The study will be of significant to ssecondary Schools in Geta Sub-County in Trans-Nzoia County, The Government of Kenya, and Parents/Guardians of Teenager in Secondary Schools as well as Secondary School Teenagers. During the research study, descriptive survey research design was employed. Target population was 266 employees from which a sample of 80 employees was drawn from using stratified random sampling technique. The researcher used questionnaires as data collection instrument. Questionnaires were administered using drop and pick latter method. The data collected was analysed both qualitatively and quantitatively and presented using tables, figures and charts. From the research study findings, the highest number of the respondents who participated in the study 81% of the respondents stated that physical and mental due to teenage pregnancy has effects on academic performance among secondary school students while 19% of the respondents stated that physical and mental due to teenage pregnancy has no effects on academic performance among secondary school students. In consideration of reduced self-esteem due to teenage pregnancy, based on the responses given out by the respondents, majority of the respondents (95%) indicated that reduced self-esteem due to teenage pregnancy has effects on academic performance among secondary school students while 5% of the respondents who participated in the study indicated that reduced self-esteem due to teenage pregnancy has no effects on academic performance among secondary school students. Majority of the respondents (88%) indicated that social isolation due to teenage pregnancy has effects on academic performance among secondary school students while 12% of the total number of the respondents' who participated in the study indicated that social isolation due to teenage pregnancy has no effects at all on academic performance among secondary school students.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Teenage pregnancy refers to the pregnancy occurring in the young girls between the age of thirteen and nineteen years. Teenage pregnancy is prevalent nowadays in most secondary schools' students in the developing countries across the world. This has been very of great negative impact towards realization of young girls' dreams bearing in mind that most of the young girls after pregnancy find it difficult to go back to school (Kauffman, 2016).

According to Macleod (2014) argues that one major contemporary problem confronting most countries in the world is teenage pregnancy. This is right from the first world countries such as United States of America (USA) to the third world countries such as Kenya where this problem has actually been a source of worry for the policy makers, the so called social workers as well as other human service providers due to its negative impact on the girl child across the world. Africa has been greatly hit by this problem. Teenage pregnancy can also be defined as social problem in which adult practices and functions that is sexual intercourse, reproduction, and mothering are actually displayed by a person who owing to her age as well as development status is not yet an adult which in this case is adult but not adult, child but not child.

Pregnancy among the teenagers occurs due to sexual activities either voluntarily or not. Most of these problems occur as a result of parents paying less attention to their children bearing in mind that in this twenty first century, children are growing in a culture way in which peers, television and motion pictures, magazines as well as music often transmit

either covert or overt message on unmarried sexual relationship which in this case involve teenagers are accepted and thus expected behavior have contributed largely to moral decadence rampancy among the secondary school teenagers in Kenya (Slow ski, 2015).

According to Eloudou (2014), despite the current education system in Kenya which is 2-6-3-3-3 promotes education as a pillar of responsible sexual behavior and being informative of the consequences of sexual immorality including teenage pregnancy, sexual transmitted diseases as well as psychological effects that are commonly offered at home and community settings. Students in secondary school seem not to be doing well in this very domain as there is frequent teenage pregnancy with some opting to quit school, some committing abortion, and suicide among many negative things to name (Panday et al. (2015)

This has led into occurrence of sensitization programs in secondary schools to be organized for the purpose of giving the solution to this problem a push to reduce on the number of teenage pregnancies occurring on yearly basis. In this case, teenage pregnancy and school attendance they actual fail to go well together in that the latter has a detrimental effect on their education and their plans in future in school. The reason for this saspect is because teenage mothers attend class lessons irregularly while at times they drop out of the school due to parenting role (Patton, 2012).

## **1.2 Statement of the Problem**

In Kenya, it has been observed over years that teenage pregnancy among secondary school students has been prevalent as a result of various contributing factors which have negative impact on the teenagers involved. Panday et al. (2015) states that teenage mothers are very unlikely to do well in high school education bearing in mind that after pregnancy they get to a point that they get bombarded with numerous responsibility regarding taking care of the new born baby(s). The other problem occurring that contribute to teenage pregnancy include: decline of the parents/or guardians to play their role in terms of training their children on how to grow up away from becoming a victim of teenage pregnancy whereby this mandate has been left in the hands of teachers yet teachers are not forever around the teenagers.

Failure to complete secondary school education tend to limit the life earning potentials among the population of teenagers at the selected school which could enhance that cycle of impoverishment among them (Spencer, 2012). As a result of these problems, the study was therefore concerned with determination and assessment of the effects of teenage pregnancy on academic performance among secondary school students as well as exploring various strategies to avoid occurrence of such problems or tackled in sub-county areas for the purposes enabling teenage mothers and fathers also the sexually active teenagers who would have dropped out of the secondary schools to be in a position to achieve their education as well as their career goals. This study thus intends to investigate the effect of of teenage pregnancy on academic performance among secondary school students.

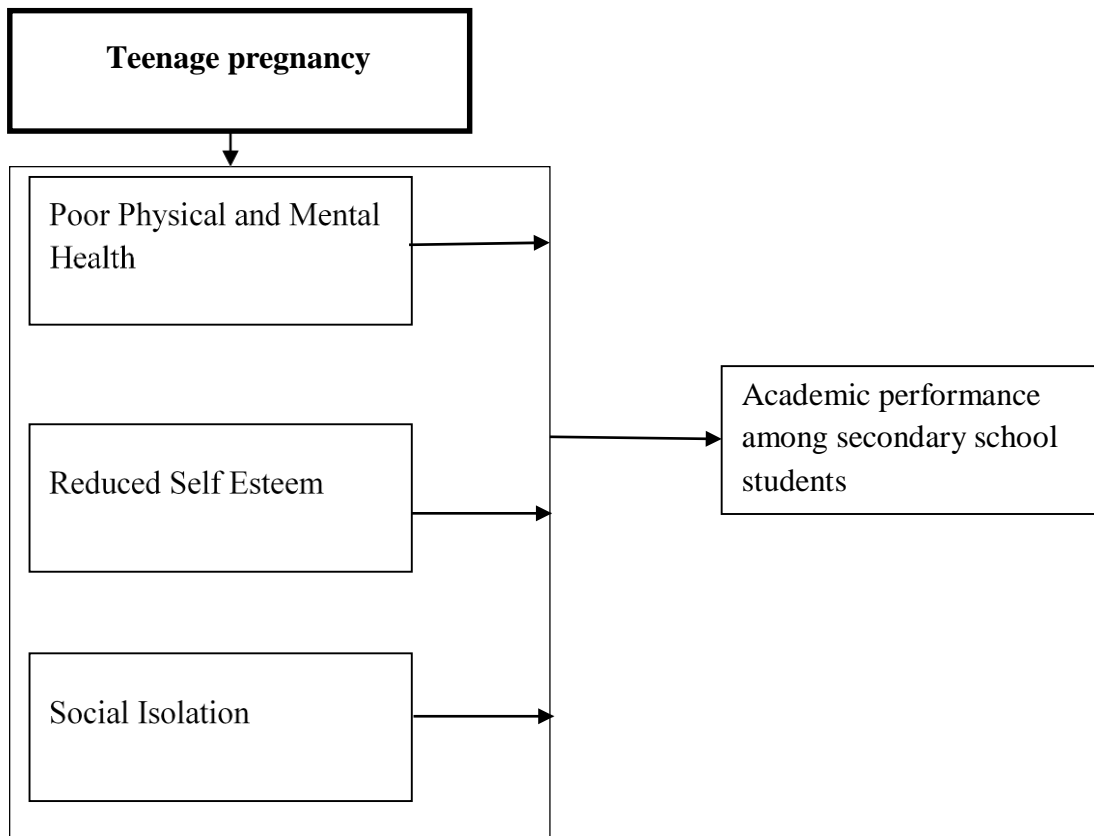


### 1.3 Purpose of the Study

This study seeks to investigate the effect of of teenage pregnancy on academic performance among secondary school students.

### 1.4 Conceptual Framework

Figure 1.1 Conceptual Framework



Source: Author (2019)

## **1.5 Research Questions**

- i. To what extent does poor physical and mental health due to teenage pregnancy affect academic performance among secondary school students?
- ii. How does reduced self-esteem due to teenage pregnancy affect academic performance among secondary school students?
- iii. Is there any relationship between social isolation due to teenage pregnancy and academic performance among secondary school students?

## **1.6 Objectives of the Study**

### **1.6.1 General Objectives**

The general objective of this study was to determine the effect of teenage pregnancy on academic performance among secondary school students.

### **1.6.2 Specific Objectives**

- i. To determine the extent to which poor physical and mental health due to teenage pregnancy affects academic performance among secondary school students.
- ii. To find out the effect of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students.
- iii. To assess the relationship between social isolation due to teenage pregnancy and academic performance among secondary school students.

## **1.7 Hypothesis of the Study**

Ho. Poor physical and mental health due to teenage pregnancy affects academic performance among secondary school students.

Ho. Reduced self-esteem due to teenage pregnancy has an effect on academic performance among secondary school students.

Ho. There is relationship between social isolation due to teenage pregnancy and academic performance among secondary school students.

## **1.8 Significance of the Study**

This research study was of great significance to the following:

### **1.8.1 Secondary Schools in Geta Sub-County, Trans-Nzoia County**

This study was of utmost significance to the secondary schools in Geta Sub-County, Trans-Nzoia County in terms of getting insights on how to minimize and even do away completely with the high rate of teenage pregnancies in secondary schools within the sub-county.

### **1.8.2 The Government of Kenya**

This study benefited the government of Kenya in terms of understanding the causes of rampant teenage pregnancies in secondary school within the country. This will hence enable the government to come up with mechanism of minimizing the high rate of teenage pregnancies among secondary schools.

### **1.8.3 Parents/Guardians of Teenager in Secondary Schools**

Parents of teenagers in secondary school benefited from this research study in terms of understanding causes of teenage pregnancies and the solution to them. This will hence make them to be in a position to deal with this problem not only to the current students in secondary schools but also the upcoming secondary schools students.

### **1.8.4 Secondary School Teenagers**

This research study was of benefit to the secondary school teenagers in terms of equipping them with knowledge on how to avoid finding themselves in problems associated with teenager pregnancies. On the other hand, for those secondary school teenagers who have fallen into this trap, this study benefited them in terms of avoiding falling into the same trap again and how to deal with challenges they are facing as victims of teenage pregnancies.

### **1.9 Scope of the Study**

This study was confined at Geta Sub-County in Trans-Nzoia County secondary schools with the main aim of determining the effect of teenage pregnancy on academic performance among secondary school students. The study took place during the month of March 2020.

### **1.10 Limitations of the Study**

#### **1.10.1 Confidentiality**

This research study covered a critical area in the organization that needs a lot of privacy. As such, some respondents who were willing to provide full information for fear of being reprimanded by the senior managers were addressed by being told the purpose of the study. In that, the researcher came up with the idea of addressing them that the purpose of the study was meant to assist in academic issues.

#### **1.10.2 Bureaucracy**

Following the bureaucracy nature of offices and availability of the respondents, the researchers experienced some challenges in gaining access to the respective individuals capable of providing the needed data. However, the researcher overcame this by complying

with the requirement that have been put in place to ensure that there is success in developing this research project.

### **1.11 Assumptions**

The assumptions of this study are that the information that was collected through the questionnaires was be accurate and a representative of all small and medium enterprises and the respondents gave the necessary cooperation by responding to all the questions in the questionnaire.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises of introduction to the study, review of theoretical literature on the extent to which poor physical and mental health due to teenage pregnancy affects academic performance among secondary school students, the relationship between social isolation due to teenage pregnancy and academic performance among secondary school students and the effect of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students.

#### **2.2 Review of Literature**

Teenage pregnancies tend to occur due to lack of access to and inconsistent use of contraceptives. In addition, perception plays a fundamental role in finding out whether adolescents who are sexually active tend to use contraceptives or ignore. Studies have investigated the degree to which pregnancy related school dropout is the key to gender difference in performance in secondary schools. In consideration of the United Nations Population Fund (UNPF) report, rural teenage girls have got very high risk of getting pregnant in comparison to their counterparts in urban areas where this is attributed to the fact that rural secondary school students have got limited exposure to education on ways of avoiding early age pregnancies while the girls in urban areas are better educated (Spencer, 2012).

#### **2.3 Poor Physical and Mental Health due to Teenage Pregnancy**

Mental health disorders are very common in adolescent with one in four or five teenagers suffering from a disorder. Low social economic status is associated with the development

of mental disorders in children and adolescents. For those living in poverty they are more exposed to stressful circumstances such as indulging in sexual immorality. Overtime as children mature, as children mature the effects really become more deleterious. For the adolescents, impaired mental health early sexual activity and teenage pregnancy are associated with living in poor neighborhood (Grant and Hallman, 2018).

Occurring of pregnancy in adolescent and the development of mental health disorders are best described in terms of bio psychosocial phenomenon. To attribute a psychological disorder as the reason for adolescent pregnancy is simplistic and reductionist. Many of the same social risk factors which bring about adolescent pregnancy may also contribute to the development of mental disorder (Patton, 2012). This study concentrated on both the risk that comes with mental disorder for adolescent pregnancy also the mental health during adolescent parenting. This is also recognized as that stress of adjusting to those demands of trying to raise a baby as well as navigating the normal development tasks of adolescence which may be exacerbate or rather lead to psychological distress. Due to this, it becomes difficult to be able to know whether the stress involved with the pregnancy as well as early child bearing result into the poor mental health outcomes or whether these originates the adverse life circumstances that often precede as well as predict teen pregnancy . In that the direction of causality in the relationship between teen parenthood as well as mental health problems is very complicated and not elucidated by the research that is existing (Eloudou, 2014).

#### **2.4 Reduced Self-Esteem due to Teenage Pregnancy**

Self-esteem refers to feelings and attitudes towards the self. These are actually described and measured along with continuums that range from high to low or rather positive to

negative. Several analysis which are based on pregnancy determination or rather of deviant behavior would then lead one to expect a higher incidence of pregnancy among adolescents with very low esteem. First in this case is Arai (2009) which in this case link self-esteem with deviant behavior. Cost-benefit analysis of contraception and pregnancy while the third one is the variant of Laker's thesis which tries to emphasize on biological basis of adolescent pregnancy (Barclay et al. 2017).

In addition, becoming pregnant as an unmarried adolescent is deviant since only small minority of adolescents does so and because it is not approved by the society large. Thus for that individual who is able to deviate from normative patterns due to their negative connotation may become pregnant as a way of bolstering self-esteem. The adolescent may expect motherhood to be able to improve her status as the mother in this case will have an important task to perform. Pregnancy could be unconsidered outcome of sexual intercourse of which this may be viewed as self-enhancing because it signals a movement away from childhood since it is associated with that feeling of being loved and it may make an adolescent to look as the right person. In other words, we may anticipate the adolescent who has low esteem to more likely become pregnant (Patton, 2012).

An adolescent with low esteem may not be concerned about avoiding pregnancy due to the view that there is nothing to lose in case she becomes pregnancy. In case a girl does not do well in school academically and she expects no good job in future then nothing can hinder her from getting involved in immoral behavior that leads into pregnancy. Still the other view is viewed as expected behavior since sexual activity has always has always closely followed sexual immorality not only in animal species but also in human society prior twentieth century (O'Donnell and Wyneken, 2017).



## **2.5 Social Isolation due to Teenage Pregnancy**

For teenagers, the fear of social isolation or rejection is huge. In fact the rejection by their peers may be intense fear which adolescents face. Despite this, research confirms how crippling this fear can turn to be, leading to teenager isolation. The same parts of the brain are actually activated by the physical pain. Due to these, more and more teens tend to choose teenage isolation as a means to protect themselves from the rejection as well as pain. Teenagers may choose to withdraw after a traumatic social experience or rather a breakup. Or if not they may suffer from social anxiety or lack of social skills (Allan, 2016).

In addition, teens isolate themselves and use technology for connection and distraction which may lead into social media addiction. From time to time have got to beg their teens to get out of the house and see their friends instead of the parents holding them back and implementing curfews. A number of teens tend not to have curfews because they do not go out. In this case, teen isolation actually makes a teen lonelier. In fact loneliness is common to teens. Teenage isolation and loneliness also result in a wide range of unhealthy physiological and social symptoms. Social isolation in teens can be warning sign of depression in teenagers. Teenage isolation can be an indicator of avoidant personality disorder (Carter and Coleman, 2016).

## **2.6 Theoretical Framework**

This research study was actually analyzed using the human capital theory where in this case, this theory views human beings as critical elements of economic production. It is clear that human capital theory was developed by Shultz and Becker to take account for the increase in productivity which cannot be explained with the increment in technology or even fiscal capital. Education is in this case seen as key to human capital development

on the fact that it actually improves the quality of labor force and hence the value of labor input in the production process (Duncan et al. 2010).

Consequent to this, education which is what this study is basing on not only plays a central role in human capital formation but is vital towards the economic growth. Human capital can in this case be referred to as individual skills, talents, capacities, as well as elements of knowledge which tends to bring about the improvement in the contribution towards the productivity of goods and services (Bunting and MAuleyC, 2014).

To be in a position to obtain the needed skills and knowledge there is the need for the government as well as people to invest more and more in educating the girl child. As it is well known that if a woman is educated then the whole society benefits. This as a result means that occurrence of teenage pregnancy leads into high school dropouts which leads into negative effects towards the performance of secondary school which in long term leads into affecting the quality and quantity of human capital output. The human capital is in this case considered appropriate for this study due to the fact that education is key to the development of human capital and thus the more the girl child is educator the more the better. In addition, teenage pregnancy causes girls to drop out of the secondary schools where in this case, it brings about the fact that as resourcefulness as human capital is diminished with limited education. Despite the positive contribution of this theory towards this study, it is realized that it has got some weaknesses, in that it assumes that its only education which equips people with knowledge, attitudes and skills for the labor market (Swann et al. 2013).

## **2.7 Summary of Identified Gaps in the Reviewed Literature**

Grant and Hallman, (2018), state that mental health disorders are very common in adolescent with one in four or five teenagers suffering from a disorder. Low social economic status is associated with the development of mental disorders in children and adolescents. Basing on what the author has stated, it is clear that details on the effect of poor physical and mental health due to teenage pregnancy on academic performance among secondary school students thus creating a gap.

Arai (2009) maintains that self-esteem refers to feelings and attitudes towards the self. These are actually described and measured along with continuums that range from high to low or rather positive to negative. Several analysis which are based on pregnancy determination or rather of deviant behavior would then lead one to expect a higher incidence of pregnancy among adolescents with very low esteem. In view of what the author has stated, the effect of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students has not been highlighted thus creating a gap.

Allan, (2016) argues that for teenagers, the fear of social isolation or rejection is huge. In fact the rejection by their peers may be intense fear which adolescents face. Despite this, research confirms how crippling this fear can turn to be, leading to teenager isolation. The same parts of the brain are actually activated by the physical pain. In consideration of what the author has stated, the details of the relationship between social isolation due to teenage pregnancy on academic performance among secondary school students has not been highlighted thus creating a gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

The research study was mainly based on evaluation of effects of teenage pregnancy on academic performance among secondary schools' students. The chapter discusses research design and methodology by looking at research design, target population, sample design, data collection, procedures for acquiring information needed and data analysis.

#### **3.1 Research Design**

A research design refers to the arrangement of conditions for collection and analysis of data in manner that combines relevance to the research purpose with economy in procedure (Kothari, 2004). The research adopted a descriptive survey research design as such it was an intensive descriptive analysis of academic progression by the so called teenage mothers. In this case, descriptive research design allowed both qualitative and quantitative methods. In other words, adopting of the descriptive survey research design was very much useful for finding the academic fact since it provided a lot of information.

#### **3.2 Study Area**

This study focused on the respondents from Geta Sub-County, Trans-Nzoia County secondary school. The area was purposely selected due to the presence of teenage girls in secondary schools thus leading to sufficiency in study population.

#### **3.3 Target Population**

Target population is the complete set of individual events or things of interest that the researcher wishes to investigate. Target population can also be defined as the total number

of individuals, objects, or items that the researcher wishes to carry out the research on (Sarantakos, 2015). In this case, the target population was 266 people which comprised of principals, deputy principals and teachers at secondary schools of Geta sub-county, in Trans-Nzoia County.

**Table 3.1 Target Population**

<b>Category</b>	<b>Target Population</b>	<b>Percentage</b>
Principals	14	5
Deputy Principals	14	5
Teachers	238	90
<b>Total</b>	<b>266</b>	<b>100</b>

**Source: Author (2020)**

### **3.4 Sampling Techniques**

This research study employed stratified random sampling technique during the research study. The researcher used stratified random sampling techniques due to nature of the study. This method enabled generalization of the large population with the margin of an error that was determined and also gave the employees equal opportunity of participating in the study (Kothari, 2004). The research study considered a sample of 80 respondents from the secondary schools at secondary schools of Geta sub-county, in Trans-Nzoia County.

**Table 3.2 Sample Size**

<b>Category</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage</b>
Principals	14	4	5
Deputy Principals	14	4	5
Teachers	238	72	90
<b>Total</b>	<b>266</b>	<b>80</b>	<b>100</b>

**Source: Author (2020)-**

### **3.5 Sample Size**

Sampling is the process by which alternatively small number of individual, object or event is selected and analyzed in order to find out something about the entire top from which it was selected. A sample is a small proportion of target population selected using some systematic form (Kothari, 2004). The sample size of this study was 80.

### **3.6 Measurement of Variables**

Measurement is the assignment of numerals of to objects or events according to rules. Variables are not measured at one specific level only, whether a variable was measured one way or another depends very much on how it was conceptualized and on what type of indicators were used during measurement. The same variable can be measured in various way (Sarantakos, 2015). This is to say that measurement can actually be made or done in various levels. Levels of measurement include: nominal level, ordinal level, interval level, and ratio level.

### **3.7 Research Instruments**

Research instruments refer to the tools used to collect data during the research study (Sarantakos, 2015). In this case, questionnaires and interviews were used to collect data. Questionnaires had both structured and unstructured questions.

### **3.8 Validity of Measurements**

Validity refers to the ability of the data to measure what it is uprooted to measure. Validity can as well be defined as the degree the research instruments measure the variables which they were intended to measure. Thus, content validity of the instrument was therefore determined before deployment. In terms of definition, content validity can therefore be defined as the representative of the items on the instruments as they relate with that content that is being measured while face validity is the appearance and appeal of the instrument (Kothari, 2004). In this case, validity was determined through pilot study where data collected instrument was pilot tested through test and re-test technique.

### **3.9 Reliability of Measurements**

Reliability refers to the ability of the data collection instrument to consistently give accurate results on every repeated occasion of a test/or study. Reliability of the research instruments can also be defined as the extent to which results tend to be consistent overtime and are also accurate representation of the study population (Kothari, 2004). In this case, reliability was determined through pilot study, where the data collection instruments was tested using test retest technique.

### **3.10 Data Collection Techniques**

Data collection in this case refers to process of gathering and measuring information on the targeted variables in an established system where it enabled one to be able to answer questions and evaluate outcomes (Sarantakos, 2015). As far as data collection techniques are concerned, there are different tools that can be used to collect data. Interviews can be done either face-to-face or over the phone. On the other hand, survey or questionnaire can as well be paper or web based. Observations and experiments can in this case be collected either qualitatively, quantitatively or the mixture of both methods. Upon sorting, classifying, coding as well as tabulating the data that was collected was analyzed using descriptive statistics which employed frequencies and percentages. To ease analysis, the researcher analyzed the data that was collected in terms of objectives for the purposes of answering the three study questions. The findings were presented using tables, charts and graphs.

### **3.11 Data Analysis**

Data analysis refers to the process of inspecting, cleansing, transforming as well as modeling data with the goal of discovering useful information, informing, conclusion as well as supporting decision making (Kothari, 2004). In this study, the data that was collected was analyzed both qualitatively and quantitatively. Quantitative data refers to the data that was measured/or quantified while qualitative refers to the data that could not be measured or quantified.

### **3.12 Logical and Ethical Considerations**

The researcher got permission from secondary schools in Geta Sub-County for data collection purposes. This was facilitated through a letter of introduction from Grets



University. The letter also confirmed that the research was solely for academic purpose. The researcher also declared the confidentiality of the identity of the respondents. The researcher also undertook to accept any errors as a result of omissions or commission while compiling the report of the study.

In addition, the other major ethical consideration in this researcher was: informed consent which refers to the person knowingly, voluntarily and intelligently and in clear and manifest way which gave his or her consent whereby the respondents' right to autonomy was protected. The other ethical aspect that was considered was beneficence where in this case it referred to Hippocratic "be of benefit, do not harm" in that the principle of beneficence which included the professional mandate to do effective and significant research in order to better serve as well as promote the welfare of the constituents. In addition, other ethical consideration that was considered included: confidentiality "that was keeping every details given confidential" as well as honesty.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRITATION OF THE FINDINGS

#### 4.1 Introduction

This chapter covers data analysis of the findings, presentation and interpretation of the results obtained from the study. In addition, this chapter is divided into three parts that included introduction, presentation of the findings and summary of the data analysis.

#### 4.2 Presentation of Findings

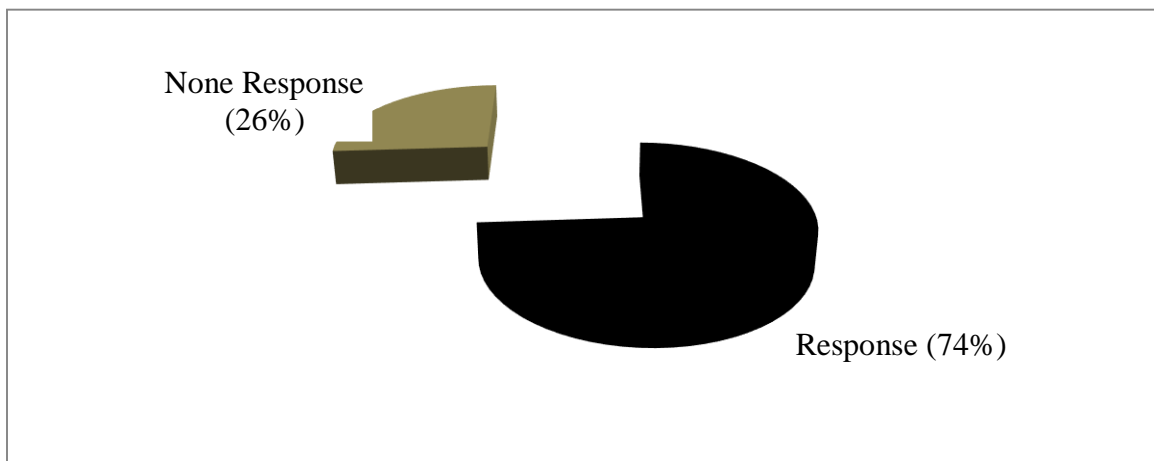
##### 4.2.1 Response Rate

**Table 4.1 Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Response	59	74
None Response	21	26
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Author (2020)

**Figure 4.1 Response Rate**



Source: Author (2020)

According to the table 4.1 and figure 4.1, the response that was obtained from the respondents was okay for the analysis process. 74% responded while 26% did not. This was a representative sample.

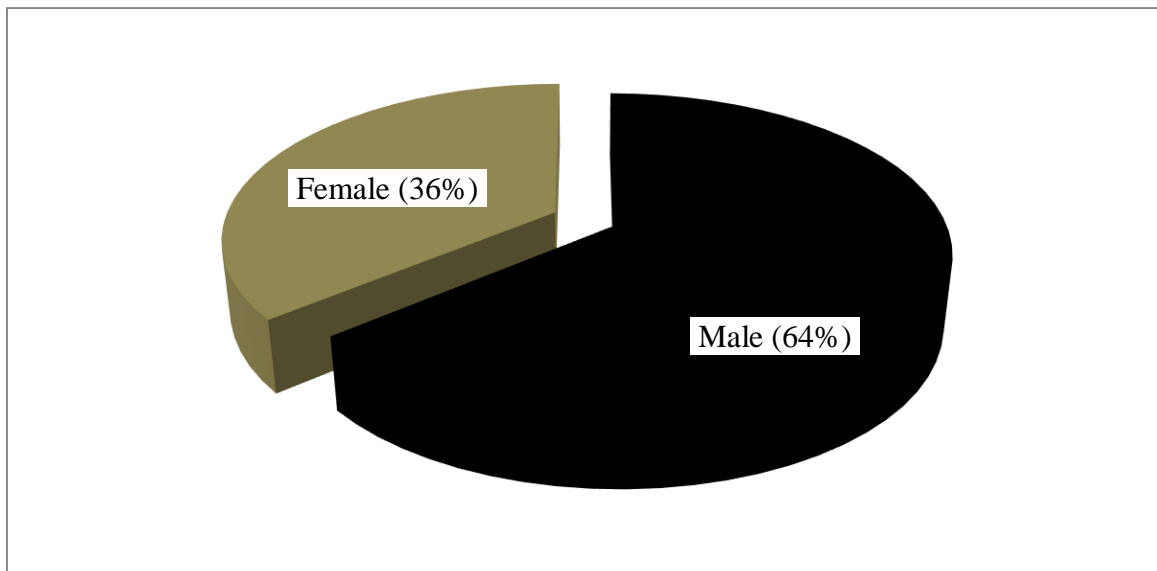
#### 4.2.2 Gender Analysis

**Table 4.2 Gender analysis of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	38	64
Female	21	36
<b>Total</b>	<b>59</b>	<b>100</b>

**Source: Author (2020)**

**Figure 4.2 Gender analysis of the respondents**



**Source: Author (2020)**

In accordance with table 4.2 and figure 4.2, the total number of male respondents who participated in the study were 64% of the sample population, while the total number of female who participated in the study were 36%. From the study, it was concluded that the number of males' response was much more than those of females.

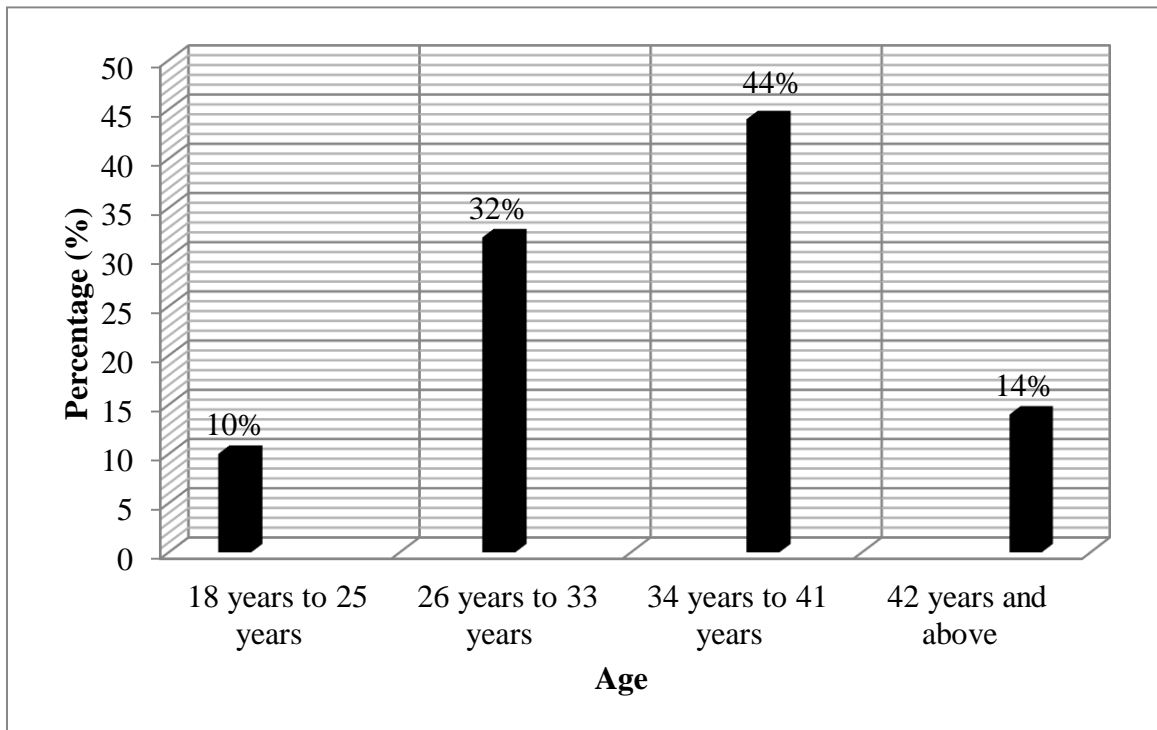
### 4.3 Age of the Respondents

**Table 4.3 Age of the Respondents**

Age of the respondents	Frequency	Percentage (%)
18 years to 25 years	6	10
26 years to 33 years	19	32
34 years to 41 years	26	44
42 years and above	8	14
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.3 Age of the respondents**



Source: Author (2020)

In accordance with table 4.3 and figure 4.3, 10% of the respondents were of the aged 18 years to 25 years, 32% of the respondents were aged 26 years to 33 years, 44% of the respondents were aged 34 years to 41 years while 14% of the respondents were of the aged

42 years and above. From these findings, it is clear that majority of the respondents (44%) were of the age between 29years to 30 years.

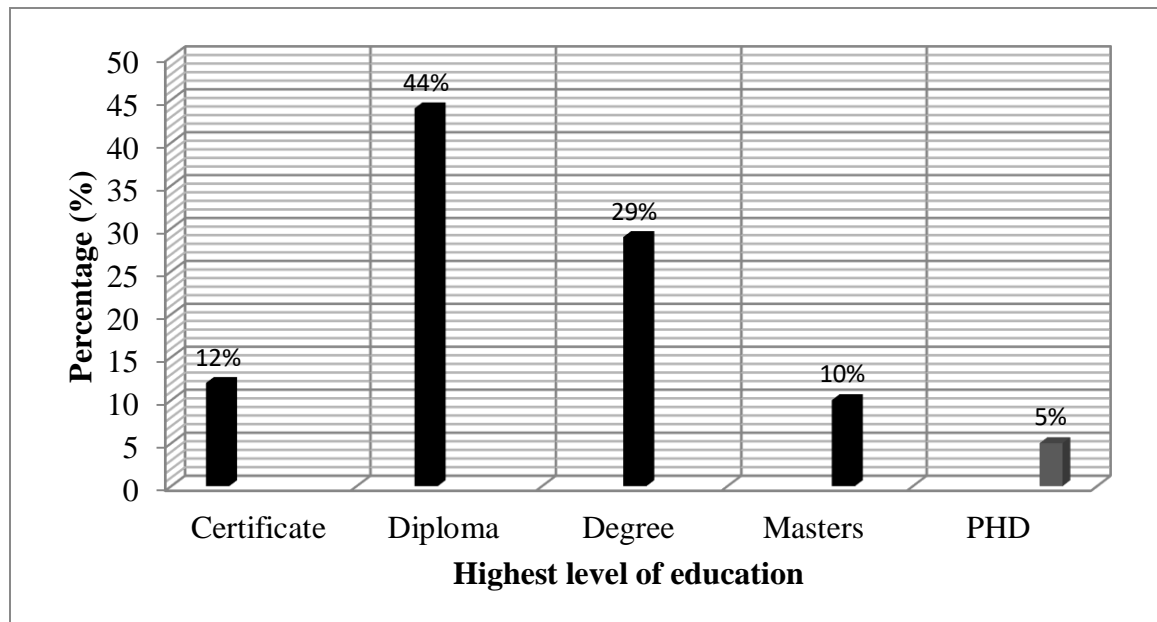
#### 4.2.4 Highest Level of Education

**Table 4.4 Highest Level of Education**

Highest Level of education	Frequency	Percentage (%)
Certificate	7	12
Diploma	26	44
Degree	17	29
Masters	6	10
PHD	3	5
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.4 Highest Level of Education**



Source: Author (2020)

According to table 4.4 and figure 4.4 of the data collected and analyzed basing on the highest level of education, 12% of the respondents stated that they had only certificates, 44% of the respondents indicated that diploma was their highest level of education, 29%

of the respondents stated that degree was their highest level of education, 10% of the respondents indicated that masters was their highest level of education and 5% of the respondents indicated that PHD was their highest level of education.

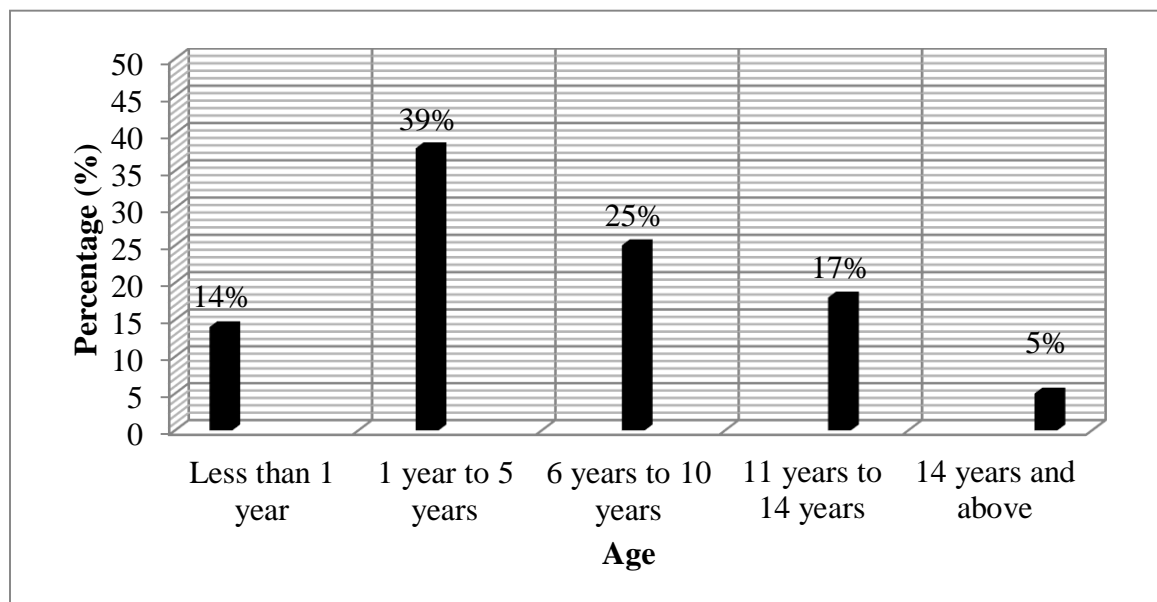
#### 4.2.5 Working Experience

**Table 4.5 Working Experience**

Working experience	Frequency	Percentage (%)
Less than 1 year	8	14
1 year to 5 years	23	39
6 years to 10 years	15	25
11 years to 15 years	10	17
16 years and above	3	5
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.5 Working experience**



Source: Author (2020)

According to table 4.5 and figure 4.5, 14% of the respondents in the organization had a working experience less than 1 year, 39% of the respondents in the organization had a

working experience of 1 year to 5 years, 25% of the respondents in the organization had a working experience of 6 years to 10 years, 17% of the respondents in the organization had a working experience of 11 years to 15 years while 5% of the respondents had a working experience of 16 years and above.

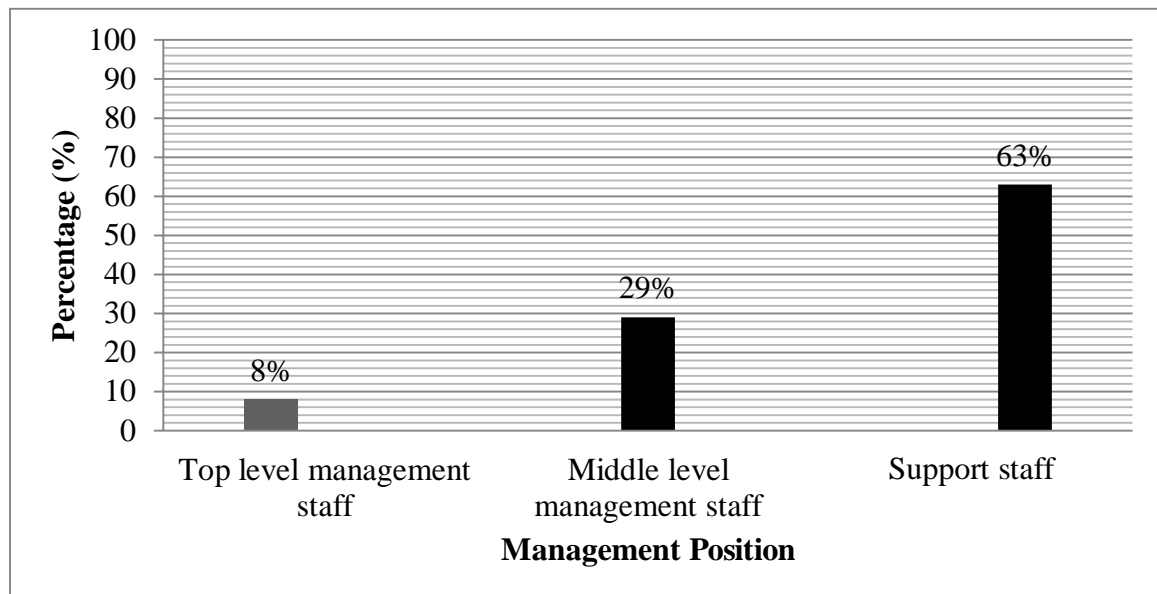
#### 4.2.6 Management Position in the Organization

**Table 4.6 Management position in the organization**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Top level management staff	5	8
Middle level management staff	17	29
Support staff	37	63
<b>Total</b>	<b>59</b>	<b>100</b>

**Source: Author (2020)**

**Figure 4.6 Management position in the organization**



**Source: Author (2020)**

With reference to table 4.6 and figure 4.6, in relation to the data collected and analyzed on the management position of the staff in the organization, 8% of the respondents stated that

they are top level management staff. 29% of the respondents stated that they are middle level management staff. 63% of the respondents indicated that they are support staff.

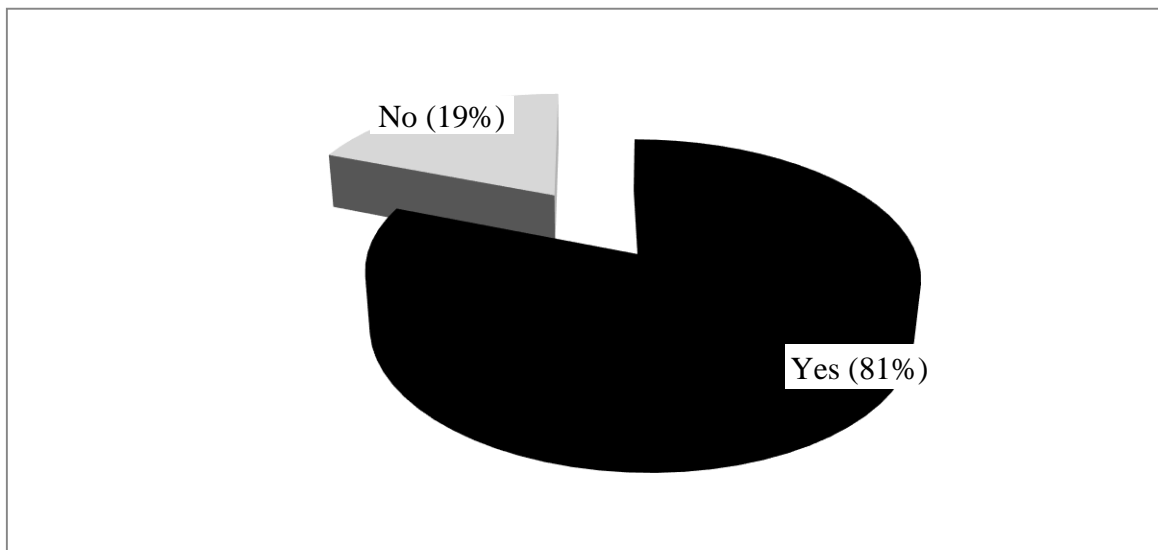
#### 4.2.7 Poor Physical and Mental Due to Teenage Pregnancy

**Table 4.7 Effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students**

Response	Frequency	Percentage (%)
Yes	48	81
No	11	19
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.7 Effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students**



Source: Author (2020)

With reference to table 4.7 and figure 4.7, in relation to the data collected and analyzed on the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students, 81% of the respondents stated that poor physical and



mental due to teenage pregnancy has effects on academic performance among secondary school students while 19% of the respondents stated that poor physical and mental due to teenage pregnancy has no effects on academic performance among secondary school students.

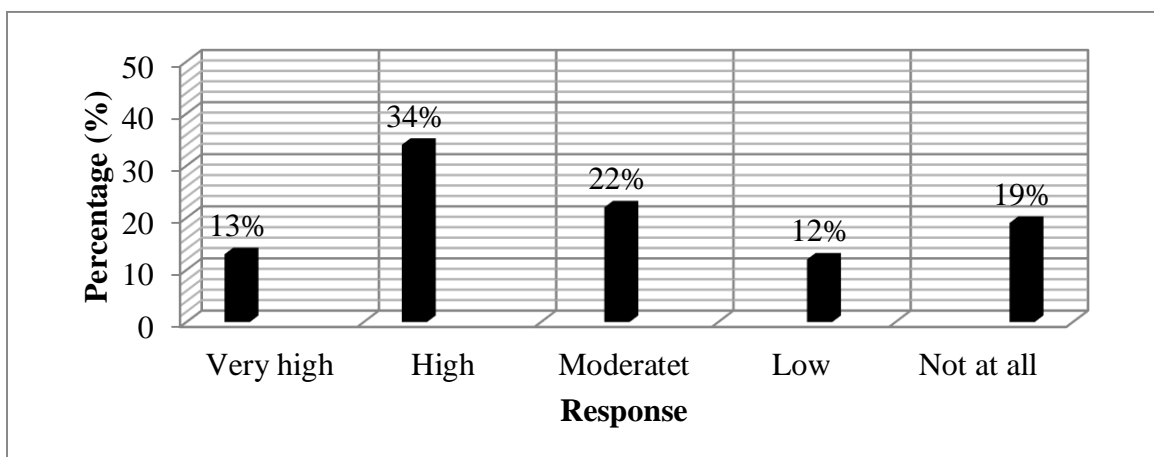
#### 4.2.8 Poor Physical and Mental Due to Teenage Pregnancy

**Table 4.8 Effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students**

Response	Frequency	Percentage (%)
Very high	8	13
High	20	34
Moderate	13	22
Low	7	12
Not at all	11	19
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.8 Effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students**



Source: Author (2020)

Table 4.8 and figure 4.8 shows the analysis of the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students. According to the analysis, 13% of the respondents were of the opinion that the effect of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is very high. 34% of the respondents stated that the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is high, 22% of the respondents stated that the effect of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is moderate, 12% of the respondents stated that the effect of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is low while 19% of the respondents stated that poor physical and mental due to teenage pregnancy has no effects on academic performance among secondary school students.

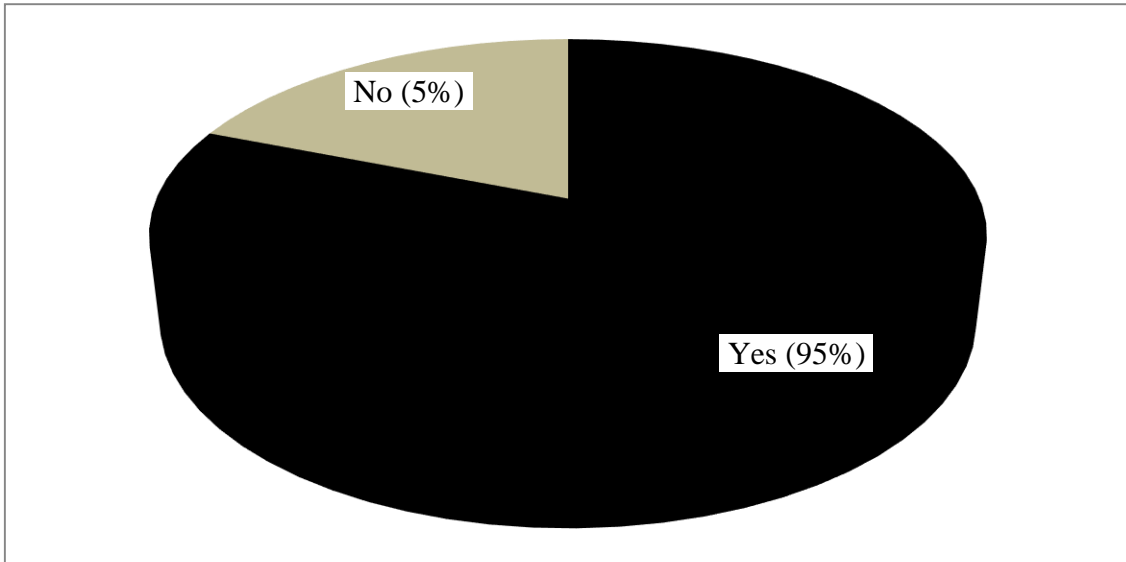
#### **4.2.9 Reduced Self-Esteem Due to Teenage Pregnancy**

**Table 4.9 Effects of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	56	95
No	3	5
<b>Total</b>	<b>59</b>	<b>100</b>

**Source: Author (2020)**

**Figure 4.9 Effects of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students**



**Source: Author (2020)**

Table 4.9 and figure 4.9 shows the analysis of the effects of effects of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students. Based on the analysis 95% of the respondents who participated in the study indicated that reduced self-esteem due to teenage pregnancy has effects on academic performance among secondary school students while 5% of the respondents who participated in the study indicated that reduced self-esteem due to teenage pregnancy has no effects on academic performance among secondary school students.

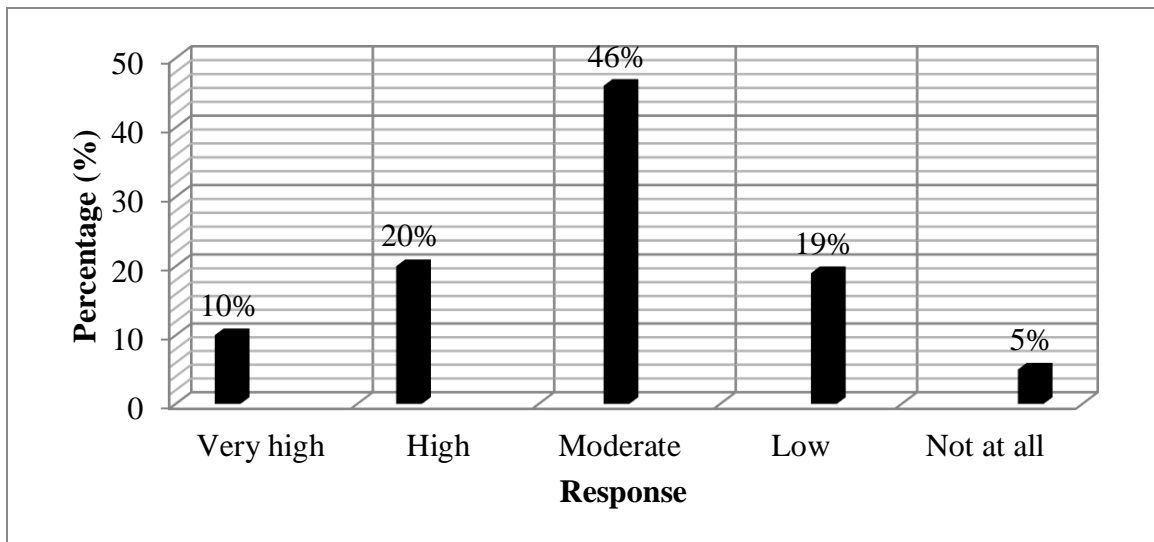
#### 4.2.10 Reduced Self-Esteem Due to Teenage Pregnancy

**Table 4.10** Extent to which reduced self-esteem due to teenage pregnancy affects academic performance among secondary school students

Response	Frequency	Percentage (%)
Very high	6	10
High	12	20
Moderate	27	46
Low	11	19
Not at all	3	5
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.10** Extent to which reduced self-esteem due to teenage pregnancy affects academic performance among secondary school students



Source: Author (2020)

Table 4.10 and figure 4.10 shows the analysis of the effects of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students. According to the analysis, 10% of the respondents indicated that the extent to which negotiating affects SBR is very high. 20% of the respondents stated that the extent to which negotiating affects

academic performance among secondary school students is high, 46% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is moderate. 19% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is low while 5% of the respondents indicated that reduced self-esteem due to teenage pregnancy has no effects at all on academic performance among secondary school students.

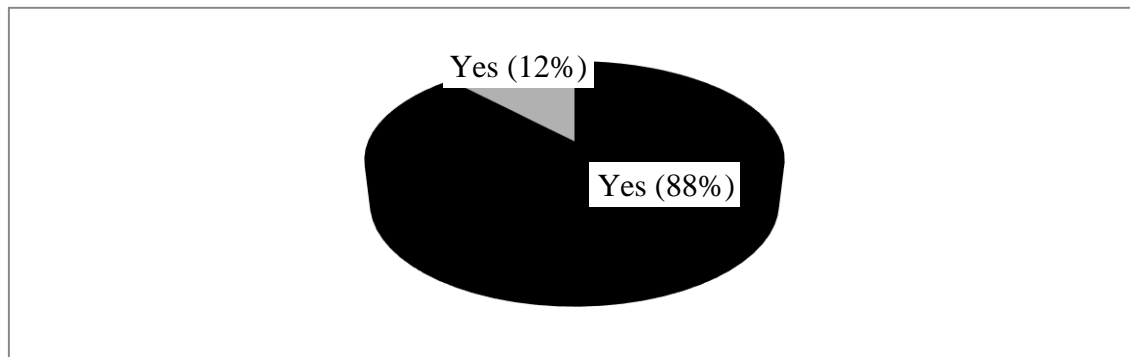
#### 4.2.11 Social Isolation Due to Teenage Pregnancy

**Table 4.11 Effects of social isolation due to teenage pregnancy on academic performance among secondary school students**

Response	Frequency	Percentage (%)
Yes	52	88
No	7	12
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.11 Effects of social isolation due to teenage pregnancy on academic performance among secondary school students**



Source: Author (2020)

Table 4.11 and figure 4.11 shows the analysis of the effects of social isolation due to teenage pregnancy on academic performance among secondary school students. Based on the analysis, 88% of the total number of the respondents who participated in the study

indicated that tendering has effects on academic performance among secondary school students while 12% of the total number of the respondents' who participated in the study indicated that tendering has no effects at all on academic performance among secondary school students.

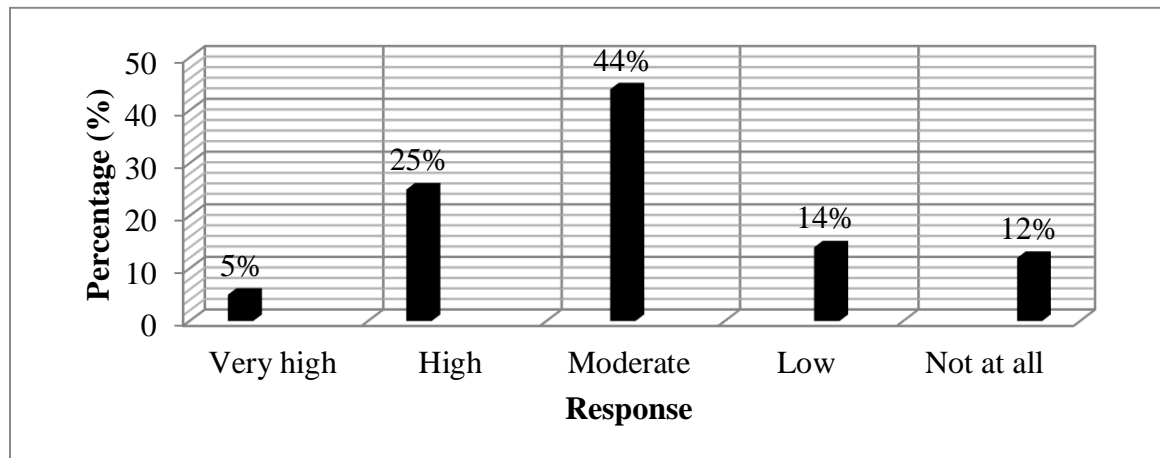
#### 4.2.12 Social Isolation Due to Teenage Pregnancy

**Table 4.12 Effects of social isolation due to teenage pregnancy on academic performance among secondary school students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very high	3	5
High	15	25
Moderate	26	44
Low	8	14
Not at all	7	12
<b>Total</b>	<b>59</b>	<b>100</b>

Source: Author (2020)

**Figure 4.12 Effects of social isolation due to teenage pregnancy on academic performance among secondary school students**



Source: Author (2020)

Table 4.12 and figure 4.12, shows the analysis of the effect of social isolation due to teenage pregnancy on academic performance among secondary school students. According

to the analysis 5% of the respondents indicated that the effect of social isolation due to teenage pregnancy on academic performance among secondary school students is very high, 25% of the respondents stated that the effect of social isolation due to teenage pregnancy on academic performance among secondary school students is high, 44% of the respondents were of the opinion that the effect of social isolation due to teenage pregnancy on academic performance among secondary school students is moderate, 14% of the respondents indicated that the effect of social isolation due to teenage pregnancy on academic performance among secondary school students is low. Last but not least, 12% of the respondents stated that social isolation due to teenage pregnancy has no effects on academic performance among secondary school students.

### **4.3 Summary of the Data Analysis**

#### **4.3.1 General Information**

During the study, 80 questionnaires were prepared and distributed out to the respondents. Out of 80 questionnaires that were distributed out to the respondents, 59 questionnaires were returned answered while 21 questionnaire was neither answered nor returned. Both the answered and not answered nor returned questionnaires represented 74% and 26% respectively of the total number of the questionnaires prepared and distributed out to the respondents. From those questionnaires that were answered, 64% of the respondents were male while 36% of the respondents were female, which gave a clear indication that high number of females dominated the study as far as giving out response to questionnaires is concerned.

In consideration of the age of the respondents, 10% of the respondents were of the aged 18 years to 25 years, 32% of the respondents were aged 26 years to 33 years, 44% of the

respondents were aged 34 years to 41 years while 14% of the respondents were of the aged 42 years and above. In terms of the highest level of education, 12% of the respondents stated that they had only certificates, 44% of the respondents indicated that diploma was their highest level of education, 29% of the respondents stated that degree was their highest level of education, 10% of the respondents indicated that masters was their highest level of education and 5% of the respondents indicated that PHD was their highest level of education.

Basing on working experience, 14% of the respondents in the organization had a working experience less than 1 year, 39% of the respondents in the organization had a working experience of 1 year to 5 years, 25% of the respondents in the organization had a working experience of 6 years to 10 years, 17% of the respondents in the organization had a working experience of 11 years to 15 years while 5% of the respondents had a working experience of 16 years and above. In terms of management position of the staff in the organization, 8% of the respondents stated that they are top level management staff. 29% of the respondents stated that they are middle level management staff. 63% of the respondents indicated that they are support staff.

#### **4.3.2 Poor Physical and Mental Due to Teenage Pregnancy**

The highest number of the respondents who participated in the study 81% of the respondents stated that poor physical and mental due to teenage pregnancy has effects on academic performance among secondary school students. They (majority of the respondents) stated that existence of high physical and mental health resulting from teenage pregnancy is the key to low academic performance among secondary school students. 19%



of the respondents stated that poor physical and mental due to teenage pregnancy has no effects on academic performance among secondary school students.

#### **4.2.3 Reduced Self-Esteem Due to Teenage Pregnancy**

From the responses given out by the respondents, majority of the respondents (95%) indicated that reduced self-esteem due to teenage pregnancy has effects on academic performance among secondary school students. The reason given by the majority of the respondents for these effects was that high rate of reduced self-esteem resulting from teenage pregnancy is the key to low academic performance among secondary school students. On the other hand, 5% of the respondents who participated in the study indicated that reduced self-esteem due to teenage pregnancy has no effects on academic performance among secondary school students.

#### **4.3.4 Social Isolation Due to Teenage Pregnancy**

Majority of the respondents (88%) indicated that social isolation due to teenage pregnancy has effects on academic performance among secondary school students. The reason given out by the majority of the respondents for these effects was that high cases of social isolation brought about by teenage pregnancy is key to low academic performance among secondary school students. 12% of the total number of the respondents' who participated in the study indicated that social isolation due to teenage pregnancy has no effects at all on academic performance among secondary school students.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter majorly focuses on the answers to the research questionnaires, which was derived from the study. It also covers summary of the findings, conclusion, recommendations and suggestion for further research.

#### **5.2 Summary of the Findings**

##### **5.2.1 How does poor physical and mental due to teenage pregnancy affect academic performance among secondary school students?**

From the research study findings, 13% of the respondents indicated that the effect of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is very high. 34% of the respondents stated that the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is high, 22% of the respondents indicated that the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is moderate. 12% of the respondents indicated that the effects of poor physical and mental due to teenage pregnancy on academic performance among secondary school students is low while 19% of the respondents stated that poor physical and mental due to teenage pregnancy has no effects on academic performance among secondary school students.

##### **5.2.2 To what extent does reduced self-esteem due to teenage pregnancy affect academic performance among secondary school students?**

Basing on the research study findings 10% of the respondents indicated that the extent to which negotiating affects academic performance among secondary school students is very high. 20% of the respondents stated that the extent to which negotiating affects academic performance among secondary school students is high, 46% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is moderate. 19% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is low while 5% of the respondents indicated that reduced self-esteem due to teenage pregnancy has no effects at all on academic performance among secondary school students.

### **5.2.3 How does social isolation due to teenage pregnancy affect academic performance among secondary school students?**

Basing on the study findings, 5% of the respondents were of the opinion that the effects of social isolation due to teenage pregnancy on academic performance among secondary school students are very high. 25% of the respondents indicated that the effects of social isolation due to teenage pregnancy on academic performance among secondary school students are high. 44% of the respondents stated that the effect of social isolation due to teenage pregnancy on academic performance among secondary school students is moderate. 14% of the respondents stated that the extent to which tendering affects academic performance among secondary school students is low. Last but not least, 12% of the respondents stated that social isolation due to teenage pregnancy has no effects on academic performance among secondary school students.

### **5.3 Conclusions**

From the data collected, it can be concluded that in deed poor physical and mental due to teenage pregnancy has an effect on academic performance among secondary school students. This conclusion was based on the majority of the respondents who were 81%. The reason for these effects is low social economic status which is associated with the development of mental disorders in children and adolescents.

Reduced self-esteem due to teenage pregnancy can also be concluded from the research study findings to have an effect on supplier buyer relation. This conclusion was based on the majority of the respondents who were 95%. The reason for this case is that high rate of reduced self-esteem resulting from teenage pregnancy is the key to low academic performance among secondary school students.

Social isolation due to teenage pregnancy from the data collected from the respondents during the study can be concluded to have an effect on academic performance among secondary school students. This conclusion was based on the majority of the respondents who were 88%. In that high cases of social isolation brought about by teenage pregnancy is key to low academic performance among secondary school students.

### **5.4 Recommendations**

#### **5.4.1 Poor Physical and Mental Due to Teenage Pregnancy**

To minimize cases of poor physical and mental due to teenage pregnancy that is key to low academic performance among secondary school students, there is the need for secondary schools to consider coming up with a program of providing funds among other necessary things to teenagers upon occurrence of pregnancy. This is not to embrace the culture of

teenage pregnancy but to deal with cases upon occurrence in instead of making the whole situation extremely worse.

#### **5.4.2 Reduced Self-Esteem Due to Teenage Pregnancy**

On matters self-esteem, there is the need for the organization to come up with guiding and counseling programs to deal with such cases as reduced self-esteem which is key to low academic performance among secondary school students.

#### **5.4.3 Social Isolation Due to Teenage Pregnancy**

There is the need for secondary school students to be advised on the need to seek for advice instead of living isolated due to teenage pregnancy. Another way to minimize cases of isolation is to get close to the teenagers and speak to them on how to overcome those problems that occurs due to teenage pregnancy which in turn affects academic performance.

#### **5.4 Recommendations for Further Research**

With the consideration of academic performance among secondary school students, there is the need for further research to be carried out on how data student's attitude affects academic performance among secondary school students. Also further studies need to be carried out on how student's upbringing affects academic performance among secondary school students.

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**APPENDIX I**  
**LETTER OF INTRODUCTION**

Nyandega .K.Roseline

Gretsa University

P.O      Box

Thika Kenya

My name is Nyandega .K.Roseline, a student at Gretsa University, I hereby request you to fill in the questionnaires to assist me in successful completion of this project. This study intends to conduct out the research study on **“Effects of teenage pregnancy on academic performance among secondary school students” with specific focus at Geta Sub-County, Trans-Nzoia County Kenya.** The reason as to why I chose to carry out the research study at Geta Sub-County, Trans-Nzoia County was because I believe this research study will be of utmost importance to all the secondary schools within the sub-county.

My advance thanks goes to everyone who will take part in this research study.

Yours faithfully,

Nyandega .K.Roseline-Student at Gretsa University

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**APPENDIX II**  
**QUESTIONNAIRE**

Kindly answer the questions provided below by ticking (✓) in the appropriate box or by writing in the spaces provided.

**SECTION A: GENERAL INFORMATION**

**1. Gender**

Male  Female

**2. Age in Years**

18 years to 22 years   
23 years to 27 years   
28 years to 32 years   
33 years to 37 years   
38 years and above

**3. Level of Education**

Secondary   
College   
University

**4. Working Experience**

Below 1 year   
1 year to 3 years   
4 years to 6 years   
7 years to 9 years   
10 years to 12 years   
13 years to 15 years   
16 years and above

**SECTION B: POOR PHYSICAL AND MENTAL HEALTH**

5. Does poor physical and mental health due to teenage pregnancy affect academic performance among secondary school students?

Yes [ ]

No [ ]

If “yes” explain

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

6. To what extent does poor physical and mental health due to teenage pregnancy affect academic performance among secondary school students?

Very high [ ]

High [ ]

Moderate [ ]

Low [ ]

Not at all [ ]

**SECTION C: REDUCED SELF-ESTEEM**

7. Does reduced self-esteem due to teenage pregnancy affect academic performance among secondary school students?

Yes [ ]

No [ ]

If “yes” explain

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

8. How does reduced self-esteem due to teenage pregnancy affect academic performance among secondary school students?

- Very high [ ]
- High [ ]
- Moderate [ ]
- Low [ ]
- Not at all [ ]

**SECTION D: SOCIAL ISOLATION**

9. Is there any relationship between social isolation due to teenage pregnancy and academic performance among secondary school students?

- Yes [ ]
- No [ ]

If “yes” explain

.....

.....

10. To what extent does social isolation due to teenage pregnancy and academic performance among secondary school students?

- Very high [ ]
- High [ ]
- Moderate [ ]
- Low [ ]
- Not at all [ ]

**Thank You for Your Co-opera**

