

**STAKEHOLDERS' INTERVENTION MEASURES IN CURBING TEENAGE
PREGNANCY CRISIS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS
COUNTY, KENYA**

MUSYOKA JULIE MUTINDI

**A Research Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of Doctor
of Philosophy in Educational Administration of
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2024

DECLARATION

I understand that plagiarism is a crime and I affirm therefore that this thesis is my original work and has not been submitted for any award in any other institution.

Signature _____ Date _____

Musyoka Julie Mutindi

E504/MAC/30009/2017

This thesis has been submitted for examination with our approval as university supervisors.

Signature _____ Date _____

Dr.Selpher K. Cheloti

Senior Lecturer

Department of Educational Administration and Planning

School of Education

South Eastern Kenya University

Signature _____ Date _____

Dr. Gideon M. Kasivu

Senior Lecturer

Department of Educational Administration and Planning

School of Education

South Eastern Kenya University

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ABBREVIATIONS AND ACRONYMS

FGD	:	Focus Group Discussion
G&C	:	Guidance and Counseling
GUID-COUS	:	Guidance and Counselling
HoDs	:	Heads of Department
KHISS	:	Kenya Health Information Systems Survey
KICD	:	Kenya Institute of Curriculum Development
KIE	:	Kenya Institute of Education
LESCURR	:	Life Skills Education Curriculum
LSE	:	Life Skill Education
MoE	:	Ministry of Education
NACOSTI	:	National Commission for Science and Technology and Innovation
PA	:	Parent Association
PARENTINVOL	:	Parents Involvement
PARENSOC	:	Parental Socio-Economic
SEKU	:	South Eastern Kenya University
SDGs	:	Sustainable Development Goals
S.P.S.S	:	Statistical Package for Social Sciences
SOCIECON	:	Socio-economic
TENPREG	:	Teenage Pregnancy
UNESCO	:	United Nations Educational Scientific and Cultural Organization
UNDP	:	United Nations Development Programmes
USA	:	United States of America
UNICEF	:	United Nations International Children Educational Fund
VIF	:	Variance Inflation Factor

WHO : World Health Organization

DEFINITION OF TERMS

- Crisis:** Refers to a problem that has affected the educational endeavors of the female learners in public secondary schools in Machakos county which therefore needs urgent action to address.
- Guidance and counseling:** Refers to a procedure in which public secondary schools in Machakos county have adopted to assist learners to Acquire information, knowledge and skills that may Enable them to make well thought choices before engaging in premature sexual behaviors which may lead to unwanted pregnancies.
- Intervention Measures:** Refers to ways and means that the stakeholders in public secondary schools in Machakos county have adopted to curb teenage pregnancies among the female learners.
- Measures:** Refer to the means and ways that stakeholders in public secondary schools in Machakos county have taken to curb teenage pregnancy crisis in the county.
- Parental socio-economic support** Refers to parents' financial support, guidance and counseling, accorded to the daughters in public secondary schools in Machakos .
- Parental involvement:** Refers to parent's participation in prevention of teenage Pregnancies in public secondary schools in Machakos county.

- Public secondary schools:** Refers to schools under the proprietorship of the government where learners get educated typically from form one to form four in Machakos county.
- Stakeholders:** Refers to individuals in public secondary schools in Machakos county vested in the prosperity and achievement of the institution and its learners. They comprise of the school principals, teachers, parents and learners.
- Teenage Pregnancy Crisis:** Refers to a significant issue that has posed challenges to the female learners in public secondary schools in Machakos county because it has affected their educational endeavours thus affecting their future opportunities therefore requiring robust intervention measures to address.

ABSTRACT

Teenage pregnancy remains a persistent global crisis that profoundly impacts the socio-economic wellbeing of nations, citizens and families. It is a main contributor to school dropout rates, poor academic achievements, early marriages, and decreased school attendance for female learners. The study sought to investigate stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County, Kenya. The aims of the research were to authenticate the relationship between parental socio-economic support to their daughters and teenage pregnancy; examine the relationship between school guidance and counseling programs and teenage pregnancy; assess the relationship between principal's involvement of parents in student's discipline and teenage pregnancy and investigate the relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County. The reviewed Literature was based on the research aims whereas the research was anchored on social learning theory postulated by Albert Bandura (1966). The research utilized a descriptive research design. The research target population was 360 principals, 360 Heads of Department (HOD's) Guidance and Counseling (G&C), 360 Parent Association (PA) chairpersons and, 103,517 students. The study gathered data from a sample of 189 schools comprising Boys only, Girls only and Mixed schools. The participants of the study, who were proportionately sampled included; principals, HOD's G&C, PA chair persons and form three students from the selected schools. Data was collected using questionnaires, interview schedules, Focused Group Discussions (FGD) and document analysis. The Collected data was analyzed using SPSS software version 25. Descriptive analysis was done using frequencies, measures of central tendency and dispersion particularly the mean and standard deviation. Hypotheses were tested using Pearsons' correlation coefficient at the 0.05 level of significance. The study results revealed that teenage

pregnancy was prevalent in Machakos county with an average of 173 cases recorded annually. Each school in the county also recorded at least 2 cases of teenage pregnancy yearly. Further, the findings from the research show that there was a positive and significant relationship between parental socio-economic support on their daughters and teenage pregnancy ($r_p = .550$ & $r_h = 0.497$; $p \leq .05$). There was also a positive and significant relationship between school G&C programs and teenage pregnancy ($r_p = .361$ & $r_h = 0.497$; $p \leq .05$). Additionally, the study found a positive and significant relationship between principal's engagement of parents in student's discipline and teenage pregnancy ($r_p = .379$ & $r_h = 0.564$; $p \leq .05$). Lastly, the research findings revealed that there was also a positive and significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya ($r_p = .575$ & $r_h = 0.414$; $p \leq .05$). The study suggests that the Ministry of Education(MoE) should give incentives to inspire more education sector players to participate in giving socio-economic support to girls from lower socio-economic backgrounds as well as making G&C programs mandatory in all schools. Further, the research recommends that PAs should work collaboratively with principals to make sure that parents are engaged in all matters affecting their children and that KICD should review the Life Skill Education syllabus to include content on sex education. In addition, the MOE should include LSE in teacher education as a learning area or infuse LSE in a specific subject combination so that the Teachers Service Commission(TSC) posts teachers to teach LSE specifically, making it compulsory and examinable. It is hoped that through these interventions, teenage pregnancy cases in the county will significantly reduce.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Globally, education has been considered as a human right and plays a pivotal role in fostering economic growth and development across nations. The Sustainable Development Goals (SDGs) specifically goal 4 requires nations of the world to ensure inclusive and equitable quality education to promote lifelong opportunities for all (United Nations Development Programmes(UNDP), 2015). However, this has not been the case because of issues like adolescent pregnancy that precisely contribute to girls' failure to complete schooling (Muganda-Onyando & Omondi, 2008) even though the main aims of most school system is to ensure that students successfully complete their education within the designated timelines (United Nations Educational Scientific and Cultural Organization (UNESCO), 2008). It's estimated that about 16 million young girls give birth yearly, which accounts to 11% of all births globally where average teen birth rate in middle income countries is two times higher than high-income countries and five times higher in low income countries (World Health Organization(WHO), 2018). In relation to these statistics, it is apparent that teenage pregnancy is an area of concern in high, middle and low-income countries, Kenya included and this therefore creates the need for urgent action to come up with appropriate measures to curb the problem, which forms the basis for this study.

Teenage pregnancy remains a persistent global crisis that profoundly impacts the socio-economic wellbeing of nations, citizens and families since it contributes to high dropout rates, lower academic achievements, early marriages and decreased school attendance for female learners (Molisiwa & Moswela, 2012). Additionally, teenage pregnancy among schooling girls may lead to sexually transmitted diseases, abortion, increased mortality rates as well as effecting the school enrollment (Amadi, 2019). These undesirable impacts have forced nations of the world to adopt different policy initiatives and intervention measures to curb the vice and the prevailing consequences. In the United States (US), approximately 67.8% per 1000 teenagers become pregnant each year and majority of these pregnancies are from schooling girls which are unintended (Kost & Henshaw, 2014). Of all school going girls who have had a baby before 18 years of age, only 40% finish school while fewer than 2% finish college education (National Conference of State Legislature, 2016). In an effort to curb teenage pregnancy and the prevailing consequences, the US has adopted a number of intervention measures like; incorporation of comprehensive sexuality education, use of the media, enhancement in financing for and access to family planning services and adolescent growth (Planned Parenthood Federation of America, 2013). This study sought to examine the intervention measures adopted by stakeholders to address the issue of teen pregnancy in public secondary schools in Machakos County.

In England, teen pregnancy is a major problem despite a successful ten year Teenage Pregnancy Strategy(TPS) implemented by the Labour Government between 1999 and 2010 to reduce the menace (Office for National Statistics, 2019). The factors associated with higher probability of early pregnancies in England include; low economic status, exclusion from school, homelessness as well as being a child of a teenager mother (Cook & Cameron, 2015). Although teenage pregnancy in England may have some positive implications to the teenager mother, there are many adverse impacts like, failure to finish their schooling, bringing up the child alone and in poverty, being unemployed and having low educational achievements (Freedman, 2020). Due to these undesirable impacts, England has also adopted other interventions measures to reduce the crisis. These include; sex education, skill nurturing, clinical and social provision for the teenager mothers and contraceptive services for youths (Cook & Cameron, 2015).This study explored on the stakeholders intervention measures in addressing teenage pregnancy in public secondary schools in Machakos County.

Bangladesh has an adolescence pregnancy rate of 35% where 1 girl in 10 has a child while schooling (UNDP, 2016). Despite significant advancement in human development, teenage pregnancy remains a persistent issue in Bangladesh, primarily attributed to factors such as poverty, inadequate prevention of child marriages and low rates of contraceptive use (Islam & Gragnon, 2014). Teenage pregnancy impacts a lot on schooling girl's well-being, education and rights, thus inhibiting her from realizing her own potentials (Mohammad et al., 2017). Furthermore, the economy of the country may be affected as the teen mother is incapable of entering the workforce as a result of the double household maintenance and child rearing. A Study by Islam (2017) in Bangladesh recommended the need to ensure increased adolescents access to sexual and reproductive health, and having a policy in place to stop early marriages thus contributing in reduced teenage pregnancy.

Despite many efforts to reduce teenage pregnancy among school-going teenagers in South Africa, the high rates of teenage pregnancies still remains an issue of concern (Mashaba, 2015). Statistics from the Department of Basic Education in South Africa in 2014 show that 20,000 female learners became pregnant, where 233 of these were pregnant girls in primary schools in South Africa (Mashaba, 2015). A study by Nkosi and Edmarie(2018) revealed that a young girls pregnancy negatively impacted on the female learners' educational achievement, the family, other learners, the community and the society as a whole. This is because it may affect the learner's school attendance and eventually the learner may dropout from school. Studies show that in south Africa several strategies and programs have been inacted to curb teenage pregnancy; they include; school health policy which was enacted in 2012, the National contraception policy guideline booklet on prevention of teenage pregnancy adopted in 2012, school-based sex education, peer education programmes, teenage friendly clinics and mass media intercessions (Mashaba, 2015; Qolesa, 2017).

Adolescent pregnancy in Uganda, has become a problem to both the community and the government in relation to expenditure in an effort to curb the negative impacts on the lives of the young person (Manzi et al., 2018). A study by Owakubariho (2018) indicates that, early pregnancy is the primary cause for school dropout and low learners academic achievements in secondary schools in Uganda thus placing the teenager to an educational and economic disadvantage. A report by the Uganda Bureau of Statistics (2014) shows that, approximately 23 percent of adolescents drop out of school because of unplanned pregnancies. In bid to address this problem, Uganda has adopted the Uganda National Adolescence Health Policy (2004) and youth friendly services as intervention measures among others (Government of Uganda, 2015).

Kenya, like many other African countries is experiencing teenage pregnancy crisis. Over 13000 young girls drop out from school yearly due to unwanted pregnancies (Kenya National Bureau of Statistics, 2014). This deprives the affected girl of the right to education as indicated in the Constitution of Kenya 2010 and the Children Act. Article 53. 1. b of the constitution of Kenya provides that, every child has the right to free and compulsory Education (The Constitution of Kenya, 2010). Similarly, the Children Act guarantees the right to free and basic education as per Article 28 of the United Nations convention on the rights of the Child (The Children Act, 2001) .

Evidence from different reports indicates that teenage pregnancy may be a thorn on the flesh, if no immediate action is taken. A statement released by the Ministry of Education (MoE) indicates that 11,950 girls in primary and secondary schools in Kenya got pregnant in 2018 only. This was reported by the then and late MoE Cabinet Secretary Professor George Magoha while tabling the report to Senate Committee on Education in Kenyan parliament as reported in the Daily Nation July 7, 2019 (Nyamai, 2019). According to the report, Machakos County registered 147 cases in 2018 only in both secondary and primary schools. According to the Cabinet Secretary, the high rates of teenage pregnancy are alarming given that the unreported cases were even higher.

A report released by the Kenya Health Information System Survey (KHISS) indicated that, between January and May 2020, Machakos County registered 3900 teenage pregnancies in both secondary and primary schools (KHISS, 2020). These are only cases captured in the health information systems for those girls who had visited health facilities thus insinuating that many other cases have gone unreported.

Statistics at Machakos County Education Office indicate that teenage pregnancy has taken an upward trend where 44 secondary school teenage girls became pregnant with 21 of them taking national examinations when pregnant while 4 girls delivered while writing their Kenya Certificate of Secondary Examination (KCSE) and 19 girls dropped from school in 2016 (Machakos County Education office, 2023). Further, the statistics indicate that, in 2017, 113

secondary school girls became pregnant while in 2018, 147 girls in secondary schools in the county became pregnant. On the same note in 2019, the number of secondary school girls who became pregnant was 151. Further, the teenage pregnancy cases reported in years 2020, 2021 and 2022 were 175, 189 and 201 respectively. The reasons for the upward trend over the years are unknown, thus the need for this study to address the crisis.

The alarming rates of teenage pregnancy cases in Kenya and more specifically in the study area, if not addressed may compromise the academic achievement of the girls. Further, the achievement of the Kenya's Big Four Agenda comprising of affordable housing, food security, universal health care, and improved manufacturing, achievement of Vision 2030 and the Sustainable Development Goals specifically goal 4 which targets at safeguarding inclusive and equitable quality education and upholding lifelong learning opportunities for all may be compromised (UNDP, 2015). Therefore, the study was conceived on this premise with a view of investigating stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County, Kenya.

The Kenyan government has adopted several intervention measures in bid to curb teenage pregnancy among schooling girls which include; the National Adolescent Sexual and Reproductive Health Policy (2015) aimed at improving the sexual reproductive health status of adolescents in Kenya as well as integration of sex education in the school curriculum, plus the return to school policy (1994) which states that expectant girls should be accepted to be in school and be permitted to resume schooling after delivery. Similarly, the Adolescent Reproductive Health policy (2003) enacted to improve the reproductive health, safety and quality of life of Kenyan adolescents and youth. Other initiatives include; stringent measures against those found guilty of defiling minors leading to unwanted pregnancies (Sexual Offence Act, 2006). Additionally, President Uhuru Kenyatta during a state address on Corona virus pandemic issued a directive to the National Crime Research Centre to investigate on the disturbing drift of cases of adolescence pregnancy where the girl child has been disempowered (President Uhuru Muigai, 2021). This was after surging number of teenage pregnancy were reported in the country specifically in Machakos County. Despite the government efforts, the problem continues to persist thus the need for this study.

Curbing of teenage pregnancy amongst schooling teenagers requires a holistic approach. Therefore, stakeholders in secondary schools can curb the vice through parental socio-economic support to the daughters, school guidance and counseling programs, principals involvement of parents in students discipline and teenage pregnancy and Life Skill Education (LSE). Parental socio-economic s includes parent's educational level, parental occupation as well as income, family structure as well as the environmental living conditions of the learner (Plan International and UNICEF, 2014). Lack of economic resources, low level of education and parental poverty has far-reaching implications for a child's overall well-being including their health, education and social intergration. This is because the parent cannot support fully the basic needs of the child. Living in a wealthy home environment gives the learner high chances of access to good health as

well as family planning services (Coley & Chase-Lansdale, 1998). Similarly, Learners from high-income families experience a life of privileges, abundant life opportunities while those from low-income families often face the hardships of poverty. This indicates that parents' socio-economic support can be a major factor in protecting the learner from the risky of teenage pregnancy. Coughlin (2016) in Chile revealed that adolescents who were born of teen mothers, those from poor households and from single mother families are more likely to have children. This may insinuate that poverty as well as family structure plays a main role in steering teenage pregnancy.

Sharma et al. (2002) posits that, teenage pregnancy in Bangladesh is influenced by the following factors; lack of parental socio-economic support, educational attainment, cultural and family structures. This underscores the influential role that parental socio- economic factors can aid in shaping the experiences and outcomes of the youth. Similarly, Moturi (2016) in a study done in Kenya claims that, wealthy economic background had a significant effect on the chances of teenagers becoming pregnant. This can be explained by the fact that wealth families have the ability to address all the basic needs for their girls while the poor cannot, thus putting their daughters at a higher risk of unwanted pregnancies as they strive to meet their basic needs.

Guidance and counseling (G&C) encompasses a variety of procedures which are aimed at empowering individuals to make well-informed decisions and navigate their educational, vocational and personal growth effectively (Vishala, 2008). It primarily, emphasizes receptive services where school counselors attend to the instantaneous requirements and distresses of the learner through individual and group counselling, mentoring and modeling (Wambu & Fisher, 2015). Zambia has established guidance and counseling departments in all levels of education to offer G&C services to girls who conceive while in school. However, regardless of the presence of G&C department in Zambian schools, there is less sensitization on safer sex and abstinence for girls in Zambia. This has therefore lead to high rates of teenage pregnancies resulting to high rates of school dropout amongst the teen girls (Mulenga & Mukaba, 2018) The study further revealed that qualified teachers expected to conduct counseling sessions with the girls were inadequate meaning that the problem continues.

A study by Ajowi and Simatwa (2010) in Kenya shows that all public secondary schools have Guidance and Counselling (G&C) departments. However, despite the availability of these departments most of the teacher-counselors are untrained while some of the teachers tasked with G&C roles were burdened with other tasks (Okech & Kimemia, 2012). Therefore, this may mean that the G&C services offered in schools may be ineffective to the students and thus this could be the reason for the high rates of unwanted pregnancies among school going girls in Kenya. This research purposed to examine the impact of school G&C program as an intervention measure in addressing teen pregnancy in public secondary schools in Machakos County, Kenya.

Parents can possibly impact their teen's sexual behavior by providing cordiality and support, properly monitoring the amount of independence their teens have, frequently communicating with teenagers, setting expectations and role modeling (Tucker et al., 2012). According to Silk and Romero (2014) parental involvement has been considered important in teenage pregnancy prevention and other adolescent risk behavior in the US, although it cannot be used alone to address the vice. Ditsela and Van (2011) in a study conducted in South Africa, affirm that there is a relationship between parenting style and teen pregnancy. The findings further show that teenage pregnancy is more prevalent among girls brought up in authoritarian family and permissive parents while adolescents from parents who are responsive and communicative are less likely to get pregnant. Additionally, Van and Lemmer (2009) assert that parental involvement helps in addressing social problems like teenage pregnancy, decreases school drop-out rates, and improves teen behavior. Overall, it is clear that principal's engagement of parents in learner's discipline may be a key intervention measure in curbing teenage pregnancy in public secondary schools in Machakos County, Kenya.

Life Skills Education (LSE) aims at providing people with proper information on risk taking behaviors and developing skills such as effective decision-making, assertiveness, self-esteem, negotiation skills, self-awareness as well as problem solving skills (UNICEF, 2015). In South Africa, a study by Adewumi and Adendorff (2014) shows that, sexuality education provided in the Life Orientation (LO) programmes helps in reducing incidents of sexual abuse. This is in line with Opio-Ikuya (2013) whose findings show that LO helps learners to resist peer pressure or negative risk behaviors. In Kenya, a study by Kiragu (2016) shows that LSE curriculum has not been implemented uniformly in secondary schools because teachers are insufficiently trained while a substantial number of them have undesirable attitude towards the subject. This finding could explain the reason why there are high numbers of teenage pregnancy in Kenyan secondary schools, high school dropout rates and poor academic performance among girls which is the concern of this study.

1.2 Statement of the Problem

The Kenyan government contemplates that once learners join school; they study the whole course and complete the level. Kenya National Bureau of Statistics (2014) shows that 47% of teenage girls in Kenya are already sexually active before the age of 18 years, and that about 13000 teen girls drop out from school annually due to pregnancies. Statistics at Machakos County Education Office indicate that teenage pregnancy has taken an upward trend for example, in the year 2018, 147 girls in secondary schools in Machakos County became pregnant (Machakos County Education office, 2023). On the same note in 2019, the number of secondary school girls who became pregnant was 151. Further, the teenage pregnancy cases reported in years 2020, 2021 and 2022 were 175, 189 and 201 respectively. The reasons for this upward trend over the years are unknown. Therefore, the study was conceived on this premise. The government of Kenya has adopted several policy intervention procedures to curb teenage pregnancies. These include; the Return to School policy (1994) which states that expectant girls

should be accepted to be in school and be permitted to resume schooling after delivery, the Adolescent Reproductive Health policy (2003) enacted to improve the reproductive health, safety and quality of life of Kenyan adolescents and youth. Other measures include; stringent measures against those found guilty of defiling minors leading to unwanted pregnancies (Sexual Offence Act, 2006). Despite the efforts, teen pregnancy issue still persists in public secondary schools in Machakos County, Kenya hence, the need for this research.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research was to investigate stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County, Kenya.

1.3.2 Specific Objectives

The following objectives guided the study:

1. To establish the relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya.
2. To examine the relationship between school guidance and counseling programs and teenage pregnancy in public secondary schools in Machakos County, Kenya.
3. To assess the relationship between principal's involvement of parents in student's discipline and teenage pregnancy in public secondary schools in Machakos County, Kenya.
4. To investigate the relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya.

1.4 Null Hypotheses

The following null hypotheses were tested:

Ho1: There is no statistically significant relationship between parental socio-economic support to their daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya.

Ho2: There is no statistically significant relationship between school guidance and counselling programs and teenage pregnancy in public secondary schools in Machakos County, Kenya.

Ho3 There is no statistically significant relationship between principal's involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County, Kenya.

Ho4: There is no statistically significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya.

1.5 Significance of the Study

The Ministry of Education (MOE) may benefit from the results of the research to recommend suitable policies and more intervention measures for addressing pregnancies among schooling girls. The research findings may also furnish data to the MOE and policy makers in Kenya to formulate policies on how to enhance the existing intervention measures for curbing teenage pregnancy. The research findings may directly benefit the Teachers Service Commission (TSC), the MoE and the Kenya Institute of Curriculum Development (KICD). The KICD is a Semi Autonomous Agency (SAGA) of the MoE which is in charge of receiving, considering and reviewing curriculum proposal, the MoE through the KICD may use the outcomes of the study to carry out a review of the LSE content and include topics relevant in addressing teen pregnancies in schools. In addition, the results of the research could supply the MoE with information on the importance of providing schools with LSE syllabi and student coursebooks and ensure that LSE is effectively implemented in schools. Parents may also utilize the findings of the study to enhance their effectiveness in reducing teenage pregnancy. The study findings could furnish school administrators in Kenya and specifically in Machakos County, with facts that could assist them to make logical decisions on how to enhance the intervention measures for curbing teenage pregnancies in their schools. The research findings may provide necessary information to learners to educate themselves towards preventing teenage pregnancy. Additionally, the research findings could be beneficial to other scholars wishing to perform further study on the area on teenage pregnancy.

1.6 Limitations of the Study

The principals could withhold on the number of girls who fell pregnant in their schools for fear of stigmatization of their schools. The researcher addressed this challenge by giving a clarification on the purpose of the study and assured the participants that the information would be used for research purposes only and that their identity will be anonymous and confidential as indicated in the data collection tools. It was hard to regulate the attitudes of the principals, HoD's G&C and students towards the researcher, which could have prejudiced the validity and reliability of their responses. To deal with this the respondents were assured that the information they give would not be made public and their confidentiality was assured.

1.7 Delimitations of the Study

The research was confined in Machakos County, public secondary schools only. The study sought for responses from the principals, Heads of G&C, Parent Association (PA) chairpersons and form three students. The study investigated the stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County.

1.8 Assumptions of the Study

The assumptions of the research were; principal's, Heads of Department (HoD's) G&C, school PA chairpersons and students would respond to the questions and statements honestly and objectively. Respondents are aware of the stakeholder's intervention measures for curbing teenage pregnancy. Schools in the study area had operational G&C departments, had implemented Life Skills Education curriculum and involved parents in student's discipline matters like teenage pregnancy problems. School principal's and the County Director of Education office keep data on girls who get pregnant.

1.9 Organization of the Study

The research is structured into six chapters. Chapter one covers background to the study, statement of the problem, general objective of the study, specific objectives of the research, the study hypotheses, significance of the research, limitations, delimitations and the organization of the research. Chapter two, covers reviewed literature according to research objectives, discussed from global, regional, and Kenyan perspective and identifying research gaps, followed by the reviewed literature summary, theoretical and conceptual framework of the study. Chapter three, presents the methodology of the study which includes: introduction, research design, target population of the study, sampling techniques and sample size, data collection instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents the research results. Chapter five, presents the discussion and interpretation of the study results while Chapter six captures conclusions, recommendations and suggestion for further study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on the stakeholders' intervention measures in curbing teenage pregnancy crisis. The chapter presentation is organized as per the study objectives which were discussed from global, regional and Kenyan perspective. A summary of literature is drawn and the theory upon which the research was grounded, followed by the study's conceptual framework.

2.2 Parents' Socio-economic Support to the Daughters and Teenage Pregnancy

Parental socio-economic support refers to the parental income and financial support, parents' moral and spiritual support, parents' employment status, parents' educational qualification, household income, level of household living environment/ household overcrowding as well as family structure. Organisation for Economic Cooperation and Development (2017) defines parents' socio-economic position as the occupational status, the parents level of education and the family resources/income. Sirin (2005) defines parental socio-economic position as the parents educational level, occupation, income, environment, parental expectation and government support.

Vikat et al. (2012) did a study on socio-demographic difference in the happening of teen pregnancies in Finland using self-administered questionnaires mailed to the respondents' as data collection tool. The investigation results indicated a significant association between parental socio-economic support, parents' educational level and adolescent pregnancy. Further, the research findings indicated that adolescent girls from upper white-collar families were less vulnerable to pregnancy compared to those from blue-collar families because their parents can

adequately support them. Similarly, the study findings showed that, girls whose fathers are more educated were less susceptible to youth pregnancies compared to those whose fathers were less educated. This study used questionnaires which were mailed to the respondent while the current study used questionnaires which were self administered by the researcher.

Laflin et al.(2008) did a study in Ohio on adolescent transition from virgin to no virgin status and found that parental support, parents level of education and strong family structure are protective intervention measures to early sexual activity amongst teenagers. This study findings do not provide a direct link on how parents' socio-economic support can be an intervention measure in curbing teenage pregnancy thus the desire to conduct this research to address the knowledge gap.

Salvador et al. (2016) did a qualitative study in Philippine on the phenomenon of teenage pregnancy. The study utilized a sample of 16 teenage girls' purposively sampled. Interview schedules were used to collect data for the study and anchored on the adaptation theory. The study found that family background was a crucial factor in addressing adolescent pregnancy. Further, the findings of the research show that girls whose sisters have not given birth were less prone to unplanned pregnancy compared to girls whose sisters had given birth. Additionally, the study found out that unbroken family structure was linked with delayed and decreased levels of teenage sexual behaviors and reduced risk of teenage pregnancy. The study is different from the current study in terms of sample size and the theory the study is anchored thus a research gap. Additionally, this study does not clearly show how parental socio-economic support can help in curbing teenage pregnancies therefore, the dire need for the study to address the research gap.

Indongo (2020) did research to analyze the factors influencing teenage pregnancy in Namibia using secondary data from Namibia Demographic Health Survey 2014 and found out that teenagers from households headed by mothers were more prone to becoming pregnant compared to those headed by a father. Further, the study findings revealed that educational attainment, household wealth, exposure to media and contraceptive use were significantly associated with teenage pregnancy. According to the study findings teenagers from wealth households, those using contraceptives and have access to newspapers have reduced chances of teenage pregnancy by 33 percent, 34 percent and 48 percent respectively. The current study evaluated how parents' socio-economic support can be used as an intervention measure to curb teen pregnancy in public secondary schools in Machakos County using both secondary and primary data.

In Tanzania, Malimbwi (2018) conducted a study to assess the socio-economic issues prompting adolescent pregnancies in secondary schools in Mvomero district using case study design. The findings of the study were that parents or guardian's socio-economic level and learners' family type had a great impact on adolescent pregnancies. The study findings further show that parents whose economic status is high were capable of addressing the girl's regular essentials thus reducing the chances of these girls to be lured to sex by people assuring to get their needs

met. This study examined the relationship between parents' socio-economic support on their daughters and curbing of teenage pregnancies using descriptive survey design.

In Uganda, Rutaremwa (2013) did a study to explore on factors related to adolescent pregnancy and fertility utilizing information from the 2011 Uganda Demographic and Health Survey and found out that being from a richer family considerably reduced the chances of adolescent girls becoming pregnant or starting child bearing. The study used a sample of 202 adolescent girls. This study used a sample of 189 principals, 189 HOD's G&C, 36 PA chairpersons and 540 students to determine the relationship between parental socio-economic support on the daughter's and teenage pregnancy

Waraga (2018) conducted a study in Kenya to explore on the social, cultural and economic factors contributing to teen pregnancies among schooling girls' in Pokot South Sub County, West Pokot County. Waraga utilized an ex-post-facto survey design. The study sample was 222 participants. The research found that economic aspects are associated to the social life of the learner. Waraga further observed that parent's inability to provide basic needs to their daughters lured them to alternative ways of addressing their basic needs like child prostitution. The current study used a sample of 189 principals, 189 HoD's G&C, 36 PA chairpersons and 540 students which is a larger sample compared to the reviewed study. The reviewed study used an ex-post-facto survey design while the this study used a descriptive research design.

A study by Moturi (2016) in Kenya on determinants of teenage pregnancy in Narok County found that wealthy economic background had a significant effect on the chances of teenagers becoming pregnant. This can be explained by the fact that wealth families have the ability to cater all their daughters basic prerequisites while the poor cannot thus putting their daughters to higher chances of risk behaviors. The current research sought to investigate the relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County . using descriptive survey design and a sample of 189 principals, 189 HOD's G&C, 36 PA chairpersons and 540 students.

2.3 School Guidance and Counseling Program and Teenage Pregnancy

Guidance and Counseling (G&C) are procedures geared towards assisting learners to understand themselves and make informed decisions before engaging into premature sexual behaviors, which may lead to unwanted pregnancies. Kinra (2008) explains G&C as a collaboration process through which the counselee and the therapist who is qualified and refined to give assistance and interact, with an aim of helping the learner acquire skills to deal more meritoriously with himself/herself and the reality of life. Likewise, Nkechi (2016) describes G&C as a practice of

assisting a person to be mindful of himself or herself and the means in which he/she is reacting to the inspirations of his or her surroundings. G&C in schools provides individual and small group counseling services and peer counseling services to students particularly those who have discipline issues (Osodo et al., 2016).

Dowden et al.(2018) researched on the implications of school counselors on teenage pregnancy education in the US using a sample size of 16 girls and critical race theoretical framework. The study found that G&C is relevant to pregnant or teen mothers in schools because it helps them to overcome social stigma and psychological stress due to the pregnancy or parenting as well as how to be accountable and responsible. The study is different from this study in terms of theory and the sample size. The sample for the current study was 189 principals, 189 HOD's, G&C, 36 PA chair persons and 540 students and was guided by the social learning theory to examine how schools use G&C programs to curb teenage pregnancy.

A study by Nweze and Okolie (2014) on effectiveness of G&C programmes in secondary schools in Ebonyi State, adopted an ex-post facto descriptive survey design. The researcher targeted senior school students and a sample of ten secondary schools. The study used a sample of 300 participants that is; 30 head masters and 270 learners. Information was gathered using questionnaires. The study found that G&C is a procedure of scheduled intercession within a school organization by which the full growth of learners' is inspired in areas related to individual, social, emotional, professional and educational needs as well as promoting self-understanding. This study is different from current study in that the research design, target populace and sample size used is different. Consequently, this has necessitated the need to undertake this research to address the gap on how G&C is being used as an intervention measure in curbing teenage pregnancy in public secondary schools in Machakos County. Kenya

Hako and Mbango (2018) did a research to explore the significance of G& C programs in a Namibian school setting. The study adopted a documentary assessment method to survey the purpose of Guidance and Counselling and the role of teacher counselors. The finding revealed that, although G&C had execution hitches such as little time allocation, insufficient teachers, overloaded syllabus and scarcity of reference materials, it was however able to address issues such as teenage pregnancy, child abuse, school dropout, drug and substance abuse, and violence. The study has not directly provided literature on how G&C program is an intervention measure in curbing teenage pregnancy in public secondary schools, thus a research gap which the current research wanted to seal.

Salgong et al. (2016) conducted a research to investigate the role of G&C in improving learners discipline in secondary schools in Koibatek district, Kenya. The research used descriptive survey design, a target population of 2624 students, 23 principals, 23 school counselors and 227

teachers from which a sample size of 262 students, 8 principals, 8 school counselors and 24 teachers selected. Questionnaires and interview schedule were used to gather information. The research was guided by Alfred Adler (1998) theory of personality and the humanistic theory of Albert Bandura (1995). The study found that G&C helps individuals to appreciate oneself so as to address life practices in a better way, by being capable of identifying the issues that prompt the harms and look for suitable approaches of undertaking the situations that may lead to unhealthy life styles as well as improving student's discipline. This research differs from the current one in terms of target population, sample size and the theory in which the study was anchored hence the need to address the research gap on how school guidance and counselling is being employed as an intercession measure in curbing teenage pregnancy.

Osodo et al. (2016) did a study to establish the importance of peer counselors in the advancement of student discipline in Ugunja Sub-County, Kenya. The research used descriptive survey design and targeted 3500 students from which the selected sample size of 246 students was selected. Questionnaires and interview schedules were used to gather information. The research found that peer counseling aided school children to improve their behaviors, know themselves and to develop a positive self-image. The study recommended the desire to motivate the peer counselors in order to perform optimally. The reviewed study varies from the current one, in that the target population and sample size are different in comparison. Subsequently, the need to conduct this study to seal the gap on how stakeholders in schools use G&C as an intervention measure to curb teenage pregnancy in public secondary schools in Machakos County, Kenya.

2.4 Principal's Involvement of Parents in Students Discipline and Teenage Pregnancy

Principal's involvement of parents in students' discipline refers to the diverse means in which the parent can participate in curbing teenage pregnancy. Cotton and Wikelund (2001) define parental involvement as different ways of involvement in education and development of the child as well as working with the school. parents support the schooling of their children by participating in school gatherings and reacting to institution obligations as well as aiding their children to progress their school work, offering inspiration, organizing for suitable study time and molding preferred manners. Ireland (2014) defines involvement of parents as the amount of engagement a parent has when it comes to education and the Childs' life.

Studies conducted in the United States of America show that, parental involvement is associated with teenage pregnancy of both schooling and non-schooling girls. Tucker et al., (2012) did a study on parenting strategies and teenage pregnancy with an aim of examining how parental cordiality and control, parental communication and expectation and how the role of parental molding are associated with teenage pregnancy. The study used mixed method approach and targeted 10,932 schooling girls and boys from which the selected sample was 1094 respondents. The study found out that authoritative parenting which combines both high levels of parental

care and parental monitoring was associated with higher chances of pregnancy among both schooling and non-schooling girls. The study further found that parental sculpting through religious service attendance was associated with lower chances of teenage pregnancy. Further, the research results indicated that parent's adolescence communication in the absence of parental backing and proper control does not meaningfully decrease the risk of teenage pregnancy. This reviewed research study varies from the current study in terms of design, target populace and sample thus the need for the study to seal the gap on how principal's engagement of parents in learner's discipline helps in curbing teenage pregnancy in public secondary schools in Machakos, Kenya.

Doshi-Gandhi (2016) conducted a study in Malaysia on the parent's role in preventing teen pregnancy and found that parents are the topmost influential figures for most children. Nevertheless, many parents lack the information on how to direct their children through the stage of teenage life. The researcher recommended the necessity for parents to arm themselves with the suitable parenting skills such as, being a friendly parent, ensuring that their children are happy when speaking with them, be it to express their feelings, sharing thoughts or just making enquiries and specifically on sex matters. Similarly, parents need to establish rules such as courting rules, restrictions, and principles of anticipated manners, if possible through an open process of family discussion and humble conversation to reduce chances of their sons and daughters engaging in risk behaviors like drug abuse, alcoholism and unsafe sexual behaviors that may affect their education. The current study aimed at establishing the ways principal's involvement of parents in students' discipline aids in curbing of teenage pregnancies in public secondary school in Machakos County, Kenya.

Manamela (2015) researched on the importance of parental engagement in cultivating discipline in secondary schools of the Kgakotiu circuit in South Africa and found that schools do not provide enough opportunities for parents to participate in their youngsters's schoolwork. Further, the research found that parental participation assists children to deal with social problems. In relation to these findings, the researcher suggested the need for the school administration players to organize parental engagement procedures according to their schools' distinctive features. Additionally, educators can offer guidance to parents, as they are more informed so as to overcome the obstacles to parental contribution in their children's education. The reviewed study used qualitative research approach and Epstein's framework. This study adopted a descriptive survey design and the social learning theory to examine the relationship between principal's involvements of parents in students' discipline and curbing of teenage pregnancy in public secondary schools in Machakos County, Kenya.

Omozusi and Ogunbayode (2016) did a research on the influence of parental guidance on teenage pregnancy among female secondary school students in Abeokuta South Local Government area of Ogun State. The research findings were that parents had an outstanding

role when it comes to parent child communication, care and support, guidance and counseling in addition to sex education. The study findings further show that parents have a very imperative power on if their teen girls conceive or not because they are influential and can use this authority in guiding their children. The study recommended that parents should cultivate better communication skills with their children, be friendly and be positive concerning sex education. The study used descriptive survey design, questionnaires to gather information and a sample of 358 participants. Although, this research used descriptive survey design and questionnaires to gather information that the current study used; the sample was 189 principals, 189 HoDs incharge of G&C, 540 students for students, and 36 PA chairpersons which is larger in comparison, thus a research gap which the current research aims to address.

Mwirichia (2013) did a research to investigate the influence of parental involvement on academic performance of pre-school children in Kangeta division, Meru, Kenya. The study adopted descriptive survey design. Information was gathered using questionnaires, interview schedules and document analysis. The study targeted parents, teachers and students. 166 respondents were sampled for the study. The study findings shows that when parents are engaged in their children's school and education there is enhanced manners both at home and school, improved social skills and adaption to the school. Although this study has adopted a similar design and data collection instruments, the current study used a sample of 189 principals, 189 HoD's incharge of G&C, 540 students, and 36 PA chairpersons compared to 166 respondents which the reviewed study used. Additionally, the current study identified a research gap on the relationship between principal's engagement of parents in learners' discipline and curbing of teen pregnancy in public secondary schools in Machakos County, Kenya.

Githu (2014) carried out a research on the role of parents in solving student's discipline issues in public secondary schools in Kikuyu Sub County, Kiambu County. The research embraced a descriptive survey design. The study target populace was 5671 students: boys and girls, 400 teachers and 19 principals from which the selected sample was 120 participants. The findings for the study were that, parents used diverse parenting styles to solve students discipline problems such as authoritarian style and Laissez-Faire style. However, the analysis established that parents were not appropriately engaged in solving student's discipline matters. Although, this study adopted the same design, the sample for the current study was 189 principals, 189 HoD's incharge of G&C, 540 students, and 36 PA chairpersons which is a bigger number in comparison. The current study also identified a research gap on how principal's involvement of parents helps in restricting the occurrence of teenage pregnancy in public secondary schools in Machakos County, Kenya.

2.5 Life Skills Education and Teenage Pregnancy

Kenya Institute of Education (2008) describes Life Skills Education (LSE) as the skills for adaptive and constructive conduct which empowers persons to work meritoriously on the desires and encounters of daily life. On the same note, Langi (2013) defines LSE programme as a sequence of self-enhancement periods, entailing of basic abilities for individual and communal growth which will support teenagers in handling the trials they encounter. Life skills are also defined as experiences that can empower the adolescent to deal with problems and manage their life in an healthy and fruitful way (Nasheeda, 2008).

Botvin (2003) did a study in the United States of America to examine the usefulness of Life Skills prevention program in inhibiting tobacco and alcohol use among elementary school students in grades three through six. The study targeted elementary school students in grades 3-6 and a sample of 664 respondents. The research found that life skills based programmes reduce alcohol and tobacco use as well as drug and substance abuse. This therefore implies that, LSE aids in addressing teenage pregnancy in schools. The current study targeted principals, HoD's G&C, PA chair persons and students, and used a sample size of 189 principals, 189 HoD's incharge of G&C, 540 students, and 36 PA chairpersons to explore how LSE is an intervention measure in curbing teenage pregnancy in public secondary schools in Machakos County, Kenya.

Bardhan (2016) conducted a study in India to examine LSE as a strategy for managing adolescent risk behavior and found that, constant Life Skill teaching alongside with organized counseling assisted in nurturing helpful changes among the teenagers with risky behaviors. Further, the study found that imparting LSE to students can be useful as it deals with the desires of teenagers, assists in inspiring, offering useful cognitive, emotional, social and self-management abilities. The study used a case study design. This study used a descriptive survey design to explore the insights on the relationship between LSE and curbing of teenage pregnancy in public secondary schools in Machakos County, Kenya.

Kalanda (2010) did a research in Malawi on Life Skills (LS) and Reproductive Health Education (SRH) in changing behavior in students and teachers and found that LS and SRH skills had helped in changing behavior in pupils and students and there was reduced withdrawal from school on grounds of pregnancy. Further, the study found out that LS and SRH had improved decision-making and problem solving among pupils and students and addressed immoral behaviors. A sample of 285 respondents participated in the study. The sample for this study was 189 principals, 189 HoD's incharge of G&C, 540 students, and 36 PA chairpersons. The study aimed at establishing how LSE can be used as an intervention measure in curbing teenage pregnancy among school going girls in schools in Machakos County, Kenya.

Otieno and Role (2015) did a study to explore the implication of LSE on character development amongst primary school children in Kenya. The study used descriptive survey design. Questionnaires, interviews and focused group discussions were used as information gathering tools. The results of the research show that, life skills assists pupils to cultivate various abilities that help them to cope with challenges of contemporary living. Further, the research discovered that there was a major relationship between teaching of life skills and character improvement. The study did not provide literature on how LSE can be an intervention measure for curbing teenage pregnancy in public secondary schools thus a research gap, which the current study purposed to address.

In Kenya, Ndonga (2010) researched on the restraints facing acquisition of life skills to curb risk behavior among public secondary school learners in Thika Municipality and revealed that students were involved in risk behaviors comprising of drug abuse, early sex, bullying, among others regardless of the efforts to impart life skills to students in schools. The study further revealed that learners, instructors and head masters affirmed that schools didn't have right instruction and learning resources and that, teachers did not have adequate training in life skills.

A study by Mune (2017) on implications of LSE curriculum on peer influences related behavior in Kirinyaga County found that students were engaged in peer related behavior in spite of the efforts to offer LSE to students in schools. As a result, teachers held that, there was need for a review of the content to make LSE more effective. The sample for the study was 151 participants and was anchored on Bandura social learning theory. The sample for this research was 189 principals, 189 HoD's G&C, 540 students and 36 PA chairpersons and it was anchored on the social learning theory to establish whether LSE content is adequate to help in curbing teenage pregnancy in public secondary schools in Machakos County, Kenya.

2.6 Summary of Literature Review

The Literature review done was on parents socio-economic support and teenage pregnancy. Studies by Virket (2012); Rutaremwa (2013); Moturi (2015) and Malimbwi (2018) had a consensus that there was a significant relationship between parental livelihood, income, educational level and family structure and teenage pregnancy. These studies have not specifically looked at the relationship between parental socio-economic support to the daughters and teenage pregnancy, which the current study seeks to address. Studies on school guidance and counseling by Salgong et al. (2016), Osodo et al. (2016) and Arudo (2008) are in agreement that G&C aids persons to understand themselves in order to cope with life practices in a healthy manner. This is by being able to identify the aspects that cause the problems will help in looking for suitable ways of solving the situations that may lead to unhealthy life styles. However, studies on how school guidance and counseling program can be used as an

intervention measure in curbing teenage pregnancy in public secondary schools are scarce, therefore the dire need for this study.

Studies reviewed on principal's involvement of parent's in students discipline and teenage pregnancy have come up with divergent findings. For instance Manamela (2015) established that principal's involvement of parents assist children to deal with social problems while Mwirichia (2013) had the view that when parents are involved in their children's school and education there was improved behavior both at home and school. These studies have not specifically looked at the relationship between principal's involvement of parents and curbing of teenage pregnancy thus the need for the current study. Studies on LSE and teenage pregnancy by Bardhan (2016) and Kalanda (2010) agree that life skills helped in changing behavior among pupils and students and there was reduced withdrawal from school on grounds of pregnancy. However these finding are not consistent with Ndonga (2010) and Mune (2017) who found that students were still involved in risky behaviors regardless of the efforts to impart LSE . Studies on how LSE can be used as an intervention measure in curbing teen pregnancy in public secondary schools are scarce thus the dire need for the current study. The reviewed literature has indicated minimal research work that has purposely examined stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County, Kenya hence the desire to address this gap.

2.7 Theoretical Framework

The social learning theory promulgated by Albert Bandura in 1966 guided the study. The theory postulates that children learn and behave through the influence of both formal instructions that is in what manner parents, teachers and other authorities and role models behave and observation of how their peers and grown-ups behave. Further, the theory posit that, reinforcement from others influences behavior. By being reinforced for some behavior and, or perhaps even punished by other people, a child or students learns socially approved behaviors (Bandura, 1977). According to the theory, learners learn to conduct themselves, through social interaction and observation rather than verbal instruction. Consequently, peer counselors, parents, and teacher counselors are able to encourage good behavior while discouraging undesirable habits among students. Additionally, the theory provides that, imitation processes play a key role in influencing social behaviors. Learning acquired through imitation occurs when people match their behavior to the behavior of some other people (model). Therefore, students can gain abilities such as assertiveness, effective decision-making skills, and negotiation skills through modeling. Whether it is the parent, the counselor and the teacher counselor, one has to behave like a role model to the student in each setting. Similarly, Bandura social learning theory emphasizes that students learn life skills through means of instruction, practice and response rather than just observation. In a school situation, social learning theory contends that teachers teaching life skills need to create a proper atmosphere by which students learn positive manners through role modeling, mentoring, observation and social interaction. Teachers' reinforcement

is therefore important in G&C as well as learning or teaching LSE and shaping of student's behavior.

Akella and Jordan (2014) have used the theory to evaluate the effects of social and cultural factors on teen pregnancy in the United States of America. Kiarie (2015) also used this theory to explain the factors prompting teenage pregnancy in public secondary schools in Imenti sub-county in Meru County. Similarly, Musau (2018) applied the theory in a study on family issues influencing parental involvement in management of students discipline in public secondary schools in Kitui County. This theory's major strength is that it gives the accurate picture of how one learns certain behaviors through copying his or her peers. This means that, students can imitate positive behaviors from parents, teachers and peers. The enforcement of this in a school setting will be through G&C, principal's involvement of parent's and teaching LSE. The major weakness of the theory is that it gives a lot of emphasis on what happens to the child rather than what the child does with the facts she/he has. Secondly, it does not take into account the actual development changes, that is, physical and mental changes that occur as the child matures. Despite these weaknesses, the theory was applicable to the study because it assisted the scholar to examine the stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County, Kenya.

2.8 Conceptual Framework

The study's independent variables are stakeholders' intervention measures which include; parental socio-economic support to the daughters, school G&C programs, principal's involvement of parents in students' discipline, and LSE and teenage pregnancy while the dependent variable is teenage pregnancy crisis. The processes are guiding, monitoring & control, teaching and learning while the intervening variables are government policies.

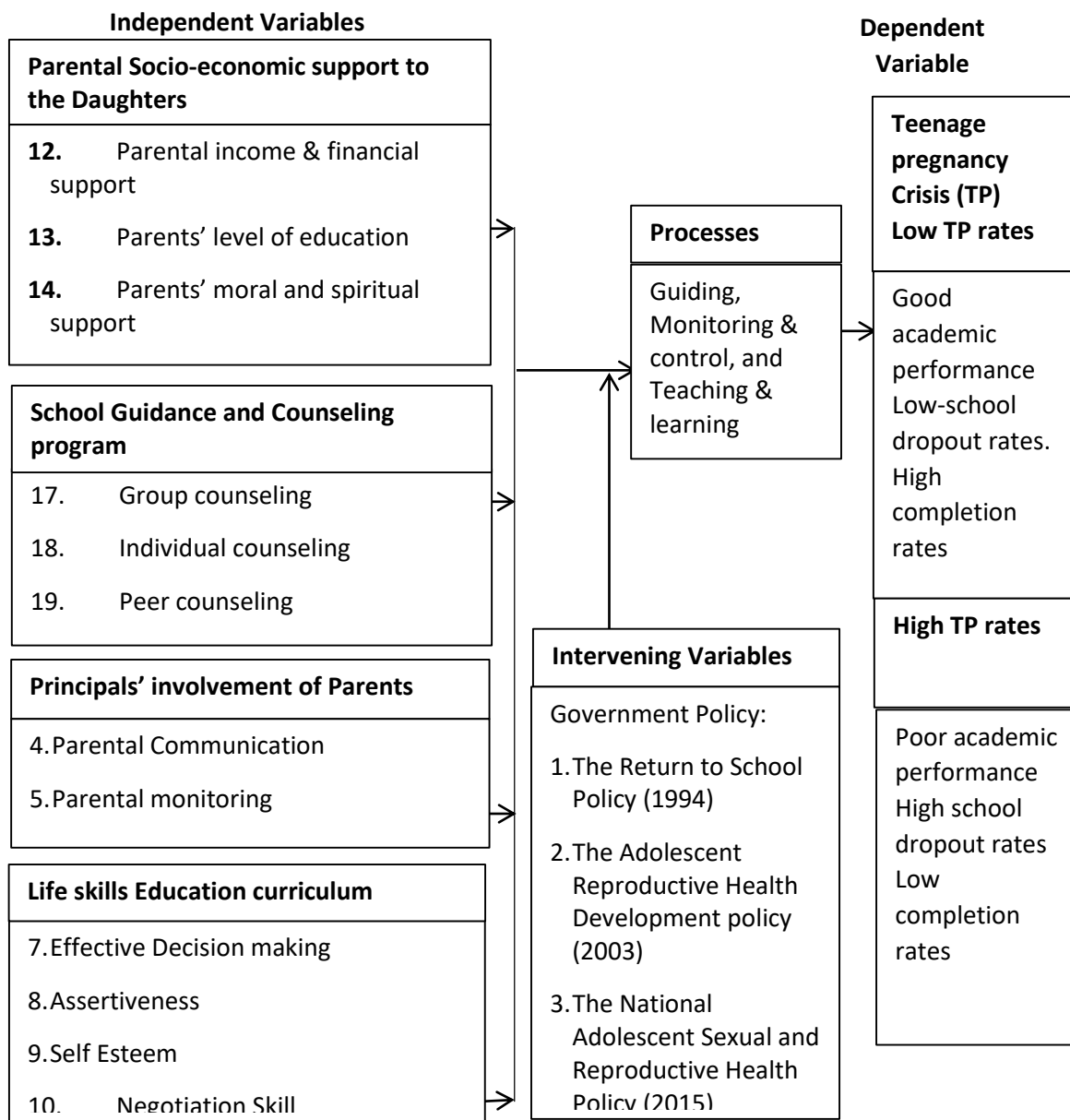


Figure 2.1 Conceptual Framework of the Study

Source: Researcher (2020)

The conceptual framework describes in summary the interrelationship between the various independent and dependent variables. Parents with decent employment leading them to earn good salary are able to meet their daughters regular needs thus reducing their exposure to risky behaviors for example child prostitution that may lead to teenage pregnancies. If learner's parents have better education, they are able to provide proper guidance and life skills to resist peer pressure as well as risk sexual practices that may lead to unwanted pregnancies. Learners whose parents are capable of providing proper moral and spiritual support are less prone to

inappropriate behaviors. This implies that cases of pregnancies are low compared to those who lack this support. Similarly, learners whose family structure is strong, with both parents are able to give guidance and counseling to their daughters thus reducing their chances of risky behavior leading to early pregnancies. If the school has well equipped G&C department, and learners are encouraged to seek counseling and guidance on developmental issue, then the rates of teenage pregnancy among learners' will be low or none. However, if the G&C department is not functional, students will lack crucial assistance on handling social emotional problems, which cause high teenage pregnancy. Additionally, if schools adopt group counselling, individual counseling and peer counselling programs learners will be equipped with knowledge and skill to make informed decisions to resist early sex thus reducing the rates of teenage pregnancies in schools. Similarly, if principal's involvement of parents in students' discipline through effective communication, ensuring effective parental monitoring and control and parental G&C are reinforced, teenage pregnancy rates will be low or none, but if not teenage pregnancy, rates will be high. On the other hand, if LSE curriculum content is adequate and effectively implemented, learners' will be equipped with negotiation skills and assertive skills to resist risk behaviors, then the levels of teenage pregnancy will be low or none and vice versa. Failure to implement the LSE curriculum will lead to learners who lack social emotional and bargaining skills hence high levels of teenage pregnancy.

However, if the government re-admission policy of teenagers post-delivery is adhered to the latter, the girls will utilize the opportunity to complete school. Similarly, if the Adolescent Reproductive Health Development policy that aims at improving the reproductive health, well-being and quality of life of Kenyan adolescents and youth is adopted, teenage girls will increase their awareness on their sexual and reproductive health needs thus resist early sex that may lead to pregnancies. If the National Adolescent Sexual and Reproductive Health Policy that aims at enhancing the sexual reproductive health status of adolescents in Kenya and contributing towards realization of their full potentials in national development is implemented girls will concentrate on their education and avoid risk behaviors that may cause pregnancy thus reducing the high rates of teenage pregnancies.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. It consists of the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of the research instruments. The data collection procedures, data analysis techniques and ethical considerations have also been presented.

3.2 Research Design

Sekaran and Bougie (2016) describes a research design as an arrangement of conditions for gathering and analyzing data in a way that aims to combine relevance to research purpose with economy in the perspective. Kothari (2004) defines the research design as a blueprint examining how the problem under study will be solved. This study used the descriptive research design. The descriptive research design was used because of several advantages associated with the research design including the ability to describe and portray characteristics of an event or situation.

The descriptive research design also describes the state of affairs as it exists without any manipulation of the variable (Mugenda & Mugenda, 2019). The descriptive survey also allows for the gathering of information, summarizing, presentation and interpretation of data for purpose of classification (Kothari, 2004). Additionally, the descriptive research design was critical in the examination of the role of parental socio-economic support; school guidance and counseling programs; principal's involvement of parents in students' discipline and Life Skills Education in curbing teenage pregnancies in public secondary schools in Machakos County.

3.3 Target Population

The target population of the study was all the public secondary schools in Machakos County, Kenya. Data obtained from the Machakos County Directors of Education Office (2022) show that, the County has 360 public secondary schools comprising of; 17 Boy's secondary schools, 23 Girl's secondary schools and 320 Mixed secondary schools. The total population of form three students was 25,765 form three students. Therefore, 360 Principals, 360 Guidance and Counselling (G&C) Heads of Department (HoD's), 360 PA chairpersons, and all the 25,765 form three students were targeted.

3.4 Sampling Techniques and Sample Size

Sampling has been defined as the procedure of selecting a number of individuals in such a way that they represent the large group from which they have been selected (Kothari, 2004). Schools in Machakos County were stratified into boys only, girls only and mixed schools. The six schools used for piloting were excluded in the main study leaving a population of 354 schools. According to Changbao and Thompson (2020) a two stage sampling process allows the researcher to break down larger and more dispersal population to create the sample population they need. Additionally, the two stage sampling process allows each stage to use its own sampling methods. The study therefore applied the two-stage sampling process to select the principals, Heads of G&C Departments (HoD's), chairpersons of the Parent Association and FGDs for form three students. For the first stage, which involved the principals and the HoD's G&C, the sample size was drawn from the respective schools which were targeted using the Yamane (1967) simplified formula as follows;

$$n = \frac{360}{1 + 360(0.05)^2} = 189 \text{ schools}$$

Where;

n= sample size

N=Population size =360 schools

e= tolerable error (5per cent) at 95 per cent confidence level

Therefore, 189 principals of the 189 sampled schools and 189 HoD's G& C in each of the sampled school formed part of the sample. The principals and HoD's G&C were purposively sampled because they were believed to have knowledge on the intervention measures which are applied to address teenage pregnancy issue in their schools. At the second stage the researcher used Mugenda (2013) who states that a sample of between 10% and 30% of the total population is considered adequate hence the study used a 10% of the 360 targeted schools. This formed a total of 36 schools, from which the parent association (PA) chairpersons were sampled and FGDs for form three students selected for the study. Consequently, this sample entailed 36 PA chairpersons who were purposively sampled and 36 schools for the FGD, where form three classes were chosen. The form three class was chosen for the study because the said group of students has been in school longer and are able to clearly give information on the intervention measures schools use in curbing teenage pregnancy. According to Krueger and Casey (2000) a focus group of between 10 and 15 subjects is ideal. Therefore, in each sampled school 15 students participated in the FGDs. To obtain the focus group participants for each of the sampled school, the researcher employed simple random sampling. The procedure involved getting the registers of the form three students in each sampled school and writing their names on pieces of papers. The papers were then rolled and put in a small box. The box was then shaken. The researcher then picked 15 of the papers, which then indicated the focus group students in each sampled school. To ensure gender equity for the mixed schools, the researcher put the papers with female students in a separate box from that with male students, and picked the papers from alternate box until a total of 15. The total sample size was therefore, 189 principals, 189 HoD's G&C, 36 PA chairpersons and 540 students. Table 3.1. displays a summary of the sample size for the study.

Table 3.1: Target Population and Sample Size for Secondary Schools as per Category, Principals, HoDs G&C, PA Chairpersons and Students

School category	Number of schools	schools	Student Population in cluster	Students sample size	Principals sample size	HoDs G&C sample size	PA Chair person
Boys	17	9	2	30	9	9	2
Girls	23	12	3	45	12	12	3
Mixed	318	168	31	465	168	168	31
Total	360	189	36	540	189	189	36

3.5 Research Instruments

Research instruments are defined as tools that will be used to measure a variable (Kothari, 2004). In this study, the following research instruments were employed; questionnaires, interviews, focused group discussion (FGD) schedule and document analysis guide. Questionnaires collected data from the principals and HoD's G&C. They contained both

structured and unstructured items that elicited both quantitative and qualitative information. They were preferred for this study because they permitted efficient use of time since they were used to collect information from a large number of respondents (Saunders, Lewis & Thornhill., 2012). The two sets of questionnaires had five sections. Sections "A" gathered demographic information from either the principals, or HoD's. Sections "B" sourced information on the association between parental socio-economic support on their daughters and teenage pregnancy. Section "C" collected information on the relationship between school guidance and counseling programs and teenage pregnancy. Section "E" collected information on the relationship between principal's involvement of parents in students' discipline and teenage pregnancy, while section "E" gathered information on the correlation between LSE and teen pregnancy.

The questionnaire for principals and that of the HoDs G&C were organized on a five-point scale and response values assigned values in which 5 = Strongly Agree (SA), 4 = Agree (A); 3= Neutral (N); 2= Disagree (DA) and 1 = Strongly Disagree (SDA) as recommended by Herron et.al. (2015). A schema was used to analyze Likert information in the questionnaires as recommended by Carifio and Rocco (2007), where; Strongly Disagree (SD) = $1 < SD < 1.8$; Disagree (D) = $1.8 < D < 2.6$; Neutral (N) = $2.6 < N < 3.4$; Agree (A) = $3.4 < A < 4.2$; and Strongly Agree (SA) = $4.2 < SA < 5.0$ hence maintaining an equidistance of 0.8 units in the scale. This weighting criteria of responses of Likert-type helped the researcher to establish the level of agreement by respondents with items of each independent variable in the questionnaire Likert scale.

Interview and FGD schedules collected data from PA chairpersons and Form three students respectively. Ranjit (2011) describes a schedule as a list of questions which the interviewer uses in a person-to-person interaction. The questions in an interview schedule could be either open-ended or closed-ended or both. They were preferred because they permit much greater depth and provide true picture of opinion and are also relatively flexible, adaptable and data can be obtained in detail as well as well explained (Creswell, 2013). Both interview and FGD schedules were used to prompt oral responses from the students and Parent Association chairpersons. The interviews helped the researcher to probe the students and PA chairpersons and therefore get more in-depth information. The FGD schedules contained questions on all research objectives while the interview schedule for the PA contained questions on parents' socio-economic support on their daughters and principals' involvement of parents in discipline issues.

Document analysis is data collection by systematic review of existing and pertinent documents (Kothari, 2011). This offers additional information and insights provided by respondents and triangulate data from questionnaires, interview and FGD. Public reports showing the number of secondary schools girls who have become pregnant were analyzed to get the trend for the last five years(2018- 2022). Other public reports, which were analyzed, are; school G&C services reports, principals' involvement of parents' records and LSE syllabus, schemes of work

documents and records of workbooks, which were got from the principal's office. School teenage pregnancy reports were also obtained from the school principals and County Directors Education Office in Machakos County.

Document examination generated data that complemented data got through questionnaires, interviews schedules and focused group discussions. The document review was performed to ascertain the number of teenage pregnancies recorded in the county between 2018 & 2022, check whether the school keeps records on G&C programs, whether there are records of parental involvement on teenage pregnancy issues and the availability of LSE syllabus, schemes of work and records of work as shown in Appendix iv.

3.6 Validity of Research Instruments

Validity of research instrument is the level to which data collection tools accurately measure what they were intended to measure (Saunders et al. ,2012). The test items in the instruments were tested for content validity. Borg and Gall (1996) avers that content validity of a tool is enhanced through expert judgement. The researcher sought for help from the supervisors to enhance content validity. Their corrections and recommendations were incorporated in the final instruments. The substance legitimacy of the instruments was also determined by conducting a pilot study in 6 schools which were not part of the sampled schools. This number was justified because according to Ranjit (2011) 10 percent of the target population is ideal for piloting. The piloting helped to eliminate and reconstruct ambiguous items in the instruments to gather the information as per the objectives.

3.7 Reliability of Research Instruments

Mugenda (2008) defines reliability as a measure of the level to which a research tool produces constant results or data after repeated trials. In this case an internal consistency reliability was carried out to make sure that the research instruments are consistent and stable. The researcher sought to establish if the responses from the questionnaire for principal and HoD's G&C were to be relied upon based on the questions asked through a pilot study which was conducted in 6 schools which were not part of the final study but had similar qualities like those that in the study area. The questionnaires for the principals and HoD's G&C were administered. The internal consistency of the questionnaires was evaluated to establish the Cronbach alpha coefficient which ranges between 0 and 1; the closer the value is to one the greater is the internal consistency of the items in the scale. Results of this analysis are displayed in Table 3. 2.

The Cronbach Alpha formula applied is as shown below:

$$\alpha = \frac{N\bar{c}}{\bar{v} + (N - 1)\bar{c}}$$

Where :

N = number of items

\bar{c} = average inter-item covariance among items

\bar{v} = the average variance

Table 3.2: Reliability Analysis of the Questionnaires

	Cronbach's Alpha	N of Items
Principals questionnaire	.774	47
HoD's G&C questionnaire	.774	47

Table 3.2 shows the reliability analysis statistics, as can be seen from the table, the reliability coefficient for the principals and HoD's G&C was 0.774. This was attributed to the similarity of the questionnaire items for the two types of respondents. A Cronbach value of 0.7 and above suffices for a dependable research tool (Kothari, 2004). From the findings, the researcher concluded that the instruments were reliable and hence suitable for the purpose of data collection. As for the qualitative data, the items in the interview and FGD schedules were triangulated across respondents for reliability checks.

3.8 Data Collection Procedures

The researcher began the data collection journey by obtaining an introduction letter from the Board of Post Graduate Studies (BPS), South Eastern Kenya University (SEKU). The letter from BPS enabled the researcher to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher later sought authorization from the County Commissioner and County Director of Education, Machakos County, to enable her undertake research in the Machakos County public secondary schools. After that, the researcher visited the sampled schools and made appointments with the principals on when to administer the questionnaires, interview schedule and FGD to the relevant respondents. Finally, the researcher visited the Machakos County Director of Education for a document review analysis.

3.9 Data Analysis Techniques

Data analysis is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data-collecting tools (Mugenda & Mugenda, 2013). Both quantitative and qualitative data was collected. The researcher began the information scrutiny by cleaning up and clarifying the information for accuracy, uniformity and consistency with study objectives. Bio data from the principal's questionnaires and HoD's G&C questionnaires were reported in narratives and descriptive statistics including frequencies and percentages. Qualitative information was structured into themes and reported in stories as per the objectives of the study. Quantitative data in the instruments was examined using percentages, frequencies, mean and standard deviation. Principals' questionnaires and HoD's G&C questionnaires' Likert scale quantitative information, was dissected using Pearsons Product-Moment Correlational Coefficient test at the 0.05 degree of importance.

To aid data analysis process, the statistical package for social sciences(SPSS)program version 25 was used. Pearsons Correlation Coefficient was used to determine the level of association among the variables subsumed in the study in order to test the hypotheses; Ho1, Ho2, Ho3 and Ho4 at the 0.05 level of significance. According to Darius (2013), an alpha level of .05 for social sciences is deemed good. A value of $p < 0.05$ showed attaining a significance therefore rejection of null hypothesis and approval of alternative hypothesis, or else will mean that the null hypothesis would be upheld.

To assess the strength and direction of relationship between each of the independent variables and dependent variable, the Pearson Correlation Coefficient(r) was applied. The Pearson Correlation Coefficient (r) values range between negative one (-1) and positive one (+1). The reason why Pearsons Correlation Coefficient was applied was that, the relationship between variables in this study is linear and; one of the two variables is independent, and the other one is dependent, and the sample size is large and normally distributed (Kothari, 2004). This study gathered data from a large sample of 189 principals and 189 HoD's G&C and both variables were normally distributed. Because it was a correlational study, it was prudent to do correlational statistics assumption tests. The correlational statistics assumptions tests done were test for normality, linearity, multicollinearity, homoscedasticity & heteroscedasticity as discussed in sections 4.5.1 through 4.5.4. The final findings of the analyzed data were displayed in the form of tables.

3.10 Ethical Consideration

It is the obligation of the researcher to prudently evaluate the likelihood of harm to the research participants (Bell et al., 2019). This was ensured in every way possible by taking all rational precautions so that respondents are in no way exposed to harm or unpleasantly affected due to their participation in the research. The researcher upheld high levels of respect to human dignity by upholding candidness and honesty to the respondents. The researcher explained to participants that consent was sought before commencing the research process to evade participants' refusal to participate. Informed permission and voluntary participation was sought by requesting the respondents to participate in the study. The purpose of the research was clearly explained to the participants' in order to avoid respondents' bias or pre-informed opinions. The respondents were assured of confidentiality and anonymity of their responses and that their identity will not be publicized. To ensure credibility of the study, the researcher always acknowledged the sources of information to avoid plagiarism. Authorization was obtained from NACOSTI, SEKU, County Commissioner (CC) and County Director of Education (CDE), Machakos County.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter provides an analysis of the results of data collected from the respondents using the instruments as earlier described in chapter three. They are; questionnaire for Principals and HoD's Guidance and Counselling (G&C), Interview schedule for Parents Association (PA) chairpersons, Focused Group Discussions (FGD) for students and finally document analysis done based on records obtained from the Machakos County Education office and principal's office in the sampled schools. The main focus in all the data collection instruments was to collect facts and opinions from a variety of respondents and documents analysis about data on teenage pregnancies in Machakos County so as to help address the general objective underpinning this research.

The chapter is organized in a way that the first part relates to general information about response rate, reliability analysis, correlation assumptions and interpretation schema for the Likert scale items. The second part deals with analysis of qualitative data which was collected through interview schedules, FGDs and documentary analysis. The third part deals with analysis of data collected from the respondents who were the principals and HoD's in charge of guidance and counselling. This part is further divided into sections relating to demographic characteristics of respondents, analysis of the dependent variable that is teenage pregnancy and analysis of

data in accord with the research objectives. Lastly, the chapter displays inferential statistical results by way of hypotheses testing.

4.2 Response Rate

As per the sample plan in chapter three, the researcher distributed a total of 189 questionnaires to principals and 189 questionnaires to HoD's in charge of Guidance and Counselling according to the proportional representation of schools in the three categories that is, Boys, Girls and Mixed schools. The researcher also distributed 36 interview schedules to sampled PA chairpersons and also undertook 36 focused group discussions involving students in all the three categories of schools. In the final analysis however, a total of 142 and 143 questionnaires were returned from both the principals and HoD's Guidance and Counselling respectively. This represented respective response rates of 75.13 percent and 75.66 percent from the principals and HoD's. Similarly, of the 36 interview schedules and FGDs conducted on PA chairpersons and students respectively, only 32 interview schedules were conducted among the PA chairpersons representing a return rate of 88.89 percent while 35 FGDs representing a response rate of 97.22 percent were duly conducted among students in the three school categories. A detailed analysis of the response rates per respondents in all the three school categories is presented in Table 4.1.

Table 4.1: Response Rate

RESPONDENTS	SCHOOL TYPE	SAMPLED	RETURNED	RESPONSE RATE
Principals	Boys	9	9	100
	Girls	12	12	100
	Mixed	168	121	72.02
	Total	189	142	75.13
HoD's G&C	Boys	9	9	100
	Girls	12	12	100
	Mixed	168	122	72.62
	Total	189	143	75.66
PA interview schedules	Boys	2	2	100
	Girls	3	2	66.67
	Mixed	31	28	90.32
	Total	36	32	88.89
	Boys	2	2	100

Students FGD per cluster	Girls	3	3	100
	Mixed	31	30	96.77
	Total	36	35	97.22
Overall response rate		450	352	78.22

As can be observed from Table 4.1, all the principals and HoD's from schools categorized as boys' and girls' schools, filled and returned the questionnaires which translates to 100 percent response rates from the schools. The same case applies to FGD for the respondents in those school categories. However, response rates for principals from mixed schools was 72.02 percent while that of HoD's from the same category was 72.62 percent. The response rates from PA interview schedules from the mixed schools was 90.32 percent while that from the students group discussions was 96.77 percent. Overall, out of the 450 data gathering instruments that were distributed, only 352 of them were returned therefore representing a response rate of 78.22 percent. According to Mugenda and Mugenda (2003) a response rate of above 50 percent is considered ideal for data analysis. Therefore, on the basis of this aforementioned fact, the researcher proceeded with the examination of the information obtained from the respondents.

4.3 Reliability Analysis

For purposes of dependability regarding the data collected, the researcher sought to establish if the responses were to be relied upon based on the questions asked. In this regard, the internal consistency of the questionnaires was evaluated to establish the Cronbach alpha coefficient. Results of this analysis are presented in Table 4. 2.

Table 4.2: Reliability Analysis of the Questionnaires

	Cronbach's Alpha	N of Items
Principals questionnaire	.774	47
HoD's G&C questionnaire	.774	47

Table 4.2 shows the reliability analysis statistics, as can be seen from the table, the reliability coefficient for the two sets of questionnaires was 0.774. This can be attributed to the similarity of the questionnaire items for the two types of respondents. From the findings, a reliability score of more than 0.7 was judged as good to allow analysis to continue. As for the qualitative data, the items in the interview and FGD schedules were triangulated across respondents for reliability checks.

4.4 Data Screening and Cleaning

After the reliability analysis and confirmation that data obtained was dependable, the researcher proceeded to clean up the data for analysis. Pallat (2005) avers that field data need to be checked for possible errors and should be corrected if any. In this study, data was entered into the SPSS programme version 25 after which screening was done by checking each variable item in the returned questionnaires for possible values out of range. This process was necessary in order to correct inadvertent errors that may have occurred during data entry. Errors made during data entry may jeopardize data analysis. Errors detected comprised score 3 for sex variable and codes were 1 for male and 2 for female. Frequencies which were more than total number of correspondences were also identified and hence revised.

4.5 Tests for Correlation Statistics Assumptions

Statistical tests assumptions are usually done on the variables used in the examination of information as a guarantee that the findings are dependable and did not lead to a Type I or Type II error, or over or under-estimation of the level of significance or size of effects. The tests are performed to make sure that the violations of assumptions do not lead to any serious bias or if they are of little concern and are crucial to meaningful information examination (Angen, 2000). It was therefore imperative to examine the key statistical assumptions underlying correlation and regression analysis since this research depended on correlation analysis for statistical testing. These basic assumptions encompassed: test for normality, linearity, multicollinearity and homoscedasticity and heteroscedasticity as discussed in sections 4.5.1 through 4.5.4. Asghar and Saleh (2012) affirm that violation of statistical assumptions can invalidate statistical assumptions.

4.5.1 Test for Normality

Correlation enquiry presumes that variables have normal distributions and that information is not exceedingly skewed or kurtotic. Considerable outliers can alter relationships (Jarque & Anil, 1987). The test for normality was conducted using the Shapiro-Wilk test at the 95% level of confidence as displayed in Table 4.3.

Table 4.3: Tests for Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PSOCIECON	.203	133	.210*	.829	133	-.939
SCHOLGC	.130	133	.210*	.965	133	.442

PARENTINVOL	.213	133	.210*	.917	133	.543
LSE	.163	133	.210*	.883	133	-.504
TENPREG	.047	133	.200*	.984	133	.308

According to Shapiro-Wilk test for normality, if the selected alpha level is 0.05 and the p-value obtained is less than 0.05, then the null hypothesis that the data are normally distributed is rejected. If the p-value is greater than 0.05, then the null hypothesis is not rejected (King & Eckersley, 2019). From the findings in Table 4. 3, all the factors had a p-value greater than 0.05. This therefore means that all variables under consideration in this research were normally distributed. The main variables were parental socio- economic support on their daughters (PSOCIECON), school guidance and counselling (SCHOLGC), parental involvement (PARENTINVOL), Life Skill Education (LSE) and teenage pregnancy (TENPREG).

4.5.2 Test for Linearity

Linear correlation and regression require that the relationship between the independent and dependent variables be linear. Scatter plots are deemed best in testing linearity assumption on the basis of the variables. The linearity assumption for this research was established using the standard residuals run on the dependent variable and lead to the normal P-P plots as presented in Figure 4. 1.

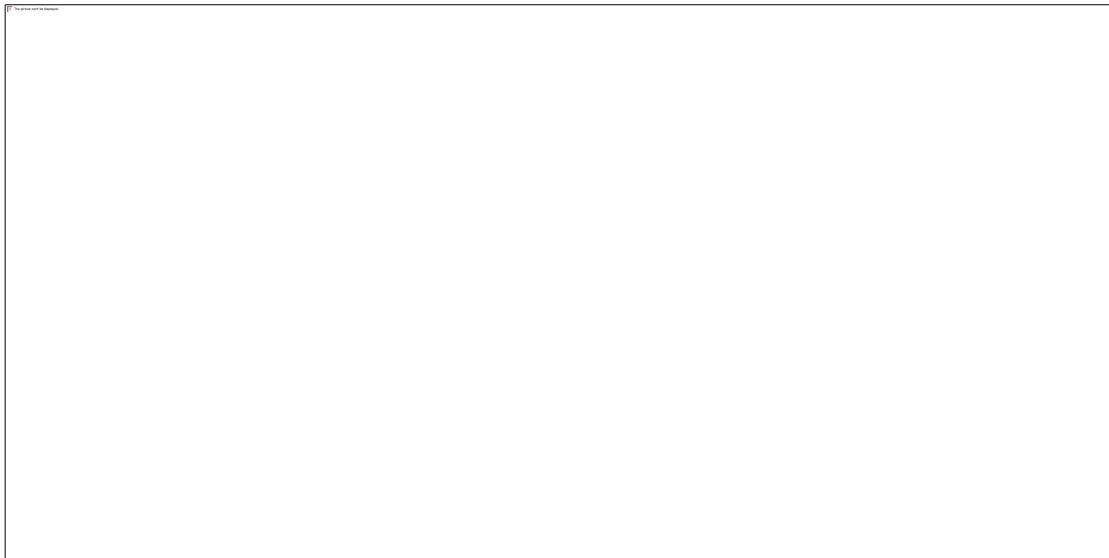


Figure 4. 1: Normal P-P Plots for Testing Linearity

Its worth noting, as depicted in Figure 4.1, that the scatter plots’ distribution for the cumulative residuals fitted through the line of best fit. This therefore, insinuated linearity of distribution of data among the variables under consideration.

4.5.3 Test for Multicollinearity

In this research, multicollinearity was tested through an analysis of the tolerance values under statistics to make sure that the assumption is not violated. A tolerance level of less than 0.1 could indicate the presence of multicollinearity, while a variance inflation factor(VIF) exceeding 10 is suggestive of multicollinearity. The collinearity statistics for each of the independent variables (IVs) in the relationship between stakeholder intervention measures and curbing of teenage pregnancy in secondary schools are presented in Table 4.4.

Table 4.4: Multicollinearity Statistics

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.381	.279			-.175 1.363		
PSOCIECON	.363	.040	.478	8.995.000		.965	1.036
SCHOLGC	.198	.053	.219	3.753.000		.796	1.256
PARENTINVOL	.141	.051	.163	2.789.006		.801	1.249
LSE	.303	.038	.431	7.944.000		.927	1.078

Dependent Variable:TENPREG

In Table 4.4 collinearity statistics displayed in the last two columns indicate that tolerance levels ranged between .801 and .965. As none of the variables had a tolerance level of less than 0 .1, it was resolved that there was no multicollinearity. Likewise, the VIF values in the enquiry revealed that maximum value in the range was 1.256. This also inferred that there was no multicollinearity. This therefore, concluded that, the independent variables (i.e. socio-economic support, guidance and counselling, parental involvement and Life Skills Education) in the model were not greatly correlated with each other.

4.5.4 Tests for Homoscedasticity and Heteroscedasticity

To countercheck homoscedasticity and heteroscedasticity,the scatter diagrams were plotted prior to undertaking correlation analysis. In statistics, a sequence of random variables is homoscedastic if all random variables in the series have the same finite variance. In this research, homoscedasticity was established by looking at scatterplots of the residual components of the predictor variables and the dependent variable to authenticate that the cluster of points were nearly the same width in the residual's plots derived by SPSS. According to Wonsuk et al.(2014) the correlation and residual tables produced by SPSS that are used to

assess for collinearity can also be used to check for presence of heteroscedasticity. Therefore, this assumption was not violated in this research, because the standard multivariate residuals scatter plots fitted well within -3 and +3 standard deviations as presented in Figure 4. 2.



Figure 4.2: Scatter Plots for Multivariate Residuals for Checking Homoscedasticity

4.5.5 Treatment of Likert Type Data

The explanation of study findings by use of Likert Scale determines the correctness of outcomes. This research relied on likert type of scale data. The information was gathered on a five-point scale and reply values allocated values in which 5 = Strongly Agree (SA), 4 = Agree (A); 3= Neutral (N); 2= Disagree (DA) and 1 = Strongly Disagree (SDA). According to Herron et.al. (2015), Likert type of scales are suitable to measure a preferred construct where mathematical modelling is involved in information examination thus compelling the necessity for coalescing indicators of various variables. Carifio and Perla (2007) avers that during analysis of likert scale data, one should adopt the schema where; strongly Disagree (SD) = $1 < SD < 1.8$; Disagree (D) = $1.8 < D < 2.6$; Neutral (N)= $2.6 < N < 3.4$; Agree (A)= $3.4 < A < 4.2$; and Strongly Agree (SA)= $4.2 < SA < 5.0$ hence maintaining an equidistance of 0.8 units in the scale. This weighting criteria of responses of Likert-type data was employed as an explanation schema during the survey of information for this research.

4.6 Demographic Characteristics of Respondents- Principals and HoD's G&C

This research pursued to validate the demographic characteristics of the main participants to the research who were the principals and HoD's in custody of guidance and counselling. The main demographic variables of interest in the study were, gender, highest professional qualification, age, overall experience in the position and experience in the position held at the current school. Findings of this analysis are presented in Table 4. 5.

Table 4.5: Demographic Characteristics of the Respondents

Variable	Values	Principals (n= 142)		HoD's G&C (n= 143)	
		Frequency	percent	Frequency	Percent
Gender	Male	71	50.0	49	34.3
	Female	71	50.0	94	65.7
	Total	142	100.0	143	100.0
Highest Professional qualification	PhD	2	1.4	3	2.1

	MED	53	37.3	33	23.1
	BED	84	59.2	87	60.8
	PGDE	2	1.4	11	7.7
	Diploma	1	.7	9	6.3
	Total	142	100.0	143	100.0
Age	21 – 25 years			4	2.8
	26 – 30 years			12	8.4
	31 – 35 years	1	.7	21	14.7
	36 – 40 years			35	24.5
	41 – 45 years	1	.7	51	35.7
	46 – 50 years	65	45.8	17	11.9
	51-55years	63	44.4	1	.7
	over 56 years	12	8.5	2	1.4
	Total	142	100.0	143	100.0
	Experience in the position held	Below 5 years	6	4.2	47
5 -10 years		60	42.3	88	61.5
over 10 years		76	53.5	8	5.6
Total		142	100.0	143	100.0
Experience for position in current school	Below 2 years	7	4.9	13	9.1
	3-4 years	85	59.9	50	35.0
	Over 4 years	50	35.2	80	55.9
	Total	142	100.0	143	100.0

4.6.1 Demographic Characteristics of Principals

The principals' gender was examined using the categorization values of male and female. As per the analysis displayed in Table 4.5, there was an equivalent distribution of male and female principals in all the study sample of schools. As for the highest professional qualification, about 59 percent of the principals had attained a bachelor degree in education, while 37.3 percent of them had attained a master degree in education. In sum, about 98 percent of the heads' of

institution had a qualification above a bachelor degree level. Regarding the variable of age, the research revealed that a larger part of the school managers were over 45 years of age. In particular, about 46 percent of the heads of schools were aged between 46 and 50 years; 44 percent between 51 and 55 years while 9 percent were aged above 56 years. With respect to the expertise in the position held, 54 percent of the principals had an expertise of over 10 years while about 42 percent of them had experience ranging between 5 and 10 years. Others, 4 percent had an expertise of less than 5 years. Regarding the expertise held in the position in the current school, the research verified that about 95 percent of the principals had stayed in the current schools for over 3 years while 5 percent had stayed for less than 2 years, From this finding, it's evident that there was an equivalent distribution of male and female principals in all the sampled schools in Machakos County. This implies that the gender rule as required by the constitution was adhered to. This also insinuates that the research findings did not suffer any gender bias and that the principals were well qualified and experienced to respond to the issues of teenage pregnancies in an objective way.

4.6.2 Demographic Characteristics of HoD's G&C

With respect to the variable of gender, the study found out that there were more female HoD's that is 66 percent in charge of guidance and counselling than the male HoD's that is 34 percent. Regarding the highest professional qualification of the HoD's, the study found out that approximately 61 percent of the HoD's had a bachelor degree in education (BED) qualification followed by about 23 percent with a Masters' in Education (MED), 8 percent had a Post Graduate Diploma in Education (PGDE), 6 percent had an ordinary Diploma in education and 2 percent had attained a doctoral degree (PhD). Similarly, the research showed that, 36 percent of the HoD's were in the age cohort of 41-45 years, followed by 25 percent in the age group of 36-40 years, while about 26 percent were aged below 35 years and about 13 percent were aged above 46 years. With regard to experience in the position, it was found out that 61 percent of the HoD's had an experience ranging 5 to 10 years, about 33 percent had an experience below 5 years while 6 percent had an experience of over 10 years. On the other hand, regarding the experience held in the position in the current school, the research confirmed that over 91 percent of the HoD's had held the position in the current establishment for over 3 years while 9 percent of the HoD's had held the responsibility in the current school for a duration of less than 2 years. This hints that the study findings did not suffer any gender bias and that HoD's were well qualified and experienced to respond to the issues of teenage pregnancies in an objective way.

4.6.3 Period of Service as PA Chairperson in the School

The interview schedule for the chairpersons of parents' association (PA) had an array of questions in which they were required to respond to. First, the research aimed to ascertain the duration under which the parents association chairpersons had served in the school as presented in Table 4. 6.

Table 4.6: Responses of Pa's on Duration of Service as PA Chairperson in the School

Statement	N	Minimum	Maximum	Mean	Std. Dev
How long have you served as PA in this school	32	2	10	4.69	2.375

As can be observed from the Table 4.6, the average length of service for most PA chairpersons was approximately 5 years. Further, the analysis shows that some of the PAs had served for 2 years while others had served for 10 years. This implies that in some schools, there were PA's who had overstayed presiding the transition of over two cohorts during their terms of service which goes against the basic education act 2013 requirements of serving for a maximum period of six years since by extension the PAs are members of the school Board of Management. According to the act, all chair persons of the parents association constitute the executive committee of the Boards of Management (Basic Education act, 2013). Further the act avers that person appointed as chairperson or as a member of the school Board of Management (BOM) shall hold office for a term of three years from the date of appointment and shall be eligible for reappointment for one further term of a period not exceeding three years which is not the case as seen with the PAs of schools in the study locale. Despite the fact that some of the PA chairs had exceeded the constitutionally accepted period of service, it otherwise meant that they were well versed with the intervention measure that are used by schools to address adolescence pregnancies in their schools.

4.6.4 School Characteristics for FGDs

For purposes of the Focused Group Discussions in this study, data was collected based on school type. School type was mainly categorized into Boys, Girls or Mixed type of schools. Table 4. 7 presents the examination of this variables.

Table 4.7: School Type for FGDs

	Frequency	Percent	Valid Percent	Cumulative Percent
Boys	2	5.7	5.7	5.7
Girls	3	8.6	8.6	14.3
Mixed	30	85.7	85.7	100.0
Total	35	100.0	100.0	

From Table 4.12, it can be noted that 85.7 percent of the FGD students were from Mixed schools, followed by 8.6 percent from Girls' schools and finally 5.7 percent from the Boys' schools. This data depicts the proportionate distribution of schools in the study area wherein there were more mixed schools than girls' and boys' schools. Therefore, the proportionality implies that the results would not be biased based on sampling error.

4.7 The Teenage Pregnancy Crisis in Machakos County

The dependent variable of this research was the teenage pregnancy crisis in Machakos County. Before delving deeper into the analysis of responses from the respondents to determine the relationship between the independent and the dependent variables, this study sought to ascertain on the prevalence of teenage pregnancy in the schools in the study area (the Dependent Variable). In this respect, the research desired to ascertain if there were any cases of teenage pregnancy in the schools and the respective trends within a period of five years from 2018 to 2022. Analysis of this variable based on responses from the respondents are presented in sections 4.7.1 through 4.7.3

4.7.1 Cases of Teenage Pregnancy

The question on the occurrence of teen pregnancy cases in schools was posed to all the participants who were asked to indicate if there were any cases of teenage pregnancy reported in their schools. Table 4.8 displays the replies in view of the question in which the principals and HoD's were to answer either by a YES or NO type of response.

Table 4.8: Existence of Teenage Pregnancy in Schools

Variable	Principals		HoDs		
	Value	Frequencypercent	Frequency	Percent	
Are there cases of teenage pregnancy in your school?	YES	133	93.7	133	93.0
	NO	9	6.3	10	7.0
	Total	142	100.0	143	100.0

It's observed from Table 4.17 that, over 94 percent of the school managers and about 93 percent of the HoD's affirmed that there were cases of teenage pregnancy reported in their schools. It is worth noting however, that these cases were not reported in boys' schools. The cases were reported largely from the girls and mixed schools with an exception of one girls' school which the HoD's reported none.

Similarly, when the Parents Association (PA) chairpersons were asked about the cases of teenage pregnancy, nearly all of them affirmed that there were cases of teenage pregnancy reported in their respective schools as can be seen from Table 4.9.

Table 4.9: Cases of Teenage Pregnancy in Schools as per PAs

		Frequency	Percent
Are there cases of teenage pregnancy in your school?	YES	30	93.8
	NO	2	6.3
	Total	32	100.0

From the Table 4.9, about 94 percent of the Parents Association chairpersons affirmed that there were cases of teenage pregnancy reported in their respective schools. The two who were of the contrary view hailed from those sampled to represent the boys' schools. This therefore implies that teenage pregnancy posed a great crisis in schools within the county. Having established that there were instances of teenage pregnancy reported in the area of research, further, the research delved to determine by way of trends, the average number of teenage pregnancies recorded. Table 4.10 shows the trend analysis results of teenage pregnancies reported by principals and HoD's over a 5 year period.

Table 4.10: Trend Analysis of the Cases of Teenage Pregnancies for the Period 2018-2022

	2018	2019	2020	2021	2022	Average per year
Principals (N= 133)	2.98	2.27	2.90	1.81	1.71	2.39
HODS (N= 134)	2.91	2.76	2.50	1.96	1.81	2.35

It is observable from Table 4.10, that the average number of cases reported in 2018 were 2.98 followed by 2.90 in 2020 and the lowest reported cases were in 2022 with an average of 1.71 as per the principals. Conversely, the uppermost number of teenage pregnancies reported according to HoD's was in 2018 with an average of 2.91 followed by an average of 2.76 recorded in 2019 and lastly an average of 1.81 recorded in 2022.

To triangulate these finding further, the research wanted to confirm from the PAs, the number of teenage pregnancy cases recorded in a year as shown from the examined findings in Table 4.11.

Table 4.11: Average Number of Teenage Pregnancies per year as per PA Chairpersons

	N	Minimum	Maximum	Mean	Std. Dev
How many numbers of teenage pregnancies are recorded in a year	30	1	4	2.57	.858

It can be observed from Table 4.11 that the minimum number of teenage pregnancy cases reported in a year was one (1) while the maximum reported was four (4) with a mean of 2.57.

Further, to corroborate the data obtained from the principals, HoD's and PA's, the study sought to establish trends in teenage pregnancies by examining records from the County office by way of documentary analysis. In view of this, the data trends on teenage pregnancy for the period spanning 2018 through 2022 are as displayed in Table 4.12.

Table 4.12: Teenage Pregnancy Trends as per Machakos County Education Records

YEAR	2022	2021	2020	2019	2018	Average
Number of teenage pregnancies recorded	201	189	175	151	147	173

Source: County Director of Education Office (2018-2022)

As can be observed from Table 4.12, the average cases of teenage pregnancy for the five-year period was 173. Further, the data shows that there was an increasing trend in the number of teenage pregnancies over the years. Clearly, the numbers in 2022 (201) were more than in 2021 (189) which was even more than those recorded in 2020 (175), 2019 (151) and 2018 (147) respectively. It is worth noting that these statistics are only for those cases captured during the KCSE examination period. This implies that the cases may be more if concerted efforts were to be made by the County Education Office to record the data from lower secondary levels.

Overall, data from all the respondents depicts that the average teenage pregnancies reported per school in any particular year were more than two as reported by both principals with a mean of 2.39, HoD's with a mean of 2.35 and PAs with a mean of 2.57 respectively. This implies that there was an average of two cases of teenage pregnancies being reported every year in Machakos County, public secondary schools and indeed they seemed to have an effect on the education of students as can be seen from the responses given by students through the Focused Group Discussions as presented in Table 4.13.

Table 4.13: Replies of FGD on Whether Teenage Pregnancy Affects girls in School

In your view does teenage pregnancy affect girls in your school?		
what are the effects?	Frequency	Percent
NO	2	5.7
YES	1	2.9
Yes, some girls drop from school, they fear returning back to school and their dreams are shuttered	1	2.9
Yes, some girls drop from school, they fear returning back to school and their dreams are shuttered, they get married and some fail to attain their future dreams and thus increase the poverty cycle	1	2.9
Yes, some girls drop from school, they fear returning back to school and become withdrawn	1	2.9
Yes, they leave their education and get married	2	5.7
Yes, they leave their education thus exiting their academic endeavors	27	77.1
Total	35	100.0

It can be seen from Table 4.13 that except for two FGD groups mainly constituting respondents from boys' schools, 77.1 percent of the FGD groups affirmed that teenage pregnancy affected students in their schools with the qualifying opinions such as some will leave their educational pursuits, 5.7 percent averred that they leave to get married while 2.9 percent were of the view that when they leave school their dreams are shuttered.

4.7.2 How Respondents Use Their Experience in Curbing Teenage Pregnancy

Having established the crisis of teenage pregnancy in the research area, this research desired to determine how the experience of the respondents had helped them in curbing teenage pregnancy in their respective schools. This being an unrestricted question, the responses from the participants were varied. First, the principals averred that their experience had enabled them to guide the learners on the importance of education and also the significance of involving parents in the guidance and counselling of their children including on the risks of adolescent pregnancy. On the other hand, the HoD's G&C averred that their experiences had helped them create a supportive and non-judgmental environments enabling students to comfortably share their experiences and ask for help. In addition, most of the HoD's felt that their experience had enabled them foster open dialogues with families and other teachers regarding the issues of teenage pregnancies. Furthermore, the experience had helped them in gathering insights in as

so far as helping the youth was concerned in addition to giving professional counselling and telling girls about the consequences of teenage pregnancy. Moreover, most of them felt that their experience had enabled them to encourage learners against premarital sex and talking to them on the dire effects of teenage pregnancies. Still some HoD's felt that their experience had helped them in the identification of girls and boys who may have been engaged in unhealthy relationships which may lead to early sex so they can offer timely guidance and counselling services.

4.7.3 How Schools Improve Teenage Knowledge about Sex While Instilling Confidence

Both the principals and HoD's G&C were asked this question in order to gauge how their schools improved students' knowledge about sex while instilling them with confidence to reduce teenage pregnancies. Accordingly, the principals stressed to the students on the importance of upholding moral values during regular meetings with them as well as using parent days to advice the parents to discourage their children from engaging in premarital sex. HoD's, on the other hand held that, a number of interventions were being conducted in schools on the topical issue including engaging peer counselors, inviting mentors, religious leaders, professional guidance and counseling personnel to talk to the students. The main areas of discussion were on how media portrays sexuality and its impact and parent-child discussions on sexuality. The HoD's were also having regular talks with the students using other teachers as resource persons. The schools were also inculcating moral values through inviting spiritual leaders to advise students against having sex before marriage and engaging the female teachers to openly tell the girls how teenage pregnancies can affect their future.

The Responses from the FGD regarding this question revealed that through guidance and counselling as well as the mentorship programmes organized in schools and the teaching of Life Skills Education, students had improved their knowledge on sex education and were confident to fight the vice of teenage pregnancy. Regarding the challenges contributing to teenage pregnancy, the study through the FGDs established that poverty and peer pressure were the greatest challenges that contributed to teenage pregnancy in the study area. Other challenges included: adolescence stage issues, coupling, parental negligence, lack of knowledge of oneself, drugs and substance abuse, lack of guidance and counselling, broken families, rape and culture which allows early marriages leading to teenage pregnancy.

4.8 Analysis as Per the Study Objectives

The main purpose of this research was to examine stakeholders' intervention measures in curbing teenage pregnancy crisis in public secondary schools in Machakos County. So as to address this overarching goal, four specific objectives were formulated as follows: (i) To establish the relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya; (ii) To examine the

relationship between school guidance and counseling programs and teenage pregnancy in public secondary schools in Machakos County, Kenya; (iii) To assess the relationship between principal’s involvement of parents in student’s discipline and teenage pregnancy and (iv) To investigate the relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya. The results in relation to each of the articulated objective are shown in sections 4.8.1 through 4.8.4.

4.8.1 Relationship between Parental Socio-economic Support to the Daughters and Teenage Pregnancy

Objective one of the study sought to establish the relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya. Information was gathered on a five-point likert scale and reply values allotted scale values in which 5 = strongly agree, 4 = agree; 3= neutral; 2= disagree and 1 = strongly disagree. Sections 4.8.1.1, and 4.8.1.2 shows the analysis of the responses from the principals and HoD’s respectively on parental socio-economic support on their daughters and teenage pregnancy including results obtained from the PA’s and FGDs as shown in section 4.8.1.3.

4.8.1.1 Principals Views on Parental Socio-economic Support to the Daughters and Teenage Pregnancy

Analysis of the results from the principals regarding the parental socio-economic support to the daughter variable were tabulated and presented in Table 4.14

Table 4.14: Principals View on Parental Socio-economic Support to the Daughters and Teenage Pregnancy

Statement	SD	ADAN	A	SA	Mean	Std. Dev.
Girls from poor families are prone to easy luring into early sexual relations when they lack financial support from their parents.	.7	.7	.7	70.427	54.22	.563
Some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support	5.63	569.02	1.84	07		.691

Educated parents are more likely to offer educational support to their daughters on dangers of teenage sex.	.7	.7	2.133.163.44.58	.645
Girls from stable families that can adequately support them financially are less likely to engage in teenage sex as compared to those from poor families.	.7	2.8.7	66.229.64.21	.661
Learners living in slums are more likely to be influence to early sexual behaviors as compared to those from opulent areas.	.7	1.42.170.425.44.18		.603
Overall (N= 142)				4.25 .438

As it can be observed in Table 4.14, 97.9 percent of the school managers approved that girls from poor families are prone to easy luring into early sexual relations when they lack financial support from their parents with a mean rating of 4.22. Similarly, 90.8 percent of the principals assent to the statement that some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support with a mean of 4.07. Further, 96.5 percent of the heads' of institution consent that literate parents are more likely to offer educational support to their daughters on dangers of teenage sex with a mean of 4.58. Further still, about 96 percent of the school managers accede that girls from stable families that can adequately support them financially are unlikely to involve in teenage sex as compared to those from poor families. Lastly, 95.8 percent of the principals agreed that learners living in slums are more expectedly to be influenced to early sexual behaviors in comparison to those from opulent areas with a mean of 4.18.

In general, the principals agreed that parental socio-economic support to the daughters played a role in teenage pregnancy of girls in schools with a mean of 4.25 and a standard deviation of 0.438. To buttress this view, the principals were asked an open-ended question wherein they were required to explain the relationship between parents' socio-economic support to the daughters and teenage pregnancy. From the analysis of this open-ended question, majority of the principals held the view that parental socio-economic support to the daughters has a relationship with teenage pregnancies in the sense that educated and economically stable parents are likely to offer the necessary assistance and guidance needed to their teenage daughters and hence control teenage pregnancy.

In addition, the principals were asked to give their view on how Kenyan teenage pregnancy policies influenced the curbing of teenage pregnancy. In view of this, most principals opined that

there were weak policy frameworks in addressing the issue on teenage pregnancy. According to them, the return to school's policy for young mothers has worsened the problem instead of curbing it. About 56 percent of the principals argued that the return to school policy for young mothers has influenced negatively because some young mothers become celebs due to the special care taken especially during exams. About 32 percent of the principals were however positive about the policy even though they indicated it has not helped in curbing teenage pregnancy but it has helped the girls to access education after experiencing pregnancy.

4.8.1.2 HoD's G&C Views on Parental Socio-economic Support to the Daughters and Teenage Pregnancy

HoD's were also subjected to similar questions as the principals regarding the parameter of parental socio-economic support to the daughters and teenage pregnancy. Analysis of the Likert scale type of items which were responded to is indicated in Table 4.15

Table 4.15: HoD's Views on Parental Socio-economic Support to the Daughters and Teenage Pregnancy

Statement	SD	ADAN	A	SA	Mean	Std. Dev.
Girls from poor family are prone to easy luring into early sexual relations when they lack financial support from their parents.	.7	1.43	.562	.232	.24	.650
Some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support	.7	.7	5.660	.832	.24	.647
Educated parents are more likely to offer educational support to their daughters on dangers of teenage sex.	.7	2.82	.829	.464	.34	.748
Girls from stable families that can adequately support them financially are less likely to engage in teenage sex as compared to those from poor families.	.7	5.67	.745	.540	.64	.858
Learners living in slums are more likely to be influenced to early sexual behaviors as compared to those from opulent areas.	1.4	3.562	.232	.94	.25	.655

As it can be noticed from Table 4.15, 94.4 percent of the HoD's G&C agreed that girls from poor families are prone to easy luring into early sexual relations when they lack financial support from their parents with a mean of 4.24. About 93 percent of them also agreed to the statement that some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support while almost 94 percent agreed to the statement that educated parents are more expectedly to offer educational assistance to the daughters on dangers of teenage sex with a mean of 4.54. Approximately 86 percent of the HoD's accede to the statement that girls from stable families that can adequately support them financially are improbable to engage in teenage sex in comparison to those from poor families with a mean of 4.20. In addition, about 95 percent of the HoD's consent that learners living in slums are more prone to be influenced to early sexual behaviors as compared to those from opulent areas with a mean of 4.25. Overall, the HoD's agreed that parental socio-economic support greatly influenced teenage pregnancy in the study area. This assertion is supported through responses generated by the open question which was posed about the relationship of parents' socio-economic support and teenage pregnancy in which most of the HoD's held the view that learners from stable families are less vulnerable to teenage pregnancy compared to those from lower socio-economic backgrounds because they are adequately supported financially.

As to whether Kenyan teenage pregnancy policies have influenced the curbing of teenage pregnancies, there were varied reactions from the HoD's with some respondents opining that some policies were counterproductive. In fact, most of the respondents averred that the policies have done very little to combat teenage pregnancies and were of the view that the government should come up with better policies to curb teenage pregnancies in schools. About 97 percent of the HoD's G&C argued that return to school policy was encouraging more girls to become pregnant because they know they have the right to be in school until they go home to give birth then return back. The HoD's recommended that, a better policy was needed to help in curbing teenage pregnancy. additionally 88 percent of the HoD's G&C that the Kenyan teenage pregnancy policies makes the teen mothers feel special in school and others may wish to follow suit even though the policies are meant to protect them against discrimination.

It is important to note however, that most of the HoD's held the view that since the introduction of various policies the number of teenage pregnancies have gone down significantly. According to them, the policies have promoted age-appropriate sex education to increase awareness and have offered support for pregnant teenagers to continue their education. About 98 percent of the HoD's G&C said that imprisonment of men impregnating the young girls has seen more girls being able to complete school and prevent them from being preyed on.

4.8.1.3 Qualitative Views on Parental Socio-economic Support to the Daughters and Teenage Pregnancy (PA interviews and FGDs)

The research also purposed to establish the opinions of PA's in what way they relate parental socio-economic support to the daughters and teenage pregnancies. Though this was an open-ended question, the views of all the Parents Association (PA's) chairpersons were convergent in the sense that all of them averred that girls who are supported socially and economically were less likely to indulge in early sex which leads to teenage pregnancies. In particular, majority of the PA's argued that educated and economically endowed parents give their daughters the necessary support to help in curbing teen pregnancies than those parents who are not well educated and economically stable. They also held the view that parents who are economically well off give support to their daughters/sons and also offer knowledge which can help them refrain from irresponsible behaviors compared to those from lower socio-economic status.

The research also aimed to find out from the students through the FGDs on how parental socio-economic support to the daughters contributes in curbing teenage pregnancy. On this aspect, majority of the students averred that economically stable parents were able to support their daughters and address their personal needs like buying sanitary pads and others. They were also able to offer moral support to them as displayed in Table 4. 16.

Table 4.16: FGDs on How Parental Socio-economic Support to the Daughters Contribute to Curbing of Teenage Pregnancy

How can socio-economic support contribute in curbing teenage pregnancy in your school?	Frequency	Percent
Economically stable parents support their daughters' and address their personal needs like buying pads and others. They also offer moral support to them	30	85.8
Socially and economically supported boys and girls are less likely to indulge in immorality	1	2.9
Supported learners don't seek for support outside their families	1	2.9
Through financial support and G&C support the parents offer their children	1	2.9
Well supported girls will not seek help from outsiders thus reducing chances of pregnancy	1	2.9
When girls are socio-economically supported, they are less vulnerable to teenage pregnancy	1	2.9

As it can be seen in Table 4.16, there was an overall level of consensus and concurrence among the participants that girls from affluent backgrounds were unlikely to get involved in adolescent pregnancy in comparison to those who are from less economically endowed backgrounds. The other question which the FGD group responded to was about how parental income, occupation, level of education, family structure as well as learners living conditions helps in reducing teenage pregnancy. Regarding parental income, the students held that the income of a parent can help curb teenage pregnancy because financially stable parents give support to their girls. In fact, to majority of the respondents, economically stable parents offer adequate support to their daughters thus reducing chances of seeking support elsewhere. In addition, girls from parents with high level of education and with a well-paying job were not likely to be lured to get support from outsiders which may lead to early pregnancies. With regard to family structure, the students asserted that girls from stable families are less likely to be lured to pre-marital sex leading to pregnancies compared to those from broken families. Finally, regarding the living conditions the students said that learners living conditions is a key factor in reducing teenage pregnancy for example, those living in slums are likely to interact with people of different behavioral characteristics which may lure them to early sex leading to pregnancies as compared to those from gated communities.

4.8.1.4 Testing of Hypothesis one (Ho1)

The first null hypothesis (Ho1) stated thus: There is no statistically significant relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya.

Being a relational study, the level of association among the variables subsumed in the research was determined using Pearsons correlation coefficient in order to test the hypothesis at the .05 level of significance. Further, considering that information for this study was collected using two main instruments from two sets of respondents (Principals and HoD's G&C), it was considered prudent to present the test of hypotheses in two parts for purposes of triangulation of the findings as displayed in Tables 4.17 and 4.18.

Table 4.17 Principals Correlation Coefficient on Parental Socio-economic Support to the Daughters and Teenage Pregnancy

		TENPREG	SOCIECON	SCHOLGC	PARENTINVOL	LSE
SOCIECON	Pearson Correlation	.550**	1	-.040	.101	.166*
	Sig. (2-tailed)	.000		.640	.233	.048
	N	133	142	142	142	142

*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.17, it is unquestionable that the coefficient of correlation between parental socio-economic support to the daughters and teenage pregnancy was positive ($r = .550$; $p \leq .05$). This indicated that the association between parental socio-economic support to their daughters and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .301$), indicate that parental socio-economic support can account to curbing for 30.1 percent of teenage pregnancies. Therefore, the more and enhanced socio-economic support from the parents for the daughters, the lower the cases of teenage pregnancy. The insinuation of this finding is that when parents give more social and economic support to their teenage girls, the chances of them getting pregnant at an early age are quite remote. Therefore, there was dismissal of the null hypothesis that stated thus that: There is no statistically significant relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya and the alternative maintained.

On the other hand, it can be observed from the HoD's G&C that the coefficient of correlation on parents socio-economic support to the daughters and teenage pregnancy was positive ($r = .497$; $p \leq .05$) as shown in Table 4.18.

Table 4.18: HoDs G&C Correlation Statistics on Parental Socio-economic Support and Teenage Pregnancy

	COMPREG	Parentsocguid_cous	parentinvol	Lscurr
ParentsocPearson Correlation	.497**	1	-.114	.246**
Sig. (2-tailed)	.000		.175	.003
N	134	143	143	143

*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.18, it is unquestionable that the coefficient of correlation between parental socio-economic support to the daughters and teenage pregnancy was positive ($r = .497$; $p \leq .05$). This indicates that the relationship between parental socio-economic support to the daughters and curbing of teenage pregnancy was positive and significant ($r = .497$; $p \leq .05$). The coefficient of determination ($r^2 = .247$), implies that parental socio-economic support can account to curbing of 24.7 percent of teenage pregnancies. The implication to this is that the more and enhanced socio-economic support from the parents to their daughter the less the cases of teenage pregnancy in public secondary schools. Therefore, when parents give more social and economic support to their teenage girls, the chances of them getting pregnant at an early age are quite remote. Consequently, the null hypothesis that stated thus that: There is no statistically significant relationship between parental socio-economic support to the daughters and teenage pregnancy in public secondary schools in Machakos County, Kenya was overruled and the alternative upheld.

4.8.2 Relationship between School Guidance and Counselling Program and Teenage Pregnancy

The second objective of the study sought to examine the relationship between school guidance and counselling programs and teenage pregnancy in public secondary schools in Machakos County. Guidance and counselling (G&C) programs play a critical role in molding the behavior of individuals especially learners. In this respect, the respondents were asked the question of if they had G&C sessions in their institutions of which they affirmed. This implies that all the schools in the study sample had guidance and counselling programs.

Further, the researcher aimed to confirm the kind of topics covered during the counselling sessions. According to the principals, the following topics are covered during the guidance and counselling sessions: drugs and substance abuse, sex education, HIV/AIDS, time management; abstinence, hygiene, sexual relations, career choices, self-awareness and communication skills. As for the HoD's G&C, topics covered during guidance and counselling sessions include: abstinence, pregnancy, boy-girl relationships, cleanliness, career choices, personal hygiene, self-esteem, drug and substance abuse, sex education, peer pressure, dangers of teenage pregnancy, HIV/AIDS, reproductive health, self-confidence, self-awareness, gender-based violence and time management.

Furthermore, the research needed to establish the frequency of carrying out guidance and counselling in the institutions. Table 4.19 displays the analyzed findings.

Table 4.19: Frequency of Conducting Guidance and Counselling Sessions in Schools

	PRINCIPALS		HoDs	
	Frequency	Percent	Frequency	Percent
Weekly	66	46.5	55	38.5
Monthly	14	9.9	21	14.7
Termly	49	34.5	51	35.7
As need Arises	13	9.2	16	11.2
Total	142	100.0	143	100.0

As can be seen from Table 4.19, about 47 percent of the principals affirm that their schools conduct G&C periods on teenage pregnancy weekly. This was followed by about 35 percent of the principals who undertake counselling sessions on a termly basis. About 10 percent of the principals said they conduct the sessions on a monthly basis while 9 percent conduct the sessions as need arises. Similarly, 39 percent of the HoD's in charge of guidance and counselling said they conduct guidance and counselling meetings on teenage pregnancy on a weekly basis while about 36 percent undertook the programmes on a termly basis and 15 percent undertook the programme on a monthly basis. Only 11 percent of the HoD's said they conducted the guidance and counselling sessions on teenage pregnancy as need arises.

4.8.2.1 Principals Views on School Guidance and Counselling Program and Teenage Pregnancy

Principals' were requested to provide their opinions on how guidance and counselling programs had influenced teenage pregnancy. Examination of the responses obtained from the principals is shown in Table 4.20.

Table 4.20: Principals Views on School Guidance and Counselling Programs and Teenage Pregnancy

	SD	DA	N	A	SA	Mean	Std. Dev.
The school has a functioning G/C department	2.129	63.5	35.9	28.93	60	1.244	
The school has a structured way of sensitizing students on teenage pregnancies and sexuality	6.366	94.2	16.26	3	2.49	1.043	
Students always seek G/C services in school	1.43	5	4.9	81.78	5	3.92	.631

Group counseling provides learners with skill necessary for mitigating teenage pregnancy	17.614.844.423.23.73	1.010
Individual counseling help in curbing teenage pregnancy among schooling teenagers	2.1 4.2 70.423.24.15	.583
The principal invite mentors and peer counselors to talk to students about teenage pregnancy	1.4 2.8 66.229.64.24	.570
Mentoring and peer counseling equip girls with skill which enable them to delay sex debut hence reducing teenage pregnancy	.7 50.748.64.48	.515
Overall		3.80 .361

From Table 4.20, it is evident that 64.8 percent of the principals agreed that their schools had a functioning guidance and counselling department while nearly one-third disagreed to the declaration with a mean of 3.60. Further, 73.2 percent of the principals disagreed that their schools had a structured way of sensitizing students on teenage pregnancies and sexuality while 22 percent of them agreed. Additionally, 90.2 percent of the principals agreed that students always seek G/C services in school with a mean of 3.92. regarding the statement that group counseling provides learners with skills necessary for mitigating teenage pregnancy, about 67.6 percent of the principals consent the account while 18 percent differed and the rest were ambivalent. It is also important to note that 93.6 percent of the principals concur that individual counseling helps in curbing teenage pregnancy among schooling teenagers with a mean of 4.15. Its notable that 95.8 percent of the principals agreed that the principals' invite mentors and peer counselors to talk to students about teenage pregnancy with a mean of 4.24 while 99.3 percent of the principals agreed that mentoring and peer counseling equip girls with skills which enable them to delay sex debut hence reducing teenage pregnancy with a mean of 4.48. In general, it can be said that guidance and counselling played a key role in influencing teenage pregnancies in the study area based on the level of agreement by the principals with a mean of 3.80 and standard deviation of 0.361.

When the principals were asked an open ended question to give their opinion on the association between school G&C and teenage pregnancy, all of them agreed that there was a relationship further qualifying that adequate guidance and counselling leads to decrease in teenage pregnancies and that guidance and counselling programs can help the students develop positive attitude towards sex and relationships therefore improving self-esteem which reduces teenage pregnancy. Some of the positive outcomes of guidance and counselling according to the principals are that: Counseling equips teens to resist peer pressure, it leads to lowering pregnancy risks, teaches communication to discuss sexual health with parents and partners, it teaches boundary-setting to prevent unwanted pregnancies; guidance cultivates empathy and discourages exploitative relationships; guidance emphasizes career aspirations, deterring early parenthood; counseling equips teens to resist peer pressure thus lowering pregnancy risks;

guidance also helps teens identify and build supportive social networks and it equips teens to manage stress and avoid impulsive behaviors.

When asked how the G&C used in their schools can be used as an intervention measure in curbing the rate of pregnancies in schools, principals gave varied opinions such as; it can be used to inform students about the dangers of premarital sex and attendant responsibilities (35%); through guidance and counselling students get to be informed about contraception and reproductive services (45%), and get education about online risks and protecting against exploitation (23%). Further, students get to be taught effective communication about sexual health with partners (15%). It also helps them to set long-term goals which will prevent them from teenage pregnancies (13%).

As for the need of strengthening guidance and counselling in schools, all the principals agreed that there was need to reinforce G&C services in institutions. This is so in order to ensure that the students are well equipped and informed as well as empowered to make informed decisions thus leading to reduced teenage pregnancies. A strong guidance and counselling framework will help in addressing underlying issues that may contribute to teenage pregnancies such as low self-worth, peer pressure, and deficiency of resources or knowledge. It was held by most principals that counselors can help students to make cognizant choices on their sexual health and lessen the danger of unplanned pregnancies.

4.8.2.2 HoD's G&C Views on School Guidance and Counselling Program and Teenage Pregnancy

Just like the principals, HoDs were also subjected to similar questions regarding the relationship between school G&C programs and teenage pregnancy in the research area. Analysis of the Likert scale type of items which were responded to is displayed in Table 4.21.

Table 4.21: Views of HoD's G&C Regarding Role of G&C and Teenage Pregnancy

	SD	DA	N	A	SA	Mean	Std. Dev
The school has a functioning G/C department	.7	2.1	37.85	9.44	56	.577	
The school has a structured way of sensitizing students on teenage pregnancies and sexuality	1.4	32.27	33.62	5.93	50	1.227	
Students always seek G/C services in school	9.8	53.11	6.11	5.45	6	2.54	1.047
Group counseling provides learners with skill necessary for mitigating teenage pregnancy	2.1	9.8	74.81	3.33	99	.563	

Individual counseling help in curbing teenage pregnancy among schooling teenagers	.7	4.9	17.546	230.84	01	.864
The principal invite mentors and peer counselors to talk to students about teenage pregnancy	2.1	12.651	733.64	17		.722
Mentoring and peer counseling equip girls with skill which enable them to delay sex debut hence reducing teenage pregnancy	1.4	47.6	51	4.50		.529
Overall						3.89 .407

It can be observed from Table 4.21 that 97.2 percent of the HoD's G&C assent that their schools had a functioning G/C department with a mean of 4.56. Opinions were however different regarding the statement that the school has a structured way of sensitizing students on teenage pregnancies and sexuality wherein over one third of the HoD's G&C disagreed while about two thirds agreed with the statement with a mean of 3.50. As to whether students always seek G/C services in school, nearly 62.9 percent of the HoD's G&C differed to the declaration while about 21 percent acceded with a mean of 2.54. Over 88 percent of the HoD's agreed that group counseling provides learners with skills necessary for mitigating teenage pregnancy with a mean of 3.99 whereas about 76 percent of the HoD's G&C held that individual counseling help in curbing teenage pregnancy among schooling teenagers with a mean of 4.01. regarding the statement that the principal invites mentors and peer counselors to talk to students about teenage pregnancy, 85.3 percent of the HoD's G&C concur to the account while 12.6 percent expressed a neutral view with a mean of 4.17. Finally, 98 percent of the HoD's G&C agreed that mentoring and peer counseling equip girls with skills which enable them to delay sex debut hence reducing teenage pregnancy with a mean of 4.50. Overall, the HoD's G&C agreed that guidance and counselling programs had a role towards curbing teenage pregnancy in schools within the study area with a mean of 3.89 and a starndard deviation of 0.407.

When asked through an open-ended question as to whether there was any relationship between teenage pregnancy and school guidance and counselling, all the HoD's G&C confirmed that there was indeed a relationship by qualifying that the more the guidance and counselling in a school, the less likely are the teenage pregnancies. According to most of the HoD's,G&C counselling can help reduce cases of teenage pregnancies as the girls acquire information on the dangers of early sex. Equally, it equips learners with skills like decision making, self-awareness and knowledge which help them to make right decisions on their sexual behaviors thus curbing teenage pregnancies.

Regarding the use of G&C as an intervention measure in curbing the rate of pregnancies in schools, 65 percent of HoD's G&C held that G&C is an intervention measure in their schools because learners receive counselling on the dangers of teenage sex and teenage pregnancies. The skills and information help them to make informed decisions on their sexual activities. It is also used as an empowerment tool to enable teenagers make informed decisions regarding matters to do with sexuality and sexual relations.

In regard to the question on whether there was need to strengthen G&C services in schools to curb teenage pregnancy, all the HoD's G&C agreed that there was need to strengthen G&C services in order to curb teenage pregnancies. Some of the reasons given as to why it needed to be strengthened include: reducing stigma around teenage pregnancy and creating supportive environment for pregnant and parenting teens and giving teenagers information and awareness on sexual and reproductive health as well as information on how to overcome life challenges.

4.8.2.3 Qualitative Views on School Guidance and Counselling Program (FGDs and Documentary Review)

As to whether the students have guidance and counseling sessions in schools, all of them affirmed through the FGDs that they do have guidance and counselling sessions. The main topics that were covered during those guidance and counselling sessions include: Drug and Substance Abuse, Abstinence, Assertiveness, Decision Making, Mental Health, Morality, Sex and Sexuality, Self Esteem, Stress Management, Effects of Social Media, Career Choices, Effects of Unwanted Pregnancies, Hygiene, Negotiation Skills, Truancy, HIV/AIDS and Sexually Transmitted Diseases, Self Confidence and Academic Achievement. Moreover, the students averred that these topics were relevant in helping them to curb teenage pregnancies as seen in Table 4.22.

Table 4.22: Other Areas of Interest on G&C in the FGD

		Frequency	Percent
Are the topics relevant in helping you to curb teenage pregnancies	YES	35	100.0
Are there mentors and peer counsellors in your school who guide you on teenage pregnancy matters?	YES	35	100.0
In your view, is there any need to strengthen G&C services in schools to curb teenage pregnancy	YES	35	100.0

It can be observed from Table 4.22 that 100 percent of the FGD were in congruence through affirmation that they have mentors and peer counsellors in school who guide them on teenage pregnancy matters. Also, 100 percent of them affirmed of the need to strengthen G&C services in schools to curb teenage pregnancy.

Analysis from the documents regarding school guidance and counselling programme, showed that all the schools have guidance and counselling session scheduled once per week. Further the records also revealed that counselling was done on many topics but topics handling teenage pregnancy issues were not reflected. In addition, the schools didn't have any programmed schedule to sensitize the learners on teenage pregnancy.

4.8.2.4 Testing of null hypothesis two (Ho2)

The second null hypothesis (Ho2) stated thus: There is no statistically significant relationship between school guidance and counselling programs and teenage pregnancy in public secondary schools in Machakos County.

Being a relational study, the level of association among the variables subsumed in the study was determined using Pearsons Correlation Coefficient in order to examine the hypothesis at the 0.05 level of significance. Further considering that information for this research was gathered using two main instruments from two sets of respondents (Principals and HoD's G&C), it was considered prudent to present the test of hypothesis in two parts for purposes of triangulation of the findings as presented in Tables 4.23 and 4.24.

Table 4.23: Principals Correlation Coefficient on School Guidance and Counselling Program and Teenage Pregnancy

		TENPREG	SOCIECON	SCHOLGC	PARENTINVOL	LSE
SCHOLGC	Pearson Correlation	.361**	-.040	1	.435**	.219**
	Sig. (2-tailed)	.000	.640		.000	.009
	N	133	142	142	142	142

*. Correlation is significant at the 0.05 level (2-tailed).

It is notable in Table 4.23 that the coefficient of correlation between school G&C programs and teenage pregnancy was positive ($r = .361$; $p \leq .05$) according to the principals. This shows that the relationship between school guidance and counselling programs and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .1301$), infers that school guidance and counselling programs can account to curbing 13.01 percent of teenage pregnancies in schools. This shows that improved guidance and counselling programmes can help in reducing cases of teenage pregnancies. The implication of this finding is that when a more robust guidance and counselling program is adopted in schools it is likely to reduce the effects associated with premarital sex such as teenage pregnancy. Consequently, the null hypothesis which stated thus: There is no statistically significant relationship between school guidance and counselling programs and teenage pregnancy in public secondary schools in Machakos County, Kenya was renounced for the alternative.

On the other hand, its worth noting from the HoD's G&C that the coefficient of correlation on school guidance and counselling programs and teenage pregnancy was positive ($r = .264$; $p \leq .05$) as shown in Table 4.24.

Table 4.24: HoDs G&C Correlation Coefficient on School Guidance and Counselling Program and Teenage Pregnancy

		Tenpreg	Parentsoc	guid_cous	parentinvol	Lescurr
Guid_Cous	Pearson Correlation	.264**	-.114	1	.445**	.205*
	Sig. (2-tailed)	.002	.175		.000	.014
	N	134	143	143	143	143

*. Correlation is significant at the 0.05 level (2-tailed).

It is notable in Table 4.24 that the coefficient of correlation on school guidance and counselling programs and teenage pregnancy was positive ($r = .264$; $p \leq .05$). This shows that the relationship between school G&C programs and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .007$), infers that school guidance and counselling programs can account to curbing 7 percent of teenage pregnancies in schools. This shows that improved guidance and counselling programs can help in reducing cases of teenage pregnancies. The implication of this finding is that when a more robust guidance and counselling program is adopted in schools is likely to reduce the effects associated with premarital sex such as teenage pregnancy. Consequently, the null hypothesis which stated thus: There is no statistically significant relationship between school guidance and counselling programs and

teenage pregnancy in public secondary schools in Machakos County was dismissed and the alternative upheld.

4.8.3 Relationship between Principal’s Involvement of Parents in Student’s Discipline and Teenage pregnancy

Objective three of the research sought to assess the relationship between principal’s engagement of parents in student’s discipline and teenage pregnancy in public secondary schools in Machakos County. First, the research aimed to confirm the frequency at which principals’ involved parents in matters related to teenage pregnancy as presented in Table 4.25.

Table 4.25: Frequency of Principal’s Involvement of Parents in Matters Concerning Teenage Pregnancy

	PRINCIPALS		HOD’S G&C	
	Frequency	Percent	Frequency	Percent
Very Often	6	4.2	6	4.2
Often	123	86.6	28	19.6
Neutral	7	4.9	15	10.5
Rarely	6	4.2	94	65.7
Total	142	100.0	143	100.0

As can be observed from Table 4.25, about 87 percent of the principals’ often engaged parents when addressing issues related to teenage pregnancy and 4 percent involved them very often. About 5 percent of them were neutral while another 4 percent rarely involved the parents in teenage pregnancy issues. As for the HoD’s G&C, it can be observed that nearly 66 percent rarely involves the parents while about 20 percent of them often involved the parents and 4 percent involved them very often. However, about 11 percent were noncommittal regarding the involvement of the parents thus remaining neutral.

4.8.3.1 Principals Views on Involvement of Parents Matters Related to Teenage Pregnancy

Views were sought from the principals regarding various parameters related to principal’s involvement of parents on teenage pregnancy issues and their relationship in curbing teenage pregnancy. The principals’ analyzed responses are as shown in Table 4.26.

Table 4.26: Principals Views on Parent’s Involvement on Teenage Pregnancy Matters

	SD	DA	N	A	SA	Mean	Std. Dev.
Non-involvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy	1.4	2.1	9.2	63.4	23.94	0.06	.736
The principal involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy	3.5	31.0	14.1	41.5	9.9	3.23	1.10
Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy	.7	1.4	67.6	30.34	27		.521
The principal engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction of teenage pregnancy		2.1	77.5	20.44	18		.440
The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers	.7	1.4	65.5	32.44	30		.530
Overall						4.01	.386

Observations made from Table 4. 26 indicate that 87 percent of the principals concur that Non-involvement by principals combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy with a mean of 4.06. About 51 percent of the principals assent that they engaged parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy while 34 percent of them dissent with the proclamation with a mean of 3.23. Nearly 98 percent of the principals accede with the statement that principals’ role in engaging parents,’ adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy with a mean of 4.27.

Similarly, 98 percent of the participants agreed that the principals engages parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction in teenage pregnancy with a mean of 4.18. Finally, the statement regarding involvement of parents by the principals’ on parental guidance and counseling equips girls with skills to overcome peer pressure on pre-mature sex thus reducing

chances of becoming teenage mothers was agreed to by 98 percent of the respondents with a mean of 4.30. In summary, there was a general concurrence that involvement of parents by the principals' on teenage pregnancy issues could result into curbing of teenage pregnancy issues in schools with a mean 4.01 and a standard deviation of 0.386.

Further, the research needed to ascertain from the principals' if parents were equipped with the right parenting skills necessary to reduce teenage pregnancies in secondary schools. In this regard, opinion was divided with most principals holding the view that most parents were not well equipped with the right parenting skills necessary to reduce teenage pregnancies in schools citing illiteracy as one of the challenges most parents faced. Some principals' held that even if some may be having the necessary knowledge, culture may be a hindrance especially when it comes to matters of sexuality. However, some principals' opined that parenting skills vary and are mitigated by various factors including the level of education. They therefore were of the view that those parents who are educated have the skills necessary to enable them discuss sex matters with their children.

Similarly, the research set out to find if a relationship between principals' involvement of parents in students' discipline and teenage pregnancies existed, of which all the principals responded in the affirmative. In this respect, most principals' held the view that parental and principal collaboration helps to align home and school expectations thus reinforcing responsible behavior. Equally such collaboration educates parents about teenage pregnancy risks and how to address them. Parent-principal cooperation enables early intervention in case of risky behaviors and also helps teens resist peer pressure thus leading to curbing of teenage pregnancy. Through this collaboration the students will realize that they are properly checked by all the stakeholders and thus shun from irresponsible behaviors which may lead to pregnancies.

4.8.3.2 HoD's G&C Views on Involvement of Parents on Teenage Pregnancy Related Matters

The findings in relation to the views of the HoD's G&C about the principal's involvement of parents on matters concerning teenage pregnancy were analyzed and findings displayed in Table 4.27.

Table 4.27: Views of HoD's G&C on Parental Involvement on Matters Concerning Teenage Pregnancies

	SD	DA	N	A	SA	Mean	Std. Dev
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Noninvolvement by principal combined	.7	5.6	7.7	63.622	44.01	.769
with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy						
The principal involves parents when their children	11.241	3.21	7.18	27.7	2.70	1.126
are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy						
Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy	7	66.426	64.20	.547		
The principal engages Parents in monitoring	2.1	3.5	8.4	61.524	54.03	.813
and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction in teenage pregnancy						
The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers	.7	6.3	61.531	54.23	.625	
Overall						3.83 .386

Table 4.27 indicate that 86 percent of the HoD's G&C consent the statement that noninvolvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy with a mean of 4.01. In addition, 53 percent of the respondents dissented that the principals' involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy with a mean of 2.70. Further, there was a high level of agreement at 93 percent that principal's role in engaging parents, adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy with a mean of 4.20. moreover, approximately 86 percent of the respondents agreed that when principals' engage parents in monitoring and creating awareness on sexuality reduces the chances of early sexual behavior which in turn leads to reduction of teenage pregnancy with a mean of 4.03.

Lastly, 93 percent of the participants accede that involvement of parents by the principals' on Parental guidance and counseling equips girls with skills to overcome peer pressure and pre-mature sex thus reducing chances of becoming teenage mothers with a mean of 4.23. Overall, the respondents agreed that principals' involvements of parents in students discipline contributes to the reduction of teenage pregnancies with a mean of 3.83 and a standard deviation of 0.386. However, when asked if parents had the right skills necessary to help in

reducing teenage pregnancies, majority of the HoD’s G&C averred that many parents lack adequate knowledge and as a result they ignore to engage with their children thus leaving the task to the teachers. Moreover, the HoD’s G&C retorted that some informed parents were able to mentor their children while some cannot even discuss premarital sex with their children as it is considered a taboo subject.

With regard to the relationship between principal’s engagement of parents in students discipline and teenage pregnancies, most HoD’s G&C confirmed there is a relationship in the sense that when the principals involves parents in discipline, teenage pregnancies are greatly reduced. They asserted that discipline and teenage pregnancy issues require a concerted effort from both parent and teachers and that parental involvement creates a strong support system to help teenagers seek validation on sexual education.

4.8.3.3 Qualitative Views of PAs Regarding Parental Involvement on Teenage Pregnancy

As to whether the PA chairpersons involved parents when dealing with teenage pregnancy issues, Table 4.28 shows that the views were varied with some saying they rarely involve them while others said they involve the parents.

Table 4.28: PAs Involvement of Parents in Dealing with Teenage Pregnancy

		Frequency	Percent
Do you involve parents when dealing with teenage pregnancy	N/A	2	6.3
	NO	2	6.3
	Rarely	2	6.3
	YES	26	81.3
	Total	32	100.0

Table 4.28 displays that 81.3 percent of the PAs affirmed that parents are involved when dealing with teenage pregnancy issues, in equal proportion about 6 percent of the PAs said they rarely involve the parents while others said they do not involve the parents at all. Table 4.29 provides a summary regarding the frequency of involvement of parents in teenage pregnancy issues in schools.

Table 4.29: Frequency of Involving Parents on Teenage Pregnancy Issues

How often are parents involved in teenage pregnancy issues in your school		
	Frequency	Percent
Annually	2	6.3
As Need Arises	10	31.3
N/A	2	6.3
Not at all	4	12.5
Often	8	25.0
Once per year during AGMs	2	6.3
Rarely	1	3.1
Termly	3	9.4
Total	32	100.0

From Table 4.29, it is clearly observable that 31.3 percent of the PAs involved parents in cases related to teenage pregnancies as need arises, 25 percent are often involved, 9.4 percent are involved termly, 6.3 percent are involved once during AGM, while 6.3 percent are involved annually. It is important observing however, that in some institutions 12.5 percent of the parents do not get involved at all while 3.1 percent rarely get involved. The study further sought to determine from the PAs, their views on whether the principal's involvement of parents in issues regarding teenage pregnancy was helpful in curbing teenage pregnancy in your school of which all of them affirmed positively as presented in Table 4.30.

Table 4.30: PA's Views on Helpfulness of Parental Involvement in Teenage Pregnancy issues

Do you think principal's involvement of parents in issues regarding teenage pregnancy is helpful in curbing teenage pregnancy in your school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	32	100.0	100.0	100.0

This view was qualified by majority asserting that involvement of parents in matters related to teenage pregnancy was important as parents would be able to offer their girls and boys guidance and counselling on sex matters as well as reinforce the information they have already got from school programmes on issues leading to teenage pregnancies. This way the chances of girls and boys involving themselves on the risky behaviors will be reduced.

The research also purposed to authenticate from the PAs on how parenting style, parental communication, level of education, monitoring and parental guidance and counselling reduces teenage pregnancy. Regarding parenting style, a greater part of the PAs appeared to agree that democratic parenting is good as compared to autocratic style of parenting. These parents held the view that democratic parenting allows free and open discussion with their children thus giving them the opportunity to know the challenges their children are facing for example, peer pressure. They are therefore able to guide them on how to overcome the issues thus reducing/preventing pregnancies. According to these parents, authoritarian parents may instill fear and their children will not be free to discuss their problem and thus can activate chances of being lured by peer pressure to make wrong decisions. On the other hand, however, some supported the autocratic style of parenting asserting that authoritarian parenting style sets clear rules to their children which is a must to follow or face the consequences. This may make the girls/boys to behave responsibly thus curbing the risky behaviors including teenage pregnancy. Other parents were however in support of the hybrid model combining authoritarianism and democracy principles in parenting. According to them authoritarian parenting combined with democratic style sets clear rules allowing children get accurate information on sex as well as control them from interacting carelessly thus preventing the vice of teen pregnancies.

In respect to parental communication, all the PAs were of the view that when parents allow communication with their daughters, they will gather useful information on their developmental changes as well as challenges which will enable them to counsel and guide them to make the right choices in life, this helps in curbing teenage pregnancy. On the level of parents' education, the PAs held that educated parents are able to offer information on life challenges that their sons or daughters may be facing thus guiding them to make right decisions and this therefore helps in curbing teenage pregnancy. In a nutshell, the PAs were of the view that girls of parents with less education were inevitable to be involved in teenage pregnancy in comparison to those whose parents were educated and informed.

With regard to parental monitoring, the PAs held that monitoring of the children assist the parents to know the kind of friends their children are keeping, the kind of material they are reading, how they are using their phones and the movies they are watching as well as the activities they are involved in. They held that when parents closely monitor their children, they will know how to guide and counsel them against involving in risky behaviors thus curbing teenage pregnancy.

Lastly, the research aimed to check from the PAs if there were other intervention measures that could be employed in curbing teenage pregnancy in schools of which all of them affirmed that there were other measures which could be employed. The suggested measures according to the PAs include: parents supervising what their daughters are exploring in the internet; involving them in youth activities and youth camps; adopting chaplaincy services, discouraging idleness

and attendance of public/unmonitored games competitions, occupying the teenagers during school holidays, teaching them life skills and involving the boys in the fight against teenage pregnancy.

4.8.3.4 Qualitative Views from FGDs Regarding Parental Involvement on Teenage Pregnancy

Views were also sought from students regarding the variable of parental involvement on teenage pregnancy. As to whether parents were involved in matters of teenage pregnancy in schools, there were varied views expressed among the FGD discussants as can be observed from Table 4.31 .

Table 4.31: Parental Involvement on Teenage Pregnancy- FGDs

	Response	Frequency	Percentage
Are parents involved on matters related to teenage pregnancy in your school	NO	18	51.4
	RARELY	13	37.1
	YES	4	11.5
Total		35	100

From Table 4.31, it is noticeable that, 51.4 percent of the respondents held the view that parents were not being involved on matters related to teenage pregnancy. About 37 percent of the participants were of the belief that parents were rarely involved on matters to do with teenage pregnancy while 11.5 percent agreed that parents were being involved on teenage pregnancy matters. For those who answered in the affirmative, the research needed to validate how the schools engaged the parents and it was clear that parents got involved through the advisory vide the school newsletters send to them during school holidays requiring parents to mentor their children as well as guide and counsel them on matters to do with teenage pregnancy and sex. The discussants also held the view that parental involvement in teenage pregnancy matters helped to improve the girls' self-awareness and build confidence thus reducing their chances of engaging in premarital sex which may subsequently lead to teenage pregnancy.

With regard to parental involvement, analysis of records showed that all the sampled schools had records of involving parents to deal with cases like drug and substance abuse, bullying, truancy and other indiscipline cases. However, there were no records on involvement of parents by the principals' on issues pertaining teenage pregnancy in all the sampled schools.

4.8.3.5 Testing of HypothesisThree(Ho3)

The third null hypothesis (Ho3) stated thus: There is no statistically significant relationship between principals' involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County.

Being a relational study, the level of association among the variables subsumed in the study was determined using Pearsons Correlation Coefficient in order to test the hypothesis at the .05 level of significance. Further considering that information for this inquiry was collected using two main instruments from two sets of respondents (Principals and HoDs), it was considered prudent to present the test of hypothesis in two parts for purposes of triangulation of the findings as presented in Tables 4.32 and 4.33.

Table 4.32: Principals Correlation Coefficient on Parental Involvement and Teenage Pregnancy

		Tenpreg	Sociecon	Scholgc	Parentinvol	LSE
Parentinvol	Pearson Correlation	.379**	.101	.435**	1	.221**
	Sig. (2-Tailed)	.000	.233	.000		.008
	N	133	142	142	142	142

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.32, indicates that the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive ($r = .379$; $p \leq .05$). This infers that the relationship between principal's involvement of parents in students discipline and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .1436$), hints that involvement of parents in discipline by the principal's can account to curbing of 14.36 percent of teen pregnancies in schools. This indicates that the more involved parents are in matters of discipline in schools, the fewer the cases of teenage pregnancies. The implication of this finding is that student discipline is a concerted effort involving all stakeholders principally the parents. When parents are involved in disciplinary processes, there is a likelihood of reduced teenage pregnancy cases. This prompted to the rejection of the null hypothesis that stated thus: There is no statistically significant relationship between principals' involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County, Kenya and the alternative upheld.

On the other hand, it can be observed from the HoDs G&C that, the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive and significant($r = .564$; $p \leq .05$) as reported in Table 4.33.

Table 4.33: HoDs G&C Correlation Coefficient on Principal's Involvement of Parents in Students Discipline and Teenage Pregnancy

		TENPREG	Parentsoc	guid_cous	parentinvol	Lescurr
Parentinvol	Pearson Correlation	.564**	.246**	.445**	1	.224**
	Sig. (2-tailed)	.000	.003	.000		.007
	N	134	143	143	143	143

*. Correlation is significant at the 0.05 level (2-tailed).

As shown in the Table 4.33 its clear that the relationship between principal's engagement of parents in student discipline and curbing of teenage pregnancy was positive ($r = .564$; $p \leq .05$). This implies that the the relationship between principals involvement of parents in students discipline and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .3181$), signifies that involvement of parents in discipline by the principal can account to curbing of 31.81 percent of teenage pregnancies in schools. This infers that the more involved parents are in matters of discipline in schools, the fewer the cases of teenage pregnancies. The implication of this finding is that student discipline is a concerted effort involving all stakeholders principally the parents. When parents are involved in disciplinary processes, there is a likelihood of reduced teenage pregnancy. Subsequently, there was rejection of the null hypothesis that stated thus: There is no statistically significant relationship between principal's involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County and the alternantive upheld.

4.8.4 Relationship between Life Skill Education Curriculum and Teenage Pregnancy

The fourth objective of the research aimed to establish the relationship between Life Skills Education(LSE) and teenage pregnancy in public secondary schools in Machakos County. First, the study sought to find out whether the schools were offering LSE and if so the number of lessons offered per week. The outcomes in consideration of these findings are displayed in Table 4.34.

Table 4.34: Life Skill Education Curriculum

Statement	PRINCIPALS		HOD'S G&C		
	Frequency	Percent	Frequency	Percent	
	YES	142	100.0	142	99.3
Does your school offer LSE?	NO			1	.7
	Total	142	100.0	143	100.0
If Yes how many lessons per week		1.0		1.0	

As can be seen from Table 4.34, all the principals confirmed that their schools do offer Life Skill Education and they were offering a minimum of one lesson per week on Life Skills Education. On the other hand, the 99 percent of the HoD's G&C said that they offer Life Skill Education curriculum in their schools with an exception of one who said that LSE is not offered in their school. According to the HoD's G&C, LSE is allocated a minimum of 1 lesson per week.

4.8.4.1 Principals' Views of Life Skills Education and Teenage Pregnancy

Analysis of the responses in relation to the views of principals regarding the relationship of Life Skill Education and teenage pregnancy is presented in Table 4.35.

Table 4.35: Principals Views on Life Skills Education and Teenage Pregnancy

	SD	DA	N	A	SA	Mean	Std. Dev
LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies	9.9	66.96	311.35	6	2.36	.999	
LSE offers effective decision-making skills that helps in curbing teenage pregnancy among schooling teenagers	.7	2.8	4.253	538.74	.27	.733	
Through LSE, Learners learn assertive skills which help in curbing teenage pregnancy	.7	2.8	2.180	314.14	.04	.582	
LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls	.7	3.547	947.94	.43	.601		

LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies	.7	4.2	2.162.031.04.18	.730
Through LSE, Girls are equipped with Self-awareness skills and less likely to be lured to early sexual activities thus reducing teenage pregnancy	2.8	2.843.051.44.45		.659
Overall				3.95 .468

As it is noticeable from Table 4.35, 77 percent of the principals disagreed that LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies with a mean of 2.36. However about 92 percent of them agreed that LSE offers effective decision-making skills that helps in curbing teenage pregnancy among schooling teenagers with a mean of 4.27. In addition, 94 percent of the principals agreed that through LSE, learners learn assertive skills which help in curbing teenage pregnancy with a mean of 4.04 also, nearly 96 percent of the principals agreed that LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls with a mean of 4.43. Moreover, 93 percent of the respondents agreed that LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies with a mean of 4.18. Lastly, almost 94 percent of the principals concur that through LSE, girls are equipped with self-awareness skills and less likely to be lured to early sexual activities thus reducing teenage pregnancy with a mean of 4.45. In summary, most principals agreed that Life Skills Education can be used to curb teenage pregnancies in schools within the study area with a mean of 3.95 and a standard deviation of 0.468.

Regarding how life skills can be used to adequately equip learners with information on teenage pregnancies, majority of them held that there is need to have regular and more classes on LSE. They also felt the need of making LSE compulsory and examinable as well as reviewing the LSE syllabus by integrating ICT to make it more realistic in addition to including sex education in the curriculum. Furthermore, the principals also felt the need of training new teachers to teach specifically LSE and in-service the existing ones. Additionally, the respondents held that there was need to provide course books on LSE curriculum since it emerged that some principals have never seen the LSE syllabus.

4.8.4.2 HoDs' G&C Views on Life Skill Education and Teenage Pregnancy

Just like the principals, HoD's G&C were asked an array of questions regarding the relationship of various aspects of life skills education and teenage pregnancy. Analysis of the responses in view of this parameter is demonstrated in Table 4.36.

Table 4.36: HoDs Views Regarding LSE and Teenage Pregnancy

	SD	DA	N	A	SA	Mean	Std. Dev
LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies	18.25	1.71	10.51	2.67	2.38	1.132	
LSE offers effective decision-making skills that helps in curbing teenage pregnancy among schooling teenagers	3.5	8.4	46.24	24	4.27	.759	
Through LSE, Learners learn assertive skills which help in curbing teenage pregnancy	8.4	61.53	30.14	22	4.22	.583	
LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls	8.4	30.16	154.53		4.53	.648	
LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies	7.7	58	34.34	27	4.27	.593	
Through LSE, Girls are equipped with Self-awareness skills and less likely to be lured to early sexual activities thus reducing teenage pregnancy	4.2	30.86	5	4.61	4.61	.570	
Overall						4.05	.409

It can be observed from Table 4.36 that 69.9 percent of the HoD’s G&C disagreed that LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies with a mean of 2.38. About 88.2 percent agreed however that LSE offers effective decision-making skills that helps in curbing teenage pregnancy among schooling teenagers with a mean of 4.27. Majority of the respondents constituting 91.6 percent agreed that through LSE, Learners learn assertive skills which help in curbing teenage pregnancy with a mean of 4.22. Further, about 91.6 of the HoD’s G&C agreed that LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls with a mean of 4.53. Furthermore 92.3 percent of the HoD’s G&C accede that LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies with a mean of 4.27. Lastly, 95.8 percent of the HoD’s G&C agreed that through LSE, girls are equipped with Self-awareness skills and less likely to be lured to early sexual activities thus reducing teenage pregnancy with a mean of 4.61. Overall, HoD’s G&C agreed that Life Skills Education curriculum aspects under consideration had a relationship in curbing teenage pregnancy with a mean of 4.05 and a standard deviation of 0.409.

Regarding their suggestion as to how life skills syllabus can be used to adequately equip learners with information on teenage pregnancies, most HoD’s G&C held the view that LSE needed to be allocated more lessons. In addition, they held that the LSE syllabus needs to be reviewed to

include sex education. In addition, the subject should be made examinable and compulsory. Further, they held that teachers need to be retooled and more to be employed. They also suggested that LSE implementation should be supervised by the quality assurance officers to ensure it's taught in schools like other subjects, principals should also monitor its implementation on a weekly basis. Moreover, the HoD's G&C held the need to use more innovative teaching approaches in handling the subject for example through the use of realia and integrating the teaching with ICT to make it more effective.

4.8.4.3 Qualitative Views on Life Skills Education (LSE) and Teenage Pregnancies

Students were asked to give their views with regard to LSE and teenage pregnancies in schools. Table 4.37 presents the responses.

Table 4.37: Students Views on Life Skills Education

		Frequency	Percent
Does your school teach Life Skill Education?	YES	35	100.0
Do you think the Life Skill Education provides adequate content in curbing teenage pregnancy in your school?	NO	35	100.0
Total		35	100.0

As it is evident from Table 4.37, 100 percent of the students concurred that schools teach Life Skills Education. In spite of this however, they do not think that the Life Skills Education provides adequate content in curbing teenage pregnancy in schools. This means that Life Skills Education content needs to be enriched in order to aid in reducing issues of teenage pregnancy.

The results of documentary analysis with regard to Life Skills Education (LSE), showed that in all the schools sampled, there was neither any LSE syllabus nor schemes of work nor records of workbooks. Further, the schools neither had any LSE Learners course books nor the teacher's guide book. This depicts the casual nature in which the subject of Life Skill Education is given.

4.8.4.4 Testing of Hypothesis Four(Ho4)

The fourth null hypothesis(Ho4) stated thus: There is no statistically significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County. Being a relational study, the level of association among the variables subsumed in the study was determined using Pearson's Correlation Coefficient in order to test the hypothesis at the 0.05 level of significance. Further, considering that information for this research was gathered using two main instruments from two sets of respondents (Principals and HoD's G&C), it was considered prudent to present the test of hypothesis in two parts for purposes of triangulation of the results as presented in Tables 4.38 and Table 4.39.

Table 4.38: Principals Correlation Coefficient on Life Skills Education and Teenage Pregnancy

		TENPREG	SOCIECON	SCHOLGC	PARENTINVOL	LSE
LSE	Pearson Correlation	.575**	.166*	.219**	.221**	1
	Sig. (2-tailed)	.000	.048	.009	.008	
	N	133	142	142	142	142

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.38, reveals that the coefficient of correlation between Life Skills Education and teenage pregnancy with regard to principals was positive ($r = .575$; $p \leq .05$). This infers that the relationship between Life Skills Education and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .331$), infers that the teaching of Life Skills Education in schools can account to curbing of 33.1 percent of teenage pregnancies in schools. The connotation of this finding is that the execution of Life Skills Education has a positive effect in helping curb the teenage pregnancy crisis. This therefore means that the more Life Skills Education gets taught in schools, the more enlightened students become and this leads to reduction of teenage pregnancy cases. Subsequently, the null hypothesis that expressed thus that: There is no statistically significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya was rejected and the alternative upheld.

On the other hand, the coefficient of correlation between Life Skills Education and teenage pregnancy according to the HoD's G&C was positive ($r = .414$; $p \leq .05$) as shown in Table 4.39 below.

Table 4.39: HoD's G&C Correlation Coefficient on Life Skills Education and Teenage Pregnancy

		TENPREG	Parentsoc	guid_cous	parentinvol	Lescurr
LScurr	Pearson Correlation	.414**	.062	.205*	.224**	1
	Sig. (2-tailed)	.000	.459	.014	.007	
	N	134	143	143	143	143

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.39 shows that the relationship between Life Skills Education and curbing of teenage pregnancy was positive ($r = .414$; $p \leq .05$) according to the HoD's. G&C. This infers that the relationship between principals involvement of parents in students discipline and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .1714$), infers that the teaching of Life Skills Education in schools can actually contribute to curbing of 17.14 percent of teenage pregnancies in schools. Therefore, the indication of this finding is that Life Skills Education execution has a positive effect mitigating the teenage pregnancy crisis. This therefore means that the more Life Skill Education gets taught in schools, the more enlightened students become and this leads to reduction of teenage pregnancy cases. Consequently, there was dismissal of the null hypothesis which stated thus: There is no statistically significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya and the alternative accepted.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESULTS

5.1 Introduction

This chapter presents discussions of the study results in line with the objectives of the study and makes interpretation of the findings in relation to existing literature as examined in chapter two. The objectives of the review were; to establish the relationship between parental socio-economic support to the daughters and teenage pregnancy; to examine the relationship between school guidance and counseling programs and teenage pregnancy. Further the study objectives were; to assess the relationship between principal's involvement of parents in students' discipline and teenage pregnancy and to investigate the relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County, Kenya.

5.2 The Teenage Pregnancy Crisis in Machakos County

Data collected from all the respondents including documentary analysis depicts that teenage pregnancy is a prevalent occurrence in the county. In particular, it was established from the principals, HoD's G&C and PAs that each school in the county records an average of two (2) cases of teenage pregnancy every year. Indeed, data from the County Education Office (CEO) showed that there was an average of 173 teenage pregnancies reported per year based on cases reported during KCSE examinations period. Teenage pregnancy cases affect girls' education as obtained from the focused group discussants. According to the students, the educational dreams of girls who fall pregnant get shuttered and they discontinue with their academic pursuits.

5.3 Relationship between Parental Socio-economic Support to the daughters and Teenage Pregnancy

This research identified a positive relationship between parental socio-economic support to the daughters and teenage pregnancy. The inferential analysis from the principals confirmed this finding in which a positive and significant relationship was adjudged between parental socio-economic support and teenage pregnancy as shown in Table 4.17 ($r = .550$; $p \leq .05$). Similarly, the inferences from the HoD's G&C supported this claim in which case a significant relationship between parental socio-economic support and teenage pregnancy was obtained as displayed in Table 4.18 ($r = .497$; $p \leq .05$). Further the students who constituted the FGD asserted that economically stable parents support their daughters' and address their personal needs like buying pads and also giving moral assistance to them. In addition, the parent association chairpersons held the view that parents who are economically well off give support to their daughters/sons and also offer knowledge which can help them refrain from irresponsible behaviors compared to those from lower socio-economic status. This implies that all the

principals, HoD's G&C, PA chairpersons and students agreed that there was a positive and significant relationship between parental socio-economic support and teenage pregnancy.

From the aforesaid findings, it is clear that when parents offer social and economic support to the daughters, cases of teenage pregnancy are curtailed. This discovery is in accordance with the findings of Vikat et al. (2012) who did a study in Finland on Socio-demographic difference in the occurrence of teenage pregnancies and established that there was a significant relationship between the parental socio-economic support and parents' level of education and teenage pregnancy. The outcomes of this research further conforms with the findings of Laflin et al. (2008) who did a study in Ohio on adolescent transition from virgin to nonvirgin status and found that parental support, parents level of education and strong family structure are protective intervention measures to early sexual activity amongst teenagers. Further, the findings are in consensus with the findings of Indongo (2020) whose study sought to examine the factors influencing teenage pregnancy in Namibia using secondary data from Namibia Demographic Health Survey 2014. Indongo found that educational attainment, household wealth, exposure to media and contraceptive use were significantly associated with teenage pregnancy. Further, Indongo (2020) found that teenagers from wealth households, those using contraceptives and have access to newspapers have reduced chances of teenage pregnancy by 33 percent, 34 percent and 48 percent respectively. Similarly, the results are in consensus with the findings of Malimbwi (2018) whose study assessed the socio-economic factors influencing adolescent pregnancies in secondary schools in Mvomero district. The study found out that parents or guardian's socio-economic status as well as the family type of the learner had a great impact on adolescent pregnancies. Further, the study findings agree with the findings of Waraga (2018) who conducted a study on social, cultural and economic causes of secondary school girls' pregnancies in Pokot South Sub County and found that the failure of parents to offer basic necessities to their daughters lured them to alternative ways of addressing their basic needs such as prostitution. It is clear therefore from this study and those in extant literature, that social support structures and the economic well-being of the parents including the family structure and level of education have a significant bearing on teenage pregnancies. Thus, the stronger the socio-economic support, the lower the number of teenage pregnancies.

5.4 Relationship between School Guidance and Counselling Programs and Teenage Pregnancy

Data obtained from the respondents showed that all schools offered guidance and counselling services with a number of topical issues discussed. According to students, the main topics that were covered during those guidance and counselling sessions included: Drug and Substance Abuse, Abstinence, Assertiveness, Decision Making, Mental Health, Morality, Sex and Sexuality, Self Esteem, Stress Management, Effects of Social Media, Career Choices, Effects of Unwanted Pregnancies, Hygiene, Negotiation Skills, Truancy, HIV/AIDS and Sexually Transmitted Diseases, Self Confidence and Academic Achievement. The documentary analysis records however, shows that in spite of schools having counselling sessions at least once per week, the schools didn't have any programmed schedule to sensitize the learners on teenage pregnancy. This claim is

corroborated by the principals who were of the view that they do not have a structured way of sensitizing students on teenage pregnancies and sexuality with a mean of 2.49 as shown in Table 4.20. Of importance to note also is that according to the HoD's G&C, students were not always seeking G/C services in school. In spite of the aforementioned findings however, the inferential analysis from the principals revealed the coefficient of correlation between school G&C programs and teenage pregnancy was positive and significant of $r = .361$; $p \leq .05$ as reported in Table 4.23. Similarly, the findings from the HoD's G&C revealed a positive and significant relationship between school G&C programs and teenage pregnancy of $r = .264$; $p \leq .05$ as reported in Table 4.24. This implies that guidance and counselling programs have a significant role to play in curbing teenage pregnancy in schools.

These findings are in support of the results of a research by Dowden et al. (2018) which explored on the implications of School Counsellors' on teenage pregnancy education in the USA and found that G&C is relevant to pregnant or teen mothers in schools because it helps them to overcome social stigma and psychological stress due to the pregnancy or parenting as well as how to be accountable and responsible. Further the findings are in agreement with results of a study by Salgong et al. (2016) who conducted a research to authenticate the role of G&C in improving learners discipline in secondary schools in Koibatek district, Kenya, and established that G&C helps individuals to understand themselves in order to cope with life practices in a healthy way as well as improving student's discipline. Further, the study's results assent with findings of a study by Osodo et al. (2016) who did a study to establish the role of peer counsellors in the enhancement of student discipline in Ugunja Sub-County and found out that peer counselling assisted learners to improve their behaviours, appreciate themselves and to develop a positive self-image. Based on the research discoveries and the existing literature, it is clear that guidance and counselling is a powerful tool which can be used in moulding behaviour. Indeed G&C can be used as an intervention measure in schools to rein in on any form of waywardness among students.

5.5 Relationship between Principal's Involvement of Parents in Student's Discipline and Teenage Pregnancy

Cotton and Wikelund (2001) defines parental involvement as different ways of involvement in the education and growth of the child, as well as working with the school. Principals involvement of parents in students' discipline refers to the diverse ways in which the parent can be involved in disciplining the child and controlling negative behavior, including teenage pregnancy. A parent's participation in a child's learning is critical in building substantial home-school relationships. Arising from this definition, therefore, the findings show that though 87 percent of the principals and 81.3 percent of the PA chairpersons were of the opinion that parents were involved when dealing with teenage pregnancy issues, majority of the HoDs G&C constituting about 66 percent indicated that the principals rarely involved parents in discipline cases related to teenage pregnancy. Similarly, in the analysis of the Likert scale items, the HoDs G&C held that principals rarely involve parents when their children are being counselled on

matters of sexuality and this may have increased cases of teenage pregnancy as shown by the mean of 2.70 in Table 4.27.

Similarly, the results from the documents from school records showed that all the sampled schools had records of involving parents in addressing cases like drug and substance abuse, bullying and truancy among other indiscipline cases. However, there were no records on involvement of parents by the principal on issues pertaining teenage pregnancy in all the sampled schools. Overall, the findings from principals indicated that the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive and significant as reported in Table 4.32. ($r = .379$; $p \leq .05$). Similarly, the findings from HoD's G&C revealed that the relationship between principal's engagement of parents in student discipline and teenage pregnancy was positive and significant too, as displayed in Table 4.33 ($r = .564$; $p \leq .05$).

These findings are in support of findings of Tucker et al.(2012) who did a study in the USA on parenting strategies and teenage pregnancy to examine how parental cordiality and monitoring, parental communication and expectation and the role of parental modelling are linked with the occurrence of adolescence pregnancy and found out that authoritative parenting which combines both high levels of parental care and control was associated with higher chances of pregnancy among both schooling and non-schooling girls. The study further found that parental modelling through religious service attendance was associated with lower chances of teenage pregnancy. further , the study findings concur with results of a study done by Doshi-Gandhi (2016) on the parent's role in preventing teen pregnancy in Malaysia who found that parents were the number one most influential figures for most children. This therefore means that when parents participate in issues of discipline affecting their children like engaging in premarital sex they can effectively address them thus preventing teenage pregnancy.

The findings of this research consent with findings of Manamela (2015) who did a research in South Africa to validate the role of parental involvement in improving discipline in secondary schools of the Kgakotiu circuit. The studys' results were that parental involvement assists children to deal with social problems. Similarly, the results accede with the findings of Omozusi and Ogunbayode (2016) who did a study on the influence of parental guidance on teenage pregnancy among female secondary school students in Abeokuta South Local Government area of Ogun State and found that parents had a special chance when it comes to parent-child communication, care and assistance, guidance and counseling in addition to sex education.

Further the findings of this study conform with the findings of Mwirichia (2013) who conducted a study to investigate the influence of parental involvement on academic performance of pre-school children in Kangeta division, Meru, Kenya and found that when parents are involved in

their children's schooling and education there is improved behavior both at home and school, better social skills and adaptation to the school. This implies that the findings agree with the outcomes of this inquiry that said that the principal engagement of parents and student discipline and curbing of teenage pregnancy was positive and significant as reported in Table 4.32 ($r=.564$; $p \leq .05$). Further, the results of this research dissent with the findings of Githu (2014) who did a research on the role of parents in resolving student's discipline problems in public secondary schools in Kikuyu Sub County, Kiambu County and established that parents were not adequately engaged in solving student's discipline problems.

5.6 Relationship between Life Skills Education and Teenage Pregnancy in Public Secondary Schools.

Regarding Life Skills Education(LSE), this study established that LSE was being taught in sampled schools as evidenced from the principals, HoD's G&C and FGD respondents as shown in Table 4.34 and Table 4.37 respectively. Further, the study revealed that LSE was scheduled to be taught at least once a week. However, documentary records show that sampled schools still needed a LSE syllabus, schemes of work and records of workbooks. Further, the schools didn't have any LSE Learners course book or the teacher's guidebook. This means that teachers lack essential instructional materials to teach LSE which may be the reason why LSE is not executed in schools. This finding concurs with the results of Ndonga (2010) who conducted a study on the constraints facing acquisition of Life Skills to curb risk behaviour among public secondary school students in Thika Municipality and found that schools lacked suitable teaching and learning resources and that, teachers did not have sufficient training in Life Skills Education(LSE). The study further found that, the subject was not taught in some cases since it is not examinable. Interestingly, though, despite students saying that LSE was being taught, they held that Life Skill Education doesn't provide adequate content in curbing teenage pregnancy in schools. Both the principals and HoD's G&C held a similar view, saying that LSE curriculum doesn't have sufficient content to equip learners with knowledge on early pregnancies, with a mean of 2.36 and 2.38, as reported in Tables 4.35 and 4.36 respectively. In support of this findings, is a study by Mune (2017) in Kirinyanga County, in Kenya, whose study was on the implications of LSE curriculum on peer influences that recommended a review of LSE content to make it more effective and relevant.

Nevertheless, the research results indicates a positive and significant relationship between Life Skills Education and teenage pregnancy as per the principals, as reported in Table 4.38 ($r =.575$; $p \leq .05$) based on the principal responses. Similarly, there was a positive and significant relationship between Life Skills Education and teenage pregnancy based on responses by HoD's G&C, as shown in Table 4.39 ($r =.414$; $p \leq .05$). These findings are further in agreement with the results of Botvin et al.(2003) who did a research in the United States of America to examine the effectiveness of Life Skills prevention program in preventing tobacco and alcohol use among elementary school students in grades three through six and found that Life Skills based Programmes reduce alcohol and tobacco use as well as drug and substance abuse. By extension,

therefore, LSE can be used to curb teenage pregnancy if the content is made adequate as proposed by the principals and the HoDs G&C.

The outcomes of this research, revealed that LSE does not provide adequate content to curb teenage pregnancy. The findings of this study disagree with the findings of Bardhan (2016) who did a study in India to examine LSE as a strategy for handling adolescent risk behaviours and found that continuous life skill training and organized counselling assisted in enhancing positive changes among children with risky behaviours. Further, the study findings disagree with the findings of Kalanda (2010) who did a study in Malawi on how Life Skills (LS) and Reproductive Health Education changes behaviour in students and found that LS and Sexual Reproductive Health (SRH) skills had helped in changing behaviour in pupils and students. There was reduced withdrawal from school on the grounds of pregnancy. The findings of this study show that LSE equips learners with practical decision-making skills, assertive skills, self-awareness skills as well as negotiation skills which help them curb teenage pregnancy and negotiate safer sex. This findings concur with findings of a study by Otieno and Role (2015) on the implication of LSE on character development amongst primary school children in Kenya who found that life skills assist pupils to develop various competencies and skills that help them to handling the encounters of modern living. Further, the research outcomes revealed that there was a significant relationship between teaching life skills and character development. The outcomes disagree with the results of this research, which show that the content of LSE is insufficient to impact behaviour change.

In summary, the research results revealed a positive and significant relationship between parental socio-economic support, guidance and counselling programmes, parental involvement in child discipline and Life Skills Education on one hand and teenage pregnancy crisis in Machakos County. It is clear from the outcomes that the strengthening of independent factors will meaningfully lead to the reduction of teenage pregnancy, which seems to be a significant risks to the education of the teen girls .

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides conclusions and recommendations for the study based on the formulated research objectives.

6.2 Study Conclusions

The study's conclusions align with study objectives, which were formulated to advance the general research objective. The specific objectives were; to establish the relationship between parental socio-economic support, school guidance and counselling programs, principal's involvement of parents in student's discipline and Life Skills Education on one hand and teenage pregnancy on the other.

From the findings of the study, it has been established that stakeholder's intervention measures have a direct relationship in curbing teenage pregnancy. This research therefore, concludes based on the the aforementioned findings and makes the following conclusions:

6.2.1 Relationship between Parental Socio-economic Support to the Daughters and Teenage Pregnancy

Students social and economic support structure is critical in shaping their behaviour right from home and at school. A social support system acts as a pillar upon which the naive teenager's behaviour can be anchored for productive social and behavioural outcomes. The results from this research demonstrate a positive and significant relationship between parental socio-economic support and teenage pregnancies. In other words, strong social and economic systems will positively help in curbing teenage pregnancies. This finding therefore led to the rejection of the null hypothesis which stated that there is no statistically significant relationship between parental socio-economic support and curbing of teenage pregnancy in public secondary schools in Machakos County. This therefore led to the acceptance of the alternative hypothesis and conclusion made that parental socio-economic support had a positive and significant relationship in curbing teenage pregnancy in Machakos County, Kenya.

6.2.2 Relationship between School Guidance and Counselling Programs and Teenage Pregnancy

A strong guidance and counselling mechanism form the basis of discipline in schools. Therefore, activating a guidance and counselling framework contributes significantly to taming indiscipline in schools, including teenage pregnancy. The outcomes of this inquiry confirm this fact in that they revealed a positive and significant relationship between guidance and counselling and the curbing of teenage pregnancy. Based on this finding, the null hypothesis which stated that there is no statistically significant relationship between school guidance and counselling programs and teenage pregnancy in public secondary schools in Machakos County was rejected and conclusion made that guidance and counselling programmes had a positive and significant relationship in curbing teenage pregnancy in Machakos county, Kenya.

6.2.3 Relationship between Principal's Involvement of Parents in Student's Discipline and Teenage Pregnancy

Involvement of parents in school affairs is critical in the education of a child. Extant literature shows that performance of a child improves when parents are involved on academic matters of their children and the reverse applies. The findings in this study support this claim in the sense that a positive relationship was established between parental involvement in a student's discipline and teenage pregnancy. As was established, principal's involvement of parents brings alignment between the home and school environments. This, therefore, implies that with a strong guidance and counselling framework, cases of teenage pregnancy will significantly reduce. It is in view of this finding the null hypothesis to the study which stated that, there is no statistically significant relationship between principal's involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County was rejected. Instead the alternative form was accepted and conclusion made that principals' involvement of parents in students discipline had a positive and significant relationship in curbing teenage pregnancy in Machakos County, Kenya.

6.2.4 Relationship between Life Skills Education and Teenage Pregnancy

Life Skills Education enables learners to adapt well to the school community and the larger student environment through developing effective and efficient coping mechanisms. Though the study found that LSE was not sufficient in terms of content to deal effectively with teenage pregnancy, the findings revealed a positive and significant relationship between LSE and the curbing of teenage pregnancies. This implies that improved LSE programmes can lead to reduction of adolescent pregnancy. Arising from this finding therefore, the null hypothesis which stated that: There is no statistically significant relationship between Life Skills Education and teenage pregnancy in public secondary schools in Machakos County was rejected. Instead the alternative form was accepted and conclusion made that Life Skills Education has a positive and significant relationship and the curbing of teenage pregnancy in Machakos County, Kenya.

6.3 Recommendations

Based on the findings and conclusions of the study, the current research makes the following recommendations.

Regarding parental socio- economic support, the study recommends that;

1. Government of Kenya to provide incentives to encourage more education sector players to participate in giving social and economic support to girls from lower socio-economic status such as provision of sanitary towels whose lack of it may lure girls into premarital sex thus causing teenage pregnancy.

2. The MOE to provide social safety grants to cushion girls from disadvantaged background from sexually being preyed upon.

Regarding guidance and counselling programmes, the study recommends as follows;

1. MOE to make Guidance and counselling programmes mandatory in all schools.
2. Schools principal's to ensure that G/C teachers receive regular capacity building trainings to update them on current trends in learner developmental behaviors.
3. Principals to support and properly equip guidance and counselling offices to enable the G/C teachers to offers the G/C services effectively.

Regarding principal's parental involvement on discipline the study recommends;

1. PAs to collaboratively work with principals to ensure parents are involved in academic and discipline matters affecting their children.
2. Schools to utilize AGMs in educating parents about children developmental behaviors and how to detect changes in character of their children.

Regarding life skill education, the study recommends as follows;

1. The MOE to review Life Skill Education syllabus and include content on sex education.
2. The MOE to include LSE in teacher education as a learning area or to infuse LSE in a specific subject combination so that the Teachers Service Commission(TSC) posts teachers to teach LSE specifically.
3. MOE to make LSE compulsory and examinable.
4. Principals to ensure effective implementation of LSE in their schools.
5. Through the KICD the MOE to increase LSE lessons from one to at least two per week.

6.4 Suggestions for Further Study

One of the study's confines was that it was restricted to Machakos County, thus limiting generalizations of the research findings to only public schools within the jurisdiction of the research site. It is therefore recommended that;

1. A similar study can be replicated in other counties nationally to determine the relationship of the said stakeholder intervention measures on curbing teenage pregnancy.
2. A comparative study can be done comparing stakeholders' intervention measures used in curbing teenage pregnancy in rural, peri-urban and urban schools in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

**South Eastern Kenya University,
Department of Educational Administration
And Planning,
P.O Box -----,
Kitui, Kenya.**

**The Principal
----- Secondary School**

Dear Sir/ Madam

RE: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL

I am a postgraduate student undertaking a Doctor of Philosophy Degree in Educational Administration at the South Eastern Kenya University. I am researching on **“Stakeholders’ Intervention Measures in Curbing Teenage Pregnancy Crisis in Public Secondary Schools in Machakos County, Kenya.”**

Your school has been sampled to participate in this study. My respondents will be school principals, Heads of Department G&C, students and Parents’ Association chairperson. Kindly allow me to collect data from your school through questionnaires, interview schedule, focus group discussion schedule and document analysis. The collected data will be used for academic purposes only. The identity of the respondents will remain confidential.

Thank you.

Yours faithfully

Julie M Musyoka.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire intends to collect data on “**Stakeholders Intervention Measures in Curbing Teenage Pregnancy Crisis in Public Secondary Schools in Machakos County, Kenya**”. Respond to the following questions by ticking in the appropriate box [v] or filling the space provided. Do not indicate your name or the name of your school on the paper or any other form of identification to ensure confidentiality. The data you give will be used for the purpose of this research only. Please answer questions as honestly as possible.

Section A: Demographic information

1. Please indicate your gender. Male [] Female []
2. What is your highest professional qualification?
 PhD [] MED [] BED [] PGDE [] Diploma [].
 Others (specify) _____
3. What is your age?
 21 – 25 years [] 26 – 30 years [] 31 – 35 years []
 36 – 40 years [] 41 – 45 years [] 46 – 50 years []
 51-55years [] over 56 years []
4. For How long have you served as a principal?
 Less than 5 years [] between 5 and 10 years [] over 10 years []
5. For how long have you served as a principal in this school?
 Less than 2 years [] 3-4 years [] Over 4 years []
6. What is your school type? Boys’ school [] Girls’ school [] Mixed []
7. Are there any cases of teenage pregnancy in your school? YES [] NO []

Indicate the total number of teenage pregnancy cases in your school for the last five years.

Year	2022	2021	2020	2019	2018
------	------	------	------	------	------

cases of pregnancy

8. How does your experience help in curbing teenage pregnancy in this school?
Explain _____
9. Explain briefly how your school improve teenager’s knowledge about sex while instilling them with confidence to reduce teenage pregnancies
- _____
- _____

Section B: Parents Social-economic Support on their Daughters and Teenage Pregnancy

10. The following statements relate to parental socio-economic support as an intervention measure in curbing teenage pregnancy. Please indicate the extent you agree to the statements by ticking [√] against the choices provided. Use the following key to rate the extent of agreement: 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree
- Girls from poor family are prone to easy luring into early sexual relations when they lack financial support from their parents. 1 2 3 4 5
- Some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support 1 2 3 4 5
- Educated parents are more likely to offer educational support to their daughters on dangers of teenage sex. 1 2 3 4 5
- Girls from stable families that can adequately support them financially are less likely to engage in teenage sex as compared to those from poor families. 1 2 3 4 5
- Learners living in slums are more likely to be influence to early sexual behaviors as compared to those from opulent areas. 1 2 3 4 5

11. Explain the relationship between parents’ socio-economic support and teenage pregnancy _____
12. In your view, how have Kenyan teenage pregnancy policies influenced curbing of teenage pregnancies?
- _____

Section C: School Guidance and Counseling Programs and Teenage Pregnancy

13. Do you have G/ C sessions? Yes [] No [] if yes which topics are covered?

14. How often do you have G/C sessions on teenage pregnancy in your school?
Weekly [] Monthly [] Termly [] as need Arises []
15. The following statements are on how different types of school G & C programs help in curbing teenage pregnancy. Kindly use the following key to indicate your level of agreement to the statements: 1= Strongly Disagree, 2=Disagree, 3=Neutral. 4= Agree. And 5= Strongly Agree
- The school has a functioning G/C department 12345
- The school has a structured way of sensitizing students on teenage pregnancies and sexuality
- Students always seek G/C services in school 12345
- Group counseling provides learners with skill necessary for mitigating teenage pregnancy 12345
- Individual counseling help in curbing teenage pregnancy among schooling teenagers 12345
- The principal invite mentors and peer counselors to talk to students about teenage pregnancy 12345
- Mentoring and peer counseling equip girls with skill which enable them to delay sex debut hence reducing teenage pregnancy 12345
16. In your opinion, is there any relationship between school guidance and counseling and teenage pregnancy _____
17. Please explain briefly how the G&C used in your school, is an intervention measure in curbing the rate of pregnancies in schools. _____
18. In your view, is there any need to strengthen G&C services in schools to curb teenage pregnancy? If yes explain _____

Section D: Principals' Involvement of Parents in students' discipline and Teenage Pregnancy

19. How often do you involve parents in matters concerning teenage pregnancy in your school?
Very Often [] Often [] Neutral [] Rarely []
20. The following statement have been formulated on principals' involvement of parents in students' discipline aspects showing their relationship in curbing teenage pregnancy. Please, use the following key to indicate the level of agreement to the statement: 1=strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, and 5= Strongly Agree.

Non-involvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy 1 2 3 4 5

The principal involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy

Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy 1 2 3 4 5

The principal engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior which lead to teenage pregnancy 1 2 3 4 5

The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers 1 2 3 4 5

21. In your view, explain whether parents are equipped with the right parenting skills necessary to reduce teenage pregnancies in secondary schools _____

22. In your opinion, is there any relationship between principals' involvement of parents in students' discipline and teenage pregnancies? If yes, explain _____

Section E: Life Skills Education Curriculum and Teenage Pregnancy

23. Does your school offer Life Skills Education? Yes [] No [] If Yes how many lessons per week. _____

24. The following statement are on how Life Skill Education aspects show their relationship in curbing teenage pregnancy. Please use the following key to indicate the level of agreement to the statement: 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree

LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies 1 2 3 4 5

LSE offers effective decision making skills that helps in curbing teenage pregnancy among schooling teenagers 1 2 3 4 5

Through LSE, Learners learn, Assertiveskills which help in curbing teenage pregnancy 1 2 3 4 5

LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls 1 2 3 4 5

LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies 1 2 3 4 5

Through LSE, Girls are equipped with Self-awareness skills and less likely to 1 2 3 4 5

be lured to early sexual activities thus reducing teenage pregnancy

25. Explain how life skills syllabus can be used to adequately equip learners with information on teenage pregnancies _____

APPENDIX III: QUESTIONNAIRE FOR HODs GUIDANCE AND COUNSELING

This questionnaire intends to collect data on “**Stakeholders Intervention Measures in Curbing Teenage Pregnancy Crisis in Public Secondary Schools in Machakos County, Kenya**”. Respond to the following questions by ticking in the appropriate box [V] or filling the space provided. Do not indicate your name or the name of your school on the paper or any other form of identification to ensure confidentiality. The data you give will be used for the purpose of this research only. Please answer questions as honestly as possible.

Section A: Demographic information

1. Please indicate your gender. Male [] Female []
2. What is your highest professional qualification?
PhD [] MED [] BED [] PGDE [] Diploma [].
Others (specify) _____
3. What is your age?
21 – 25 years [] 26 – 30 years [] 31 – 35 years []
36 – 40 years [] 41 – 45 years [] 46 – 50 years []
51-55years [] over 56 years []
4. For How long have you served as a HOD G&C
Less than 5 years [] between 5 and 10 years [] over 10 years []
5. For how long have you served as a HOD G&C in this school?
Less than 2 years [] 3-4 years [] Over 4 years []
6. What is your school type? Boys’ school [] Girls’ school [] Mixed []
7. Are there any cases of teenage pregnancy in your school? YES [] NO []
Indicate the total number of teenage pregnancy cases in your school for the last five years.
Year 2022 2021 2020 2019 2018
cases of pregnancy
8. How does your experience help in curbing teenage pregnancy in this school?
Explain _____
9. Explain briefly how your school improve teenager’s knowledge about sex while instilling them with confidence to reduce teenage pregnancies

Section B: Parents Social-economic Support on their Daughters and Teenage Pregnancy

10. The following statements relate to parental socio-economic support as an intervention measure in curbing teenage pregnancy. Please indicate the extent you affirm to the statements by ticking [V] against the choices provided. Use the following key to rate the extent of agreement: 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree

Girls from poor family are prone to easy luring into early sexual relations when they lack financial support from their parents. 1 2 3 4 5

Some students engage in sex to get money for buying school and personal items if their parents are not able to offer financial support 1 2 3 4 5

Educated parents are more likely to offer educational support to their daughters on dangers of teenage sex. 1 2 3 4 5

Girls from stable families that can adequately support them financially are less likely to engage in teenage sex as compared to those from poor families. 1 2 3 4 5

Learners living in slums are more likely to be influence to early sexual behaviors as compared to those from opulent areas. 1 2 3 4 5

11. Explain the relationship between parents' socio-economic support and teenage pregnancy_____

12. In your view, how have Kenyan teenage pregnancy policies influenced curbing of teenage pregnancies? _____

Section C: School Guidance and Counseling Programs and Teenage Pregnancy

13. Do you have G/ C sessions? Yes [] No [] if yes which topics are covered?

14. How often do you have G/C sessions on teenage pregnancy in your school?
Weekly [] Monthly [] Termly [] as need Arises []
15. The following statements are on how different types of school G & C programs help in curbing teenage pregnancy. Kindly use the following key to indicate the level of agreement to the statements: 1= Strongly Disagree, 2=Disagree, 3=Neutral. 4= Agree. And 5= Strongly Agree
- | | |
|--|-------|
| The school has a functioning G/C department | 12345 |
| The school has a structured way of sensitizing students on teenage pregnancies and sexuality | |
| Students always seek G/C services in school | 12345 |
| Group counseling provides learners with skill necessary for mitigating teenage pregnancy | 12345 |
| Individual counseling help in curbing teenage pregnancy among schooling teenagers | 12345 |
| The principal invite mentors and peer counselors to talk to students about teenage pregnancy | 12345 |
| Mentoring and peer counseling equip girls with skill which enable them to delay sex debut hence reducing teenage pregnancy | 12345 |
16. In your opinion, is there any relationship between school guidance and counseling and teenage pregnancy_____
17. Please explain briefly how the G&C used in your school, is an intervention measure in curbing the rate of pregnancies in schools. _____
18. In your view, is there any need to strengthen G&C services in schools to curb teenage pregnancy? If yes explain_____

Section D: Principals' Involvement of Parents in students' discipline and Teenage Pregnancy

19. How often do you involve parents in matters concerning teenage pregnancy in your school?

Very Often [] Often [] Neutral [] Rarely []

20. The following statements have been formulated on principals' involvement of parents in students' discipline aspects showing their relationship in curbing teenage pregnancy. Please, use the following key to indicate the level of agreement to the statement: 1=strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, and 5= Strongly Agree.

Non involvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy 1 2 3 4 5

The principal involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy

Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy 1 2 3 4 5

The principal engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior which lead to teenage pregnancy 1 2 3 4 5

The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers 1 2 3 4 5

21. 17. In your view, explain whether parents are equipped with the right parenting skills necessary to reduce teenage pregnancies in secondary schools _____

22. In your opinion, is there any relationship between principals' involvement of parents in students' discipline and teenage pregnancies? If yes, explain _____

Section E: Life Skills Education Curriculum and Teenage Pregnancy

23. Does your school offer Life Skills Education? Yes [] No [] If Yes how many lessons per week. _____
24. The following statement are on how Life Skill Education aspects show their relationship in curbing teenage pregnancy. Please use the following key to indicate the level of agreement to the statement: 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree
- LSE curriculum has sufficient content to equip learners with knowledge on early pregnancies 1 2 3 4 5
- LSE offers effective decision making skills that helps in curbing teenage pregnancy among schooling teenagers 1 2 3 4 5
- Through LSE, Learners learn, Assertiveskills which help in curbing teenage pregnancy 1 2 3 4 5
- LSE equips girls with Self-esteem skills thus helping in curbing teenage pregnancy in teen girls 1 2 3 4 5
- LSE equips girls with Negotiation skills that enables them negotiate on safer sex compared to those lacking the skills thus reducing teenage pregnancies 1 2 3 4 5
- Through LSE, Girls are equipped with Self-awareness skills and less likely to be lured to early sexual activities thus reducing teenage pregnancy 1 2 3 4 5
25. Explain how life skills syllabus can be used to adequately equip learners with information on teenage pregnancies _____

APPENDIX IV: FOCUSED GROUP DISCUSSION SCHEDULE FOR STUDENTS

The purpose of this Focused Group Discussion (FGD) is to collect data on “**stakeholders’ intervention measures in curbing teenage pregnancy in public secondary schools in Machakos County.**” The data gathered is for academic purposes only

1. School type? Boys school [] girls’ school[] Mixed school[]
2. In your view, does teenage pregnancy affect students in your school? _____
3. Explain briefly how your school improve teenager’s knowledge about sex while instilling them with confidence to reduce teenage pregnancies
4. What are the challenges contributing to teenage pregnancy
5. How can socio-economic support contribute in curbing teenage pregnancy in your school?
6. How does Parental income, occupation, level of education, family structure as well as the learners living conditions/environment help in reducing teenage pregnancies?
7. Do you have G & C sessions in your school? if yes which topics are covered?
8. Are the topics relevant in helping you to curb teenage pregnancies
9. Are there mentors and peer counselors in your school who guide you on teenage pregnancy matters?
10. In your view, is there any need to strengthen G&C services in schools to curb teenage pregnancy
11. Are parents involved on matters related to teenage pregnancy in your school? if yes, explain
12. Does your school teach Life Skill Education? Yes [] No[]
13. Do you think the Life Skill Education provides adequate content in curbing teenage pregnancy in your school? _____

Thank You for Your Cooperation

APPENDIX V: INTERVIEW SCHEDULE FOR PARENT ASSOCIATION CHAIRPERSON

The purpose of this interview schedule is to collect data on **“stakeholders’ intervention measures in curbing teenage pregnancy in public secondary schools in Machakos County.”** The data gathered is for research purposes only

1. How long have you served as PA chairperson in this school?
2. Is your school experiencing teenage pregnancy crisis? Yes [] No []
3. If yes in (ii) above how many number of girls are recorded in a year.
4. How do you relate socio-economic background and teenage pregnancies?
5. Do you involve parents when dealing with teenage pregnancy issues?
6. How often are parents involved in teenage pregnancy issues in your school?

Quite often [] Often [] not at all []

7. Do you think principals involvement of parents in issues regarding teenage pregnancy is helpful in curbing teenage pregnancy in your school?

If yes in (vii) above explain how

8. Briefly explain how parenting style, parental communication, parent level of education, monitoring and parental guidance and counseling reduce teenage pregnancies.
9. Do you think there are other intervention measures for curbing teenage pregnancy in your school? If yes, name them.

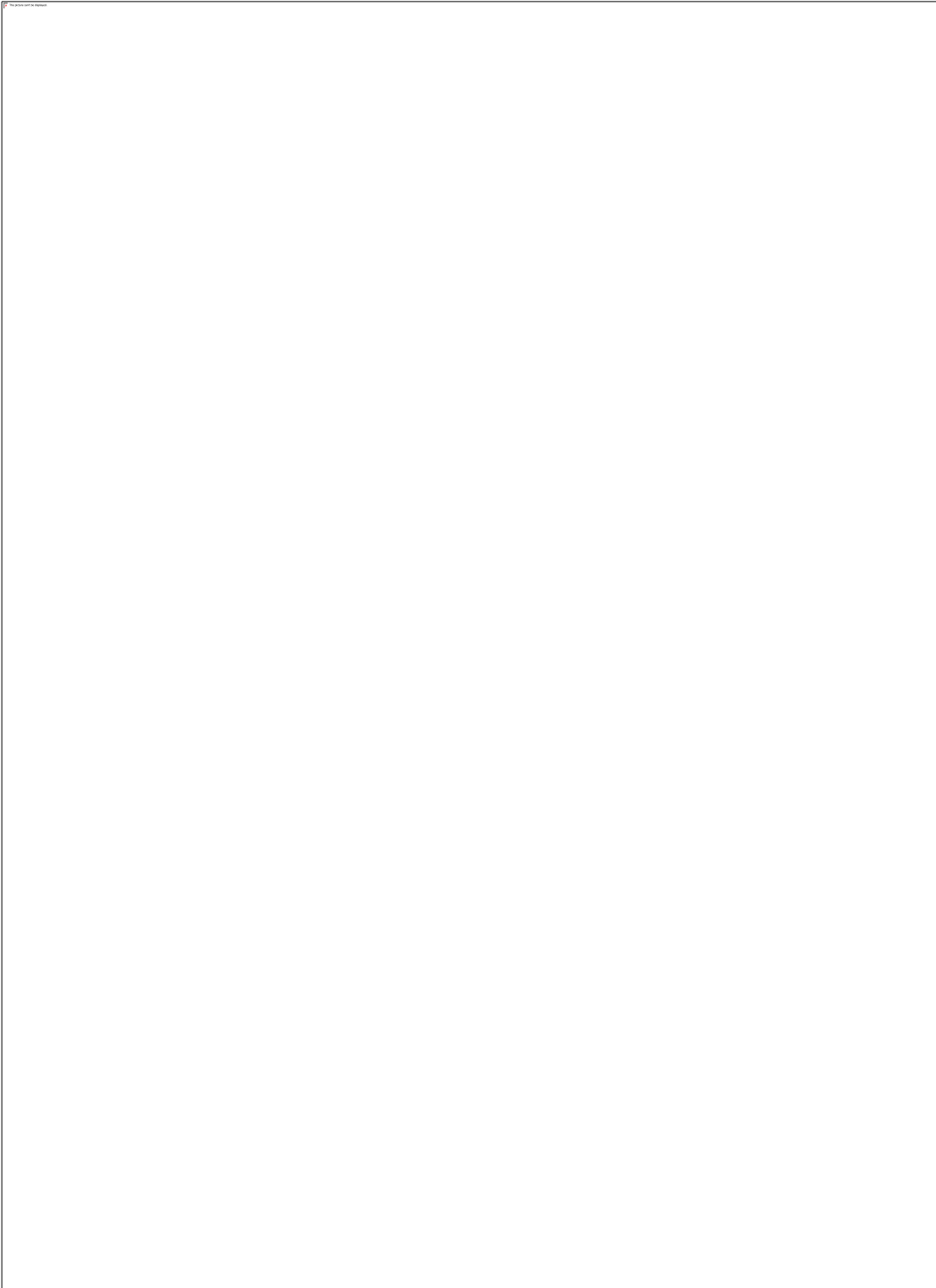
APPENDIX VI: DOCUMENT ANALYSIS GUIDE

1. Teenage Pregnancy Records Between 2018-2022
2. School Guidance and Counselling Program Records
3. Parental Involvement Records
4. Life Skill Education Syllabus, Schemes of Work and Records of Work

APPENDIX VII: SEKU PERMISSION FOR DATA COLLECTION



APPENDIX VIII: NACOSTI RESERCH PERMIT





APPENDIX IX: MOE RESEARCH AUTHORIZATION



APPENDIX X: COUNTY COMMISSIONER RESEARCH AUTHORIZATION



APPENDIX XI: MACHAKOS COUNTY PUBLIC SECONDARY SCHOOLS



