

**EFFECT OF TEENAGE PREGNANCY ON GIRL'S EDUCATION IN
BUKIENDE SUB-COUNTY, MBALE DISTRICT**

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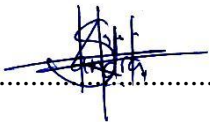
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ABSTRACT

Many girls fail to enroll, attend school and complete the schooling cycle. This study examined the effect of teenage pregnancy on girl's education in Bukiende Sub County in Mbale district. The purpose of the study was to examine the effect of teenage pregnancy on girl's education in Bukiende Sub County, Mbale District. Specifically, the study was aimed at investigating factors contributing to teenage pregnancies among girls in Bukiende Sub County Mbale District and assesses their effects on the girls. It also examined interventions that can be taken to prevent teenage pregnancies and promote girls' Education in Bukiende Sub County Mbale District. The study used qualitative research approach and a case study design of 15 participants who included teachers, parents, local leaders and teenage girls were interviewed. Documentary analysis was also used to gather relevant data to help answer research questions. Also female genital mutilation (FGM) has often caused limitations for school attendance since after FGM it means the girls is ready for marriage and early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy. Findings also show that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout and teenage pregnancies lead to emotional and psychological torture which disrupt schooling and a strong relationship between teenage pregnancy and a range of mental health problems. A number of interventions are needed to help prevent teenage pregnancies and promote the education of the girl child and providing life skills and raising awareness of the issue of girls' education. There should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights and also put in place approaches that to change norms at community level and reduce girls' school dropout. The researcher recommendations that government and stakeholders should put in place measures of preventing abduction also called kidnapping which is considered as one of the factors contributing to teenage pregnancy and also sensitize parents and girls on the dangers of teenage pregnancies in a bid to prevent the vice. Other recommendations by the study include parents and schools should endeavor to mobilize enough funds to help provide the needs of the girl child. This will go a long way in mitigating problems related to teenage pregnancies and government together with stakeholders should there is need to put in place approaches that to change norms at community level and reduce girls' school dropout.

DECLARATION

I, **Kakayi Sandra** hereby declare that this research report entitled the effect of teenage pregnancy on girl's education in Bukiende Sub-County in Mbale District is my original work and to the best of my knowledge has never been submitted to any institution of higher learning for any academic award.

Sign:  Date: 29th July, 2024

Kakayi Sandra

DEDICATION

This research report is a special dedication to my lovely husband Mr. Katenya and my mummy Kakayi Teopista who have been there for me trough out my entire course. May the Almighty God bless the work of their hands.

APPROVAL

This research report was carried out under my supervision on the topic “effect of teenage pregnancy on girl’s education in Bukende Sub-County” and it is now ready for submission as a partial fulfillment for the requirements of the award of a bachelor’s degree of social work and social administration of Uganda Christian University.

Signature: Date:

Madam Pimer Jessica Ukoku

Research Supervisor

ACKNOWLEDGEMENT

I acknowledge God the Alpha and Omega, for giving me life; wisdom and energy that has enabled me complete this research dissertation.

I acknowledge my research supervisor Madam Pimer Jessica Ukoku for her tireless efforts and guidance till the completion of this research proposal may God the Alpha and Omega bless the work of her hands abundantly.

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LIST OF ABBREVIATIONS

AIDS	:	Acquired Immune Deficiency Syndrome
AU	:	African Union
CAR	:	Central African Republic
CEDAW	:	Convention on the Eliminations of Discrimination Against Women
CRC	:	Convention on the Rights of Children
DAC	:	Day of the African Child
DHS	:	Demographic Health Survey
GCE	:	Girl Child education
HIV	:	Human Immune Virus
ICRW	:	International Centre for Research on Women
MIS	:	Management Information System
MoES	:	Ministry of Education and Sport
NGO	:	Non-Governmental Organization
NTV	:	National Television
SDA	:	Seven Day Adventist
SPSS	:	Statistical Packages of Social Sciences
STDs	:	Sexually Transmitted Diseases
UBOS	:	Uganda Bureau of Statistics
UDHS	:	Uganda Demographic health Surveys
UK	:	United Kingdom
UN	:	United Nations
UNFPA	:	United Nations Population Funds

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was about the effect of teenage pregnancy on girl's education. It was conducted in Bukende sub County Mbale District. Teenage pregnancy is a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies throughout the world, Mande (2012). Historically, teenage pregnancy is perhaps the most wide spread and socially tolerated of humans rights violation. The cost to young girls, their families and communities is a significant obstacle to reducing poverty, achieving gender equality and meeting sustainable development goals (SDGs). This chapter presents information about the background to the study, problem statement, objectives of the study, research questions, scope of the study, significance of the study, conceptual frame work and operational definitions, Chapter two of the study entails the review of related literature in line with the three specific objectives, chapter three looks at the research methodology, chapter four presents data presentation and analysis, chapter five entails the discussion of research findings and lastly chapter six of the study presents conclusions, recommendations and areas for further study.

1.2 Background to the Study

1.2.1 Global situation of teenage pregnancy

Many teenage pregnancies have been cited to contribute to human rights violation globally with significant tolls on girl's education. Teenage pregnancy have been common throughout history and continue to be widespread, particularly in developing countries such as parts of Africa, South Asia, Southeast Asia, West Asia, Latin America, and Oceania Mooley et al., (2019). However, even in developed Countries such as the United States, legal exceptions still exist that give room to teenage pregnancy that promote early marriages among teenagers. The incidence of teenage pregnancy has been on rise in most parts of the world since 1980s to data. UNICEF et al (2019) showed that about 36 percent of young women worldwide (aged 12 to 19) became pregnant and dropout of school. This is a 25 percent increase from 10 years previously. Globally, an estimated 12 million girls annually drop out of school and are being married while still under the age of 18 due to teenage pregnancies. Before the industrial revolution, in many parts of the world, including India, China and Eastern Europe, teenagers tended to get pregnant immediately after reaching puberty, in their mid-teens. Societies where most of the population lived in

small agricultural communities such as in Bangladesh, Caribbean and South East Asia were characterized by teenage (Singh et al, 2018) and Abdi, (2019).

Although described in a variety of ways from historical perspectives, Brueckners & Burton et al, (2018) believe that teenage pregnancy and its relationship to girl's education has been a staple of main-stream educational pedagogy and social reform since the early years of the twentieth century. It was the foundation of educational reforms of the twenties and school policies on girl child education of the thirties and forties. Eliminating negative cultural barriers that perpetrated teenage pregnancies originated as an appealing alternative for much needed educational reforms in the often-regimented classrooms of the late 1800s, and it has stood as an unquestioned norm ever since but the rate of teenage pregnancy is increasingly becoming a worldwide concern.

1.2.2 The situation of teenage pregnancy in Africa

Though many countries in Sub-Saharan Africa have put up a number of policies and programs with the main aim of ensuring that teenage pregnancies are reduced among school going teenagers through offering of free education services and interacting sex education in school curriculum. Teenage pregnancy is still a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies on the continent. Teenage pregnancy kills and disables as many women and girls between the ages of 12 and 19 as covid19 and its effect on girl's education surpasses that of traffic accidents and malaria combined Mande (2019). In Nigeria, 37% of girls who dropped out of school in 2019 were attributed to teenage pregnancy while in Kenya, 2.6 million girls dropout of school annually due to teenage pregnancies. Other countries such as Democratic Republic of the Congo, Central African Republic, Somalia and Southern Sudan post worsening pictures with more than 54% of young girls are not attending school UNESCO, (2020). The Action plans from the 1994 International conference on population and development (ICPD) and the 1995 fourth world conference on women and girl child (Beijing) recognized the elimination of teenage pregnancy central to gender equality and keeping girls in schools. In transition to modernity, regardless of recent general trends identified as being rising age at marriage, teenage pregnancy perpetuating early marriage has still remained a problem in most societies and has not received sufficient attention by researchers. Therefore, there is immense need to undertake research on a deeper understanding of the effect of teenage pregnancy on girl's education

1.2.3 Situation of Teenage pregnancy in Uganda

The government of Uganda has tried its best through a number of strategies such as providing free education to girl children, offering of sex education to teenagers, offering of free meals, government has ensure timely pay for teachers, supervision and facilitation of schools as well as paying pupils' fees at schools under the UPE program ,setting strict policies against people who make teenagers pregnant and also allowing teenagers who get pregnant to sit for their UNEB Exams, the situation of teenage pregnancies is not getting any better in Uganda, the effect of teenage pregnancy to girl child education is significant. Twenty four percent of girls between 15 and 19 are either pregnant or has had a baby, UDHS, (2020). The highest rates occur in East Central region at 31.6%, Eastern at 30.1%, Karamoja at 29.7% and West Nile at 26.4%. For most of these young women, pregnancy and childbirth are neither planned nor wanted. According to a survey by UNFPA (2022) and Straight Talk Foundation (2021) carried out in Kampala, Mityana, Mubende and Wakiso Districts, while 70% of boys and 54% of girls start sexual intercourse as early as 15 years, 50% of them believe that a girl cannot get pregnant if she has sex while standing. This research was conducted in Districts which are considered almost urban not in rural areas like Bukende Sub County and this has necessitated this study.

A report submitted by a journalist Mutegeki Goffrey in March 2023, in Mbale District, 96 teenage girls dropped out of school and has been married off in a period of three months between January and March, 2023. These include 27 pupils from Birah Primary school, 15 from Kolonyi primary school, 28 from Nakaloke primary school my father's house day and boarding Nursery and primary school and 12 from in Nakaloke Sub County and the rest are data from schools in other sub-counties. However, this according to Nuwagaba (2023), members of the lay public and lay policy makers have prodded, encouraged, and supported the community's efforts at reducing teenage pregnancies. What they have gotten in return is a seemingly unending cycle of teenage pregnancies, fads, and school failures, most of which have been variants or refinements of traditional ideals that have been around since the early part of the last century thus necessitating this study.

1.3 Statement of the problem

Though the government has tried its best through a number of strategies such as providing free education to girl children, offering of sex education to teenagers, offering of free meals, ensuring timely pay for teachers, supervision and facilitation of schools, paying pupils' fees at schools under the UPE program as well as setting strict policies against people who make

teenagers pregnant the situation of teenage pregnancies in Uganda is not getting any better. Data from Bukiendo Sub-county indicates that there is still lack of life and social survival skills among teenagers, low acceptance/use of contraceptives, neglect by parents and sexual abuse have all negatively and continuously continued to increase on teenage pregnancies and non-academic achievement for girls. (District Community Development Office, 2023). A report of Office of the District Education Officer (2023) also showed that out of 1267 girls who were enrolled in Primary One in 2016, only 432 reached P7 in 2022 and majority had ended up with teenage pregnancies achieving nothing academically.

Despite beliefs and obsession, with teenage pregnancies, its influence on girls' education is not well documented. Similar studies have been done but have not assessed the effect of teenage pregnancy on girls' education in Bukiendo Sub County in Mbale district. Okiidi and Okiria (2022) broadly assessed poverty and girls' education while other studies considered socio-cultural factors and early marriages Batte (2023), thus causing limitation and distortions in literature that gave the opportunity for this research study.

1.4 Purpose of the study

The purpose of the study was to investigate the effect of teenage pregnancy on girls' Education in Bukiendo Sub County Mbale District.

1.5 Specific Objectives

1. To determine factors contributing to teenage pregnancies among girls in Bukiendo Sub County Mbale District.
2. To assess effects of teenage pregnancies on girls' Education in Bukiendo Sub County Mbale District.
3. To examine interventions that can be taken to prevent teenage pregnancies and promote girls' Education in Bukiendo Sub County Mbale District.

1.6 Research Questions

1. What are the factors contributing to teenage pregnancies among girls in Bukiendo Sub County in Mbale district?
2. How do teenage pregnancies affect girls' education in Bukiendo Sub County Mbale District?
3. What interventions can be taken to prevent teenage pregnancies and promote girls' education in Bukiendo Sub County Mbale district?

1.7 Scope of the study

The study scope was categorized into geographical, content and time scope as follows:

1.7.1 Geographical scope

The study was conducted in selected parishes in Bukiende Sub County Mbale District.

1.7.2 Content scope

The study contained information about the effect of teenage pregnancy on girls' education in Bukiende Sub County Mbale District. It specifically looked at the factors contributing to teenage pregnancy among girls and effects of teenage pregnancies on girls' education in Bukiende Sub County in Mbale District. It also examined interventions that can be taken to prevent teenage pregnancies and promote girls' in Bukiende Sub County Mbale District.

1.7.3 Time Scope

The research study considered the period between 2019-2023. This period was considered because it is during this time that cases of incidences of teenage pregnancy became more pronounced (Bukiende Sub County report, 2023)

1.8 Significance/rationale of the study

The study may add to the body of existing literature on the effect of teenage pregnancy on girl's education in Bukiende Sub County

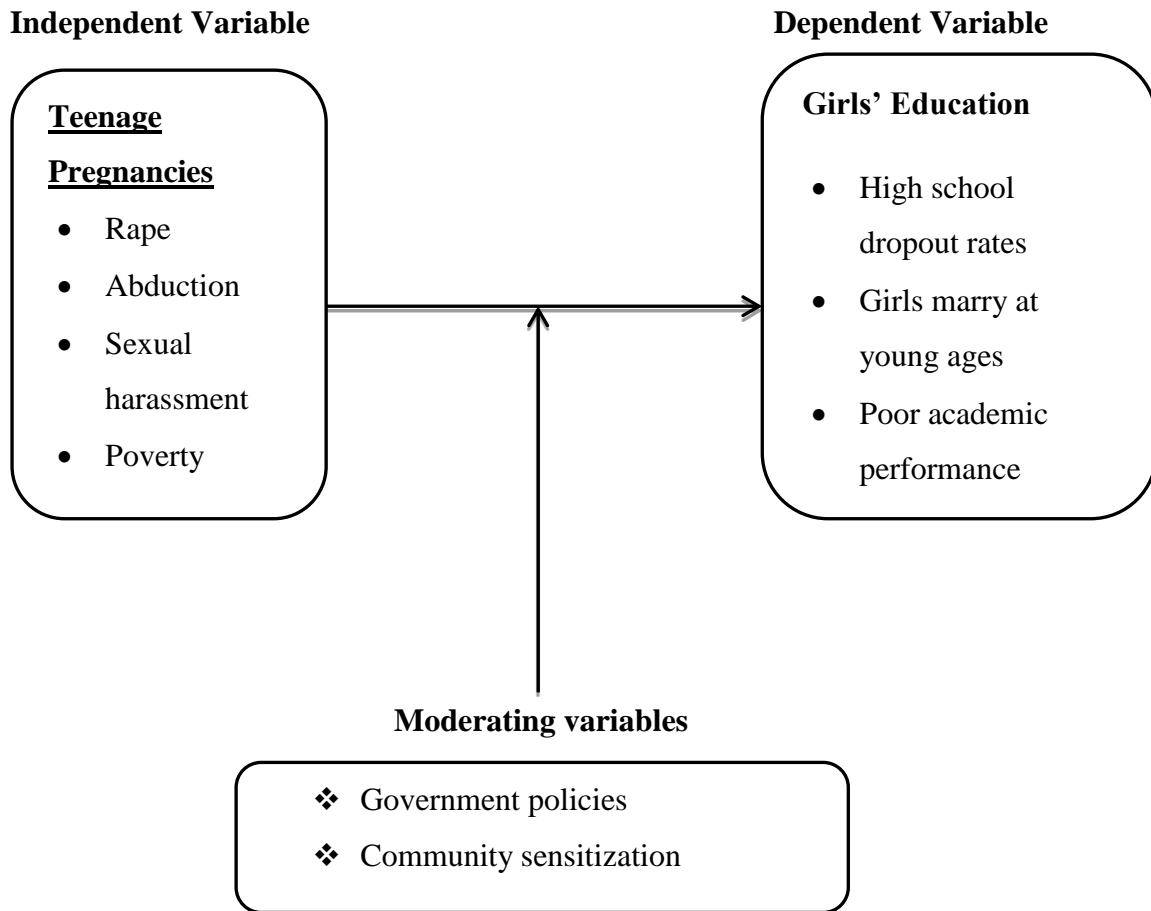
The study may in addition provide accorded opportunity of testing the validity and explanatory powers of the existing theories on the effect of teenage pregnancy on girl's education

The research may draw the attention of professionals, Non-governmental organizations and international bodies in drafting preventive policies on teenage pregnancy.

The study findings may act as a reference material for future researchers who intend to carry out similar studies in future.

1.9 Conceptual Frame work

Figure 1.1: Conceptual Framework showing relationship between variables



Source: *Miles (2019) and modified by the researcher 2024*

Independent variable

Tomkins (2020) defines independent variable as variable that stands alone and isn't changed by other variables you trying to measure. From the above conceptual framework, teenage pregnancy as an independent variable (IV) involves Rape, Abduction, Sexual harassment and poverty.

Dependent variable

Karim et al (2021) defines a dependent variable as a variable that changes as a result of the independent variable manipulation. The dependent variable in this case will be measured by high school dropout, girls marrying at a young age and poor academic performance. The framework assumes that when teenage pregnancy is favorable, it is likely to transform the notion of the schooling of girls. Nevertheless, this may not be automatic as other factors may come into play.

Moderating variable

This is a qualitative or quantitative variable that affects the direction and strength of the relationship between the independent and dependent variable. The moderating variable was measured by government policies, community sensitization. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

1.9. Summary of chapter

Conclusively, the study was conducted on the topic effect of teenage pregnancy on girl's education in Bukiende Sub County Mbale District. And it considered three specific research objectives. As illustrated above the study covered a number of things in chapter one and the next chapter of the study which is chapter two concentrates on review of related literature in line with the three specific as illustrated in detail below.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study investigated the effect of teenage pregnancy on girl's education and it took place in Bukiende sub county of Mbale district. This chapter presents the review of past literature related to the area under investigation. The review was conducted according to the research objectives which include factors contributing to teenage pregnancies among girls in Bukiende Sub County Mbale district, to assess effects of teenage pregnancies on girls' education in Bukiende Sub County Mbale District. Additionally, the study examines interventions that can be taken to prevent teenage pregnancies and promote girls' education in Bukiende Sub County Mbale district.

2.2 Factors contributing to teenage pregnancies

In many parts of Africa, abduction is considered as one of the factors contributing to teenage pregnancy. Abduction, also called kidnapping or capture, occurs to a varying degree and deprives a girl of her privacy (Alemante, 2020). Abduction implies the taking of the girl (bride) without her consent. The girl is attacked and forcefully taken away. In most cases, she is raped by the man resulting into unintended pregnancy, who will subsequently be her husband. In many cases, the man's (abductor's) parents endorse the abduction because they cannot afford the bride-price. However, Ikwuazo et al, (2021) noted that abduction has serious harmful consequences for the girls including denial of educational opportunity. The mistreatments of the girl during the process of abduction do not favor school and classroom attendance and is more often injurious. Indeed, many leaders of the women's health movement point to abduction as a cultural practice that hinder access to schooling.

African Child Policy Forum (2019) further asserted that sexual harassment is any form of any sexual attention which results into teenage pregnancy and that is uninvited and unwelcome. It can be a single incident or a persistent pattern of unwelcome behavior with the intention of gaining attention. Although it often occurs in relationships of unequal power, it results into unintended decisions about sexuality and eventual early marriages among school going girls. Acts of sexual harassment include asking girls for a date, touching their body parts, giving persistent remarks on physical appearance and body size (body attractiveness, fat, boring), threatening by marks (i.e., some teachers threaten girls with low marks if they refuse for date)(Holden, Cathie, and Clough et. al., 2017). Sexual harassment on the way to and from

school is committed against school girls by non-school boys who roam around the neighborhoods (such as jobless youth), unmarried men looking for suitable partners or to satisfy their sexual desires, married men wanting for young girls. Some family members (e.g., stepfathers, male cousins, uncles) also participate in harassing school girls.

According to Ikwuazo (2019) in his study found out that many teenage pregnancies occur after rape. Rape is the worst form of sexual violence committed against women or girls. Its severity stems from the fact that it may leave scars on the body (like bruises, broken parts), psychological trauma and social stigma for example lack of social acceptance that are a reminder of the horrors of rape Human Rights Watch, (2016). Rape is a severe expression of the dominance of males over females and occurs in unequal power relationships. At least rape has been suggested as contributing to the high proportion of teenage pregnancy. The first is that the apparent tolerance for early marriages in many communities in Africa reflects a subtle but powerful underlying attitude that women are expected to have children and that therefore whether a girls' pregnancy is wanted or intended is not particularly important.

Sharma et al., (2020) opined that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy. This makes her more and consistent contact with boys and men and be more exposed to social media. However, Ghimire and Samuels, 2017 and Karim et al., 2021) argued that the stigma attached to teenage pregnancy does not derive from the assumption that they are the consequence of a prior illicit sexual relationship and exposure to pornographic materials. Although a rise in teenage pregnancies has been documented to have been a result of such factors, there seems to be a socially constructed exaggeration of girls' involvement in illicit sexual relationship exposure to pornographic materials.

2.3 Effect of teenage pregnancy on girls' education

Singh (2017) and Abdi (2018) opined that teenage pregnancy makes girls leave school altogether noting that the practice reflects a devaluation of women and girls in Ethiopia, compounded by their exclusion from owning, controlling and making decisions about productive resources in the household and limiting their school attendance. Srinivasan, (2018) argued that in many Ethiopian families, dowries do not lead to discrimination in different areas against daughters and does not makes them vulnerable to teenage pregnancy. However, Singh and Srinivasan studies were conducted in Ethiopia not in Bukiende sub county of Uganda where this study was conducted and therefore their finding could not be relied on.

Okiria and Okiidi, (2016) argued that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout (Brodsky & Stanley, 2018). Similarly, in a systematic review of the literature, Miller and colleagues (2019) found that although teenage pregnancy is associated with suicidal ideation and suicide attempts among girls, teenage pregnancy lead to emotional and psychological torture which disrupt schooling. Supporting this, Brodksy and Stanley (2018) found that risks of repeated suicide attempts were eight times greater for teenage girls who are pregnant. The authors suggested that teenage pregnancy could be specifically related to suicidal behavior because it is closely associated with feelings of shame and internal attributions of blame. However, a systematic review by Oiti, et al. (2010) did not find a strong link between teenage pregnancy and attempted suicide/suicidal thoughts occurring during adolescence and their relationship to schooling. The current study will thus find out whether teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for girls leading to school dropout.

Verma et al., (2022) opined that economic status and the role of women and girls as income earners or their portrayal as sources of economic strain for the household, given their inability to provide financial income or receive inheritance is an issue that comes up often in the context of studies on teenage pregnancy and other harmful cultural practices and beliefs. Okello (2019) argued that that women's increased access to paid employment influences the desire and ability of both a woman and her parents to postpone sexual activity. The evidence, however, is non-conclusive. A qualitative study conducted in Bangladesh, India and Nepal by World Bank (2016) found that rather than a woman's engagement in paid work, it was her ability to postpone sexual activity that made teenage pregnancy less likely and school completion possible.

Ministry of Health (2017) identified a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling (Gilbert et al., 2019). Teenage girls who are pregnant experiencing PTSD symptoms are also often found to be experiencing other disorders such as attention deficit hyperactivity disorder, oppositional defiant and conduct disorders, substance abuse, and anxiety, mood, psychotic, and adjustment disorders which cannot allow them enter school and study. Mental health problems, such as depression and anxiety disorders, have consistently been linked with teenage pregnancy (Brown, 2018). However, Tumusiime (2022) argued that diagnosing children with PTSD does not capture the full educational effects of teenage pregnancy on girls.

Mande, (2019) argued that teenage pregnancy is associated with behavior problems among girls which negatively affect schooling and academic performance. Mande associated teenage pregnancy with internalizing behaviors (being withdrawn, sad, isolated and depressed) and externalizing behaviors (being aggressive or hyperactive). A large, nationally representative study in Tanzania by Sharmer et al., (2020) reported that teenage girls who became pregnant displayed more problem behaviors although this can be mediated by a range of family variables such as family members having alcohol or drug dependence, lower levels of education or diagnoses of depression. This affects academic performance entirely.

2.4 Interventions that can be taken to prevent teenage pregnancies and promote girls' education

The 'what works' literature often girl child education does not engage deeply with social norms theory, and the evidence that does reference social norms suffers from some limitations that make it difficult to compare and summarize. According to (Holden, Cathie and Clought et al., 2017), there is significant variability in both the types of interventions that target girl education, and in the outcomes measured, and while some studies have showed clear impacts, more often results have been marginal or mixed.

About ten years ago, research by the International Center for Research on Women produced the Knot Ready review of programmes working to end child marriage in India (ICRW, 2018). They found that providing life skills and raising awareness of the issue of girls' education were the most common interventions, but parents and programme implementers were reluctant to challenge the norms that kept the practice in place. (This was before intense global focus greatly increased investment and sharpened attention on the role played by gender norms and the distinctive programmes required to address them). In 2017, ICRW published *More Power to her*, a review of programmes that highlighted the elements that empower girls to make decisions about their own lives and to influence family and community to improve conditions for girls (Gilbert et al., 2019).

According to UN (2021), there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights, as enshrined most specifically in the 1964 International Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages (UN, 2021), as well as contained in varying specificities in the 1990 Convention on the Rights of the Child and other international agreements, shows that norm change has

occurred on some level already. International norms and the policy and legal frameworks of the majority of the world's countries are clear in their disapproval of teenage pregnancies and make varying contributions to changing incentives around its continued practice. Its documentation of the evolving field, ICRW published its systematic review *Solutions to end Girl Child dropout and Marriage: What the Evidence Shows* (ICRW, 2018). It highlighted programmes that educate and mobilize parents and community members as one of the five key areas of intervention, noting that this is where efforts to change norms are located. Just as importantly, it compared the programmes across four areas that relate implicitly to norms: (1) depth versus scale and sustainability, (2) evaluation rigour, (3) time horizon and (4) selection bias and tipping point.

According to Brown (2018), specific approaches that have been used to change norms at community level and thereby reduce girl school dropout and include those that promote community dialogue and organizing mothers' and fathers' clubs, like Tostan in Senegal, and Berhane Hewan in Ethiopia. Education via television and interactive theatre has been another promising strategy to shift norms relating to girl child education. Examples of work in this area include Breakthrough TV in India. Also interesting is the work using Interactive Theatre for Justice to end teenage pregnancies in Bangladesh.

Studies by Singh (2017) and Abdi (2018) found that supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti-teenage pregnancy programming. Their focus is helping girls develop the negotiation skills to avoid teenage pregnancies, helping them know their legal rights and where they can turn for help in case of school dropout. Unless they have broader community engagement components, they do not explicitly promote norm change, but it could be argued that by helping girls and boys in mixed clubs to change their attitudes toward illicit sex, they are building a new norm in a certain cohort of the population.

In western Uganda in 2017, save the children Uganda mobilized other Non-Government Organizations operating in the Rwenzori region such as World Vision to commemorate the Day of African Child with a theme "Eliminating harmful social and cultural practices affecting children, our collective responsibility". The function was held in Bundibugyo District where the practice is reported to be high (Burton et al., 2018). Other local Non-Government Organizations and CBOs organize the same functions in their respective operational areas with the aim of rising awareness about the dangers of teenage pregnancies and other violence against children related cases.

Girl's Education Movement (GEM) according to Brodsky and Stanely (2018) is a child-centered, girl-led global movement of children and young people whose goal is to bring about positive social transformation by empowering girls through education. The programme focuses on the national priority of improved water and sanitation coverage in schools and girls' school enrollment and reduced dropout rates (Battle et al., 2023). As a result of GEM in action, schools are increasingly providing special facilities for girls such as, separate latrines, bathrooms and sanitary materials for use especially during menstruation periods, and are cleaner and safer with availability of water and soap to wash hands, and there are more open discussions of hygiene, sexuality, maturation, and HIV/AIDS.

2.5. The knowledge gap to be filled by the study

A depressingly high proportion of writing on teenage pregnancy in Africa both in literature and elsewhere is based on wishful thinking. Even the Wights and Broomfoot volume "teenage pregnancies" though published in 2014 consist of papers given at a conference at the Commonwealth Institute in London in 2000 and is heavily constrained by its origin as a set of short talks to a general audience. Taken as whole, therefore, past studies are a frankly disappointing bunch. The number of their contributions to the subject matter of teenage pregnancies which have something interesting and original is dispiritingly small thus causing limitations and distortions in literature. This study therefore assessed the effect of teenage pregnancy on girls' education in Bukende Sub County Mbale District.

Given the desktop review nature of many of the past study, it is difficult to generalize their findings because of a lack of methodological support an issue that the current study sought to addressed.

Additionally, there has been no comprehensive single author survey on the effect of teenage pregnancy on girls' education in Bukende Sub County Mbale District. Not that the subject has suffered from any lack of interests but many historical scholars and publications particularly in Uganda and Africa have often been drawn more to the international scene than to the potentially more hazardous subject of teenage pregnancy at home. Very few historical nodes have been made on the subject and the resulting literature has, however, almost exclusively taken the form of edited volumes, specialized monographs and polemical contributions to debates and this is the gap that was filled by this study.

2.6 Conclusion

Viewing teenage pregnancy historically, it can be concluded that the pre-occupation in literature with teenage pregnancy and its consequences on girl child education in this regard has obscured the analysis of socio-economic reforms and led to a distorted view of the causes of teenage pregnancies. According to literature, there are a number of factors associated with teenage pregnancies. Based on the studies carried out in community settings, it is noteworthy that different factors associated with teenage pregnancies have associated with immediate and far reaching outcomes on education of girls. These studies imply the need of the adaption of varying measures within and out community settings with different contextual factors in girl child schooling. In the next chapter, the researcher presented the research methodologies that was we used in the research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study was about the effect of teenage pregnancy on girl's education in Bukiende Sub-County in Mbale District of Eastern Uganda. The main objective of this study was to investigate the effect of teenage pregnancy on girl's education Bukiende Sub-County. The literature shows that a significant relationship exist between teenage pregnancies and girl's education an indication that the continued viability girl's education according to literature must have depended on teenage pregnancies. In assessing the effect of teenage pregnancy on girl's education in Bukiende Sub-County Mbale district, this chapter describes the methodology that was used in the study. Some of the areas covered in this chapter included: research design, area and population of the study, sample size, sample selection techniques, sources of data, data collection instruments, data quality control, and data analysis.

3.2 Research Design

A research design, according to Kothari (2012), is the conceptual framework within which research is carried out; it serves as a guide for the gathering, measuring, and analysis of data. The study used a qualitative research method which enabled the study to explore participants' subjective experience. The research design serves as a thorough description of how a particular research was carried out Etyang (2018). Therefore, a case study methodology and qualitative research strategy was used in the study to identify trends, patterns, and relationships between variables. The study focused on manually collecting data. This study methodology was chosen because it made it possible for the researcher to obtain data quickly.

3.3 Study Area

The case study focused on the effect of teenage pregnancy on girl's education in Bukiende Sub-County of Mbale District. The rationale for choosing this case study was that there has been rising trends in the incidence of teenage pregnancies with significant effect on the education of girls. The Sub County is boarded by Manafwa Town Council to the East, Nyondo to the west, Busano to the North and lastly Busoba to the south. The Sub County is inhabited by predominantly Gishu speaking people although some isolated pockets of other tribes are also here like Banganda, Bateso to mention but a few. (UBOS, 2022). Bukiende Sub-County lies under latitude 12959.99N and longitude 33047E. The sub county receives a bimodal rainfall pattern with two seasons i.e. between March and April then August and September (Bukiende Sub-County Three Year Development Plan, 2023). With regards vegetation cover, Bukiende Sub-County has a mixture of both Savannah and Arid grasslands and it receives a bi-model rainfall pattern with one starting in late March and ending early April. The second one begins in late July and ending in late August thus giving rise to two planting season annually.

Table 3.1: Estimated population of the sub county

S/NO.	PARISH	FEMALES	MALES	TOTAL
01	Bugwanyi	2571	2081	4652
02	Burukuru	3002	2071	5073
03	Bumutsopa	3001	2000	5001
04	Bumayena	2590	2091	4681
05	Isango	1999	1900	3899
06	Bunashimolo	2019	1701	3720
07	Bushangi	2818	2656	5474
Total		18000	14500	32500

Source: Bukiende Sub-County Three Years development plan 2020/21-2022/2023

The above table shows that Bukiende sub county population is estimated at 32,500 people with 18000 females and 14,500 males.

Additionally, Bukiende Sub-County has 7 parishes with 58 villages as shown in the table 3.2 below

Table 3.2: Showing parishes and villages in Bukiende Sub-County

S/NO.	PARISH	VILLAGE
01	Bugwanyi	Buyaka A, Buyaka B, Shalla, Bumaliro, Namikyelo & Shikundu
	Burukuru	Mufura, Bumabala, Matsatsa, Luboolo, Unabulayi A, Bunabulayi B, Bunatsabwana, Bumawabu, Bunangaka, Nasinje, Mukari, Bunamono & Nangolo
	Bumutsopa	Bukhakosi, Bukhone, Nasasa, Maaka, Nalondo, Buwalilitsa Upper, Buwalilitsa Lower, Natseko, Butsesoli, Buwangwili, Lutembete, Wampodo, Nashilulu & Bumakika
	Bumayena	Mausi, Nabikhoso A, Nabikhoso B, Bumayena and Mulatsi
	Isango	Shikoye, Shiyatsa, Kyemula, Ikyenga and Bunalwele B
	Bunashimolo	Lusafu, Bukhaboyo lower Rongoro, Bukhaboyo Upper, Bunamaliro A, Bunamaliro B, Bwikhoje, Namala and Lusisi.
	Bushangi	Bushangi A, Bushangi B, Namama, Kitindya, Bunalwele A & Bwikhasa

Source: Bukiende Sub-County Three Years development plan 2020/21-2022/2023

3.4 Sources of information

3.4.1 Primary sources

Tomkins (2020) defines primary sources of information as immediate firsthand accounts of topic from people who have direct connection with it. Here the research used texts of laws, newspaper reports, and original research of other scholars among others.

3.4.2 Secondary sources

Davis (2019) defines secondary sources as a document or recording that relates or discusses information originally presented elsewhere. The researcher used journal articles, text books, dictionaries and political commentary as secondary sources of information.

3.5 Population and sampling techniques

5 parents, 3 local officials, 2 teachers and 5 teenage girls made up the population. Because they were most impacted by teenage pregnancy and they are assumed to be having the required data in relation to the topic under study. Parents were chosen to participate in the study because they stay with the teenagers and they know how teenage pregnancy affects them, local officials are also chosen to participate in the study because they always report to them cases of teenage pregnancy in the community.

Table 3.3: Summary of the Sample Size and Sampling Technique

Participants	Study Population (N)	Sample Size (n)	Sampling Technique
Parents	5	5	Purposive sampling
Local officials	3	3	Purposive sampling
Teachers	3	2	Purposive sampling
Teenage girls	6	5	purposive sampling
Total	15	15	

Source primary data (2024)

The sample size was 15 participants which was arrived at, using Morgan table (1997)

The sample size of 15 participants made over 50% of the total population. A sample size of 50% or more of the population is considered adequate to make an inference about the entire population (Creswell, 2009).

3.6 Sampling techniques

3.6.1 Purposive Sampling

Purposive sampling, according to Davis (2016), is a group of non-probability sampling technique in which units are selected because they have characteristics one may need in their sample. Purposive sampling was used because it is best suited for small samples and it also helps in accessing a particular subset of the population that shares certain characteristics which the participants in this study possessed.

3.7 Variable definition and Measurement

Teenage pregnancy: is where a young female aged 17 years and below conceives a baby (Olukosi, Isitor, and Ode, 2021). While girls' education refers to schooling of the female gender (Omondi et al., 2020). The researcher used standard deviation and the variance to measure variability. Standard deviation involved subtracting the mean from each score to obtain the deviation. Deviation was squared and the sum be divided by the total degree of freedom. Variance helped to determine whether the scores are close or spread out and the following formula was used.

$$S^2 = \frac{\sum(X_i - \bar{X})^2}{n - 1}$$

Where S^2 = Sample variance

S = Sample standard deviation

X_i = each value or score

\bar{X} = Sample means

n = Sample size

$n - 1$ = Degree of freedom

3.8 Data collection procedure

The department of social sciences approved the research topic that the researcher chose and presented. The researcher then developed a research proposal. After the research proposal being approved, the researcher acquired an introduction letter from the department head, which she gave to the pertinent people in the study region in order to collect data. The researcher drafted a report which is to be submitted to the department for further examination.

3.9 Data Collection instruments

3.9.1 Interview guide

Another way of gathering data used by the researcher was organizing unstructured interviews. An interview is a method of gathering data that involves verbal communication between the interviewer and the participant (s). Here, based on the study objectives, the interviewer posed questions, and the subjects responded with pertinent questions based on their own experience and knowledge Etyang et al, (2018). Unstructured interviews were employed by the researcher to elicit the attitudes and perceptions of the informants about different study variables.

3.9.2 Document Review Checklist

According to Tomkins (2018), a document review checklist helps a researcher conduct an insightful and pertinent evaluation of the materials related to their research. The researcher perused through reports and regulations that were available. A list of the papers that were reviewed, along with their status, was included in the documentary review. The various documents that were evaluated were listed chronologically by the researcher, and the documentary review took a maximum of 20 minutes.

3.10 Data quality control

3.10.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Gay (1997). To arrive at the relevancy of the interview guides, the researcher designed instruments that yielded content –valid data by first specifying the domain of indicators that were relevant to the concept being measured and a content-valid data measure that contained all possible items was used.

3.10.2 Reliability

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2016). The researcher will employ the test-retest reliability. According to Sekaran and Bougie(2016), the reliability of the instrument is tested using the test re-test method of reliability and Cron-bach alpha tests to determine the reliability index. Data was collected from 20 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2016), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances.

3.11 Data processing and analysis

3.11.1 Qualitative data analysis

Most of the data was qualitative. This material were first be reduced by coding and categorization before analysis. Data reduction is the process of selecting, encoding, and classifying data. According to Sekaran and Bougie (2019), coding is the analytical process through qualitative data, the researcher obtained condenses, rearrange, and combine data to produce themes. The goal of ciphering was to assist the researcher in drawing conclusions from the data.

3.11.2 Ethical Considerations

The following are the ethical considerations were looked at by the researcher during the research.

Instead of coercing the participants into participating, the researcher asked for their agreement. The cornerstone of ethical research is informed consent (Denzin & Lincoln, 2019). The study's goal, methodology, used the data, and potential outcomes were explained to the participants (Fleming, 2018). The purpose of the study and the method of data collection were explained to the participants by the researcher. Enough time was given for the participants to ask questions and voice any concerns. The participants had the choice of participating or not participating in the research activity. Everyone who participated in the study received their signed informed consent.

Confidentiality is looked at by Walford (2015) to mean information that is private and is not to be divulged to others. Whatever was said in confidence remained confidential. The researcher assured the respondent that information offered by the participants were not passed on to another party (third party) without consent of the respondents. Their identity and response were confidential and anonymized through the use of numbers or through pseudonyms.

Anonymity is defined by Wiles (2017) as a major means used by the researcher to safeguard the confidentiality of participants by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all participants are anonymous implying that their identities are not known and not salient in the study. Withholding the identity of participants is a guarantee that their statements are authentic (Taylor, 2015).

The researcher guaranteed that every written material is unique and free of any plagiarized or altered texts, findings, or even expressions. The researcher made sure that all of the author's writings and publications receive proper credit (Mugenda & Mugenda, 2003).

3.12 Methodological constraints

The study was affected by non-response rate. This was due to the fact that some respondents may be hesitant to give information. However, this was solved through having a dialogue with respondents and explaining clearly the purpose of the study.

The problem of limited time, many respondents did not have enough time to respond adequately to the questions while attending to their busy schedules.

In adequate finances, the researcher had little funds to move to and fro the field and more so buying the necessary requirements used in the study. However, friends and relatives contributed to solve the situation.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The study assessed the effect of teenage pregnancies on girl's education in Bukiende sub county, Mbale district. The study objectives were three folds: Firstly, to investigate factors contributing to teenage pregnancies among girls in Bukiende Sub County Mbale District. Secondly, to assess effects of teenage pregnancies on girls' Education in Bukiende Sub County Mbale District and thirdly, to examine interventions that can be taken to prevent teenage pregnancies and promote girls' Education in Bukiende Sub County Mbale District. The study used qualitative research approach and a case study design of 15 participants who included parents, local officials, teachers and teenage girls were interviewed. Data was collected from participants using interview method. This chapter presents the findings of the study and it is divided into two parts. Part one presents demographic characteristics of participants and part two (2) is the interpretations of the findings.

4.2 Demographic characteristics of participants

Table 4.1: Showing demographical participants of respondents

S/NO	PSEUDO NAME	AGE	CLASS	GENDER
01	Teacher one	27	Grade three teachers' certificate	Female
02	Teacher two	29	-do-	Male
03	Teacher three	34	-do-	Male
04	Teacher four	39	-do-	Male
05	Local official one	36	-do-	Male
06	Local official two	50	-do-	Female
07	Local official three	43	P6	Female
08	Local official four	43	S3	Male
09	Parent one	40	S4	Female
10	Parent two	35	S4	Male
11	Parent three	38	S4	Male
12	Parent four	30	S4	Female

Table 4.2: *Distribution of participants by their selected demographic characteristics*

Gender	Number of participants	Percentage
Female	5	10%
Male	10	70%
Total	15	100%
Age Group	Number of participants	Percentage
18-25	3	10%
26-33	7	60%
34 above	5	30%
Total	15	100%
Education level	Number of participants	Percentage
Primary	7	50%
Secondary	5	31%
Post-Secondary	3	19%
Total	15	100%
Marital status	Number of participants	Percentage
Married	11	88%
Un married	4	12%
Total	15	100%

Source: Primary Data, 2024

Age of participants

Here, the purpose was to find out the average age of participants in the study and it was discovered that majority of the participants (08) were in the age bracket of 25-40 years. The above view indicated that participant's added value to the responses given that mature participants are more trustable as they take time to think about a particular aspect of life before giving reliable responses.

Gender of participants

According to the findings of the findings of the study, ten (10) participants were males and females were five (5). This implies that the male participants were the majority hence most of the data was collected from male participants.

Educational level of participants

Data showed that majority of the participants (10) had acquired secondary education. This meant that they easily understood questions in the interview guide and their views were well informed. Uma (2017) asserted that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret contents of the interviews.

For purposes of anonymity, the following codes were used:

Pt 1- Pt4 = Parents

Lo 1- Lo4 = Local officials

Tg 1-Tg4 = Teachers

Sex of participants

Data was collected from both males (70%) and females (30%) respondents were purposely selected. The above distribution explains that both genders were very important in conducting the study in line with the effect of teenage pregnancy on girl's education in Bukiende Sub County.

The general and demographic information indicate that participants belonged to different age groups. The difference in the age was an important component of selecting respondents for the study, which helped in obtaining different information and also shows maturity in the collected information. In this regard, the selected and interviewed participants were from 18-25, 26-33 and 34 above. Here majority were between the age 26-33 years indicating that these participants were mature enough and gave mature responses in line with the effect of teenage pregnancy on girls education in Bukiende Sub-County, Mbale District. Similarly, on the basis of education, 50% of the participants had ended in primary level, 31% in secondary level and 19% in post-secondary. This inducted that all participants who participated in the study had attained some level of education and they easily understood what the interview guide talked about. In addition to this participants also revealed their marital status where 88% of them were married indicating that they had experienced issues of teenage pregnancy which simplified work during data collection.

4.3 Presentation and interpretation of findings

Presentation and interpretation of the findings was done according to study objectives as below:

4.3.1 THEME I: Factors contributing to teenage pregnancies

Participants were asked to mention factors contributing to teenage pregnancies in Bukiende Sub County of Mbale district and their responses were: Abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy, sexual harassment has often caused limitations for school attendance marriage and early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy.

Abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy

Abduction implies the taking of the girl (bride) without her consent. The girl is attacked and forcefully taken away

Participants mentioned that abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy. This was affirmed by participant (Tr1) who said that *“abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy”*

Another participant (Pr1) added that *“abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy”*

Participant Tr2 also mentioned that *“abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy”*

Participants Tg1, Tg2, Tg5, Pr2 and Lo3 also said that *“abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy”*

Therefore, the expressions above show that abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancies and this was in line with the data collected from documentary analysis.

Sexual harassment

Sexual harassment is any form of any sexual attention which results into teenage pregnancy and that is uninvited and unwelcome.

Participants mentioned that sexual harassment leads to teenage pregnancies. This was affirmed by participant (Pr1) who said that “*sexual harassment leads to teenage pregnancies*”.

Another participant (Tr1) also added that “*sexual harassment leads to teenage pregnancies*”.

Similarly, participant (Lo1) also said that “*sexual harassment leads to teenage pregnancies*”.

Other participants who included Tg1, Tg2, TPr2 and Lo3 also said that “*sexual harassment leads to teenage pregnancies*”.

The above expressions indicate that sexual harassment leads to teenage pregnancies and even data collected from reviewed documents supports this finding.

Early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy

Participants mentioned that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy. This was affirmed by participant (Pr2) who said that “*early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy*”.

Additionally, participant (Tr1) also added that “*early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy*”.

Even participant (LW1) also said that “*early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy*”.

Participants Tr2, Pr1, Lo2 and Tr3 as well said that “*early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy*”.

The above expressions show that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy. During

documentary analysis, the researcher also found that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy.

4.3.2 THEME 2: Effect of teenage pregnancy on girls' education

Participants were asked to identify effect of teenage pregnancies on girl's education and their responses were: teenage pregnancy makes girls dropout of school, teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout, teenage pregnancies lead to emotional and psychological torture which disrupt schooling and a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling

Teenage pregnancy makes girls dropout of school

Participants mentioned that teenage pregnancy makes girls dropout of school. This was affirmed by participant (Tr1) who said that *"teenage pregnancy makes girls dropout of school"*.

Additionally, participant (Pr2) also added that *"teenage pregnancy makes girls dropout of school"*.

Another participant (Lo2) also said that *"teenage pregnancy makes girls dropout of school"*.

Participant LW1, Tr2 and Lo2 as well said that *"teenage pregnancy makes girls dropout of school"*.

The above expression shows that teenage pregnancy makes girls dropout of school and this information was supported by data collected from documentary analysis.

Teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout

Participant mentioned that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout. This was affirmed by participant (Tr2) who said that *"teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout"*.

Additionally, participant (Pr2) also said that *“teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout”*.

Another participant (Lo1) added that *“teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout”*.

Participants Tr1, Lo2 and Pr1 as well said that *“teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout”*.

The above expressions indicate that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout. Even data from documentary analysis show that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout.

Teenage pregnancies lead to emotional and psychological torture which disrupt schooling

Participant mentioned that teenage pregnancies lead to emotional and psychological torture which disrupt schooling. This was affirmed by participant (Tr1) who said that *“teenage pregnancies lead to emotional and psychological torture which disrupt schooling”*.

Similarly, participant (Pr2) also said that *“teenage pregnancies lead to emotional and psychological torture which disrupt schooling”*.

Another participant (Lo1) also added that *“teenage pregnancies lead to emotional and psychological torture which disrupt schooling”*.

Participants Tr2, Lo2, Pr1 and Tr3 also added that *“teenage pregnancies lead to emotional and psychological torture which disrupt schooling”*.

The above expressions indicate that teenage pregnancies lead to emotional and psychological torture which disrupt schooling and this was also found in reviewed documents by the researchers.

A strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling.

Participant mentioned that a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling. This was affirmed by participant (Tr1) who said that *“a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling”*.

Additionally, participant (Lo2) also added that *“a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling”*.

Another participant (Pr1) added that *“a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling”*.

Participants Tr2, Pr2 and Lo1 as well said that *“a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling”*.

The above expressions indicate that a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling and this issue was also discovered during documentary analysis.

4.3.3 THEME THREE: Interventions that can be taken to prevent teenage pregnancies and promote girls' education

Participants were asked to mention the challenges faced in teaching learners with hearing impairments in primary and their responses included: Providing life skills and raising awareness of the issue of girls' education, there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights, there is need to put in place approaches that to change norms at community level and reduce girls' school dropout and include promote community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming. There is need to help girls know their legal rights

and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education

Providing life skills and raising awareness of the issue of girls' education

Participants (n=7) mentioned providing life skills and raising awareness of the issue of girls' education. This was affirmed by participant (Tr1) who said that *"providing life skills and raising awareness of the issue of girls' education"*.

Additionally, participant (Pr2) also said that *"providing life skills and raising awareness of the issue of girls' education"*.

Another participant (Lo1) also added that *"providing life skills and raising awareness of the issue of girls' education"*.

Participants Tr2, Pr1, Lo2 and Pr3 as well said that *"providing life skills and raising awareness of the issue of girls' education"*.

The above expressions indicate that providing life skills and raising awareness of the issue of girls' education and this was supported by data collected during documentary analysis.

There should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights

Participants mentioned that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights. This was affirmed by participant (Tr1) who said that *"there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights"*.

Additionally, participant (Pr1) also said that *"there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights"*.

Another participant (Lo1) as well said that *"there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights"*.

Participants Tg2, Tr2 and Lo2 said that *“there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights”*.

The above expressions indicate that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights. In support of this finding, data from documentary analysis show that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights.

There is need to put in place approaches that to change norms at community level and reduce girls’ school dropout

Participants mentioned that there is need to put in place approaches that to change norms at community level and reduce girls’ school dropout. This was affirmed by participant (Tr1) who said that *“there is need to put in place approaches that to change norms at community level and reduce girls’ school dropout”*.

Additionally, participant (Tg1) also said that *“there is need to put in place approaches that to change norms at community level and reduce girls’ school dropout”*.

Another participant (Pr1) as well said that *“there is need to put in place approaches that to change norms at community level and reduce girls’ school dropout”*.

Participants Tr2, Pr2, Lo1, Lo2 and Tr3 also said that *“there is need to put in place approaches that to change norms at community level and reduce girls’ school dropout”*.

The above expressions indicate that there is need to put in place approaches that change norms at community level and reduce girls’ school dropout, a phenomena that was discovered during documentary analysis.

Include promoting community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming

Participants mentioned that there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment

programmes in schools and communities are also a common element of anti- teenage pregnancy programming. This was affirmed by participant (Lo1) who said that *“there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming”*.

Additionally participant (Pr1) also noted that *“ there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming”*.

Another participant (Tr1) as well said that *“there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming”*.

Participants Tr2, Pr2 and Lo2 also added that *“there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming”*.

The above expressions indicate that there is need to include promote community dialogue and organizing mothers’ and fathers’ clubs, supporting girls’ clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming and even during documentary analysis, promoting community dialogue and organizing clubs was a frequently quoted intervention.

There is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education

Participants mentioned that there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education. This was affirmed by participants (Tr1) who said that *“there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education”*.

Participant (Lo1) as well added that *“there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education”*.

Another participant (Pr1) also added that *“there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education”*.

Participants Tr2, Pr2, Tr3 and Lo2 as well said that *“there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education”*.

The above expressions indicate that there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education with similar finding obtained from documentary analysis.

Conclusively, the above chapter looked at a number of things and among them was data presentation and analysis which was in line with the effect of teenage pregnancies on girl's education in Bukende sub county, Mbale district and in line with the three specific objectives the next chapter concentrated on discussion of study findings.

CHAPTER FIVE

DISCUSSION OF STUDY FINDINGS

5.1 Introduction

The study was about the effect of teenage pregnancy on girls' education in Bukiende sub county of Mbale district and the findings of the study were presented in accordance with study objectives identified earlier that is to say: To determine factors contributing to teenage pregnancies among girls in Bukiende Sub County, to assess effects of teenage pregnancies on girls education in Bukiende sub county Mbale district and lastly to examine interventions that can be taken to prevent teenage pregnancies and promote girls education in Bukiende Sub County Mbale district. The study discovered that teenage pregnancy makes girls dropout of school and can significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout. Findings also indicate that teenage pregnancies lead to emotional and psychological torture which disrupt schooling and a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which was reported to have worst impact on girl's schooling. These findings are in line with a range of past studies (see chapter Two) where authors presented an extended exposition of historical antecedents of the present situation regarding teenage pregnancies and its relationship to girl's education. Although some authors (eg., Ojangole et al., 2022 and Davis, 2021) failed to address the issue in an increasingly exploited range, the findings of this study matches the subtlety and rigor of the subject matter (the effect of teenage pregnancy on girl's education). This study did not only pursue a line of inquiry that is fundamental to any analysis of teenage pregnancies but also provides coherent and conceptually guided approach to the subject matter and is a valuable addition to the literature.

This chapter presents the discussions of the study findings in line with the study findings identified earlier in chapter four and the discussions have been done in line with the three specific objectives of the study.

5.2 Discussion

The discussion of the findings is presented as below:

5.2.1 Factors contributing to teenage pregnancies

Participants of the study were asked to identify factors contributing to teenage pregnancies and their responses were: Abduction also called kidnapping is considered as one of the

factors contributing to teenage pregnancy, sexual harassment and exposure to pornographic materials has the potential to contribute to teenage pregnancy.

The findings of the study revealed that abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy. This is accordance with Onyango (2019) who reported that abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy.

Findings also revealed that sexual harassment contributed to teenage pregnancies. This is in line with Maxwell et al., (2017) who reported that sexual harassment contributed to teenage pregnancies.

Additionally the study found out that female genital mutilation (FGM) has often caused limitations for school attendance since after FGM it means the girls is ready for marriage. This is in line with the study findings of the MoES (2018) where it was revealed that female genital mutilation (FGM) has often caused limitations for school attendance since after FGM it means the girls is ready for marriage.

Lastly, study findings revealed that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy. This is in line with Mande et al, (2017) who also pointed out that early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy.

5.2.2 Effect of teenage pregnancy on girls' education

Participants were asked to identify the methods used in hearing learners with hearing impairments in primary schools and their responses were: teenage pregnancy makes girls dropout of school, teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout, teenage pregnancies lead to emotional and psychological torture which disrupt schooling and a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling

The findings of the study revealed that teenage pregnancy makes girls dropout of school. This is in line with UNICEF (2021) which reported that teenage pregnancy makes girls dropout of school.

The study findings also revealed that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout. This was in line with the study conducted by Seally (2019) who reported that teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout.

Additionally, findings also show that teenage pregnancies lead to emotional and psychological torture which disrupt schooling. In support of this finding, Okware and Johnson et al, (2017) argued that teenage pregnancies lead to emotional and psychological torture which disrupt schooling.

Besides that above, the study findings revealed that a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling. This is in agreement with the findings of Onyango et al, (2019) and Mushemeza (2016) who reported that a strong relationship between teenage pregnancy and a range of mental health problems, with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling.

5.2.3 Interventions that can be taken to prevent teenage pregnancies and promote girls' education

Participants were asked to mention the interventions that can be taken to prevent teenage pregnancies and promote girls' education and their responses included: Providing life skills and raising awareness of the issue of girls' education, there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights, there is need to put in place approaches that to change norms at community level and reduce girls' school dropout and include promote community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming. There is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education.

The findings of the study revealed that providing life skills and raising awareness of the issue of girls' education. This revelation is in line with the findings of Elkin, Handle and Chris et al, (2017) who argued that providing life skills and raising awareness of the issue of girls' education.

Besides the above, the study finding show that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights. In support of this finding, MoES (2020) pointed out that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights.

Further, findings show that there is need to put in place approaches that to change norms at community level and reduce girls' school dropout This is in agreement with Devis et al, (2015) who also said that that there is need to put in place approaches that to change norms at community level and reduce girls' school dropout.

Study findings further show that include promote community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming. This is in line with the findings of UNECIF (2017) study which reported that include promote community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti-teenage pregnancy programming.

Okiling et al., (2022) argued that there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education. This was also mentioned by the participants of this study where it was argued that there is need to help girls know their legal rights and where they can turn for help in case of school dropout and positive social transformation by empowering girls through education.

5.3 Conclusions

From the discussion of the findings, it can be concluded that several factors contribute to teenage pregnancies and are not limited to abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy. Others included sexual harassment and exposure to pornographic materials also has the potential to contribute to teenage pregnancy. However, teenage pregnancy has several consequences on girls' education such as making girls dropout of school and increasing the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout, emotional and psychological torture and a range of mental health problems. The discussion further presented a number of interventions to help address the problem of teenage pregnancies and enhance the education of girls eg., providing life skills and raising awareness of the issue of girls' education, there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights. There is need to put in place approaches that to change norms at community level and reduce girls' school dropout and include promote community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti-teenage pregnancy programming. Next chapter presents the conclusion and summary of the study findings.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This study was about the effect of teenage pregnancy on girl's education in Bukiende Sub-County in Mbale District of Eastern Uganda. The main objective of this study was to investigate the effect of teenage pregnancy on girl's education in Bukiende Sub-County. In assessing the effect of teenage pregnancy on girls' education in Bukiende sub county of Mbale district, this chapter presents conclusions and recommendations in line with the specific objectives of: To determine factors contributing to teenage pregnancies among girls in Bukiende Sub County, to assess effects of teenage pregnancies on girls education in Bukiende sub county Mbale district and lastly to examine interventions that can be taken to prevent teenage pregnancies and promote girls education in Bukiende Sub County Mbale district. This chapter looks at the summary and recommendation about the research study.

6.2 Conclusions

From the findings of the study, the following conclusions were made:

As revealed in the findings, abduction also called kidnapping is considered as one of the factors contributing to teenage pregnancy.

Although it is mentioned that sexual harassment contributed to teenage pregnancies, participants never explained the circumstances under which sexual harassment occurs.

Further, early engagement in sexual activities and exposure to pornographic materials has the potential to contribute to teenage pregnancy.

As affirmed by study findings, teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout.

Relatedly, teenage pregnancies lead to emotional and psychological torture which disrupt schooling and a strong relationship between teenage pregnancy and a range of mental health problems.

Study findings also revealed that with post-traumatic stress disorder (PTSD) which is often reported to have worst impact on girl's schooling

A number of interventions are needed to help prevent teenage pregnancies and promote the education of the girl child. According to the study findings, providing life skills and raising awareness of the issue of girls' education.

Study findings further indicate that there should be widespread existence of laws prohibiting negative cultural practices which lead to teenage pregnancies and address teenage pregnancies as a violation of universal human rights.

As found by the study, there is need to put in place approaches that to change norms at community level and reduce girls' school dropout.

The researcher also found that there is need to include promoting community dialogue and organizing mothers' and fathers' clubs, supporting girls' clubs and empowerment programmes in schools and communities are also a common element of anti- teenage pregnancy programming

6.3 Recommendations

From the study findings and conclusions of the research study, the following recommendations have been drawn:

Government and stakeholders should put in place measures of preventing abduction also called kidnapping which is considered as one of the factors contributing to teenage pregnancy.

As the findings revealed, teenage pregnancy significantly increases the risk of suicidal ideation and attempted suicide for young people and this leads to school dropout. Government in conjunction with school authorities should sensitize parents and girls on the dangers of teenage pregnancies I a bid to prevent the vice.

Parents and schools should endeavor to mobilize enough funds to help provide the needs of the girl child. This will go a long way in mitigating problems related to teenage pregnancies

Government and stakeholders should there is need to put in place approaches that to change norms at community level and reduce girls' school dropout.

6.3 Conclusions

A close look at the summary and recommendations, it is true, there are better policies for prevention of teenage pregnancies, but a major acceleration in girls' education is unlikely without decline in teenage pregnancies. Apart from addressing teenage pregnancy, policy and legislation should be improved to address girl's access to education and this also require mult-stakeholder partnership as seen in the recommendations. Even where laws and policies against teenage pregnancies exist, enforcement and legal systems may not be supportive. Sometimes they re-victimize girls. Such laws lack budgetary appropriations leaving critical gaps between intention and reality.

6.4. Areas for further research

- a) Social economic factors and teenage pregnancies
- b) Parenting styles and teenage pregnancies
- c) Effect of culture on teenage pregnancies

Therefore, research into key areas of poverty, socio-economic and cultural factors is needed and should explore the causes, prevalence and consequences of teenage pregnancies and evidence of efficiency, effectiveness, appropriateness and sustainability of educational strategies for the girl child should be presented. Information arising from such research should be used to improve policy decisions.

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APPENDICES

Appendix I: Consent Letter

Dear Respondents

Ref. Request to Complete Research Questionnaire

I am **KAKAYI SANDRA** a student of Uganda Christian University pursuing Bachelor's Degree of social work and social administration and am currently undertaking a research on a topic '*effect of teenage pregnancy on girls education in Bukende Sub County Mbale District*'. You are kindly requested to participate in this research and your selection to this effect has been based on random basis. Please feel free as you respond to the study questions because the information you are to give will only be used for academic purposes, confidential and will be held anonymous before any publication.

Thank you


.....
(**RESEARCHER**)

Appendix II: Questionnaire Guide

SECTION A: REpondent'S BIO – DATA

INSTRUCTIONS

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

1. Name: (optional)
2. Age: 15 – 30 31 – 45 46 – 60 60 +
3. Sex: Male Female
4. Marital status: Single Married Divorced Separated Widowed
5. Location:
Cell Parish
Sub – county
6. Levels of education:
None Primary Secondary Tertiary and above
Other (please specify)
.....
7. Religion: Protestant Catholics Muslims Born again
Others (please specify).....

Appendix III: Interview guide for parents, local officials, teachers and teenage girls

- 1) What is your position?
- 2) What challenges do girls face while at school?
- 3) How does elicited sexual activity contribute to teenage pregnancies among girls?
- 4) Explain the contribution of sexual harassment on teenage pregnancies among girls
- 5) Does rape result into teenage pregnancies among girls? Give reasons for your answer.
- 6) Does teenage pregnancy contribute to girl's dropout of school? Give reasons for your answer?
- 7) How does teenage pregnancy affect the education of girls?
- 8) Explain the relations between teenage pregnancies on girls' education?
- 9) Does keeping girls in school help to prevent teenage pregnancies and promote girls' education?
- 10) Explain the rationale for preventing teenage pregnancies among school girls
- 11) What interventions can be undertaken to prevent teenage pregnancies and promote girls' education?
- 12) Explain the Failure of various interventions put in place to prevent teenage pregnancies and promote girls' education.

Appendix IV: Document review checklist on teenage pregnancy and girl's education

- 1) School registers
- 2) Police records
- 3) Welfare and probation reports
- 4) School reports
- 5) Reports of local leaders complaints desk

Appendix V: Work Plan Schedule

S/No	ACTIVITY	DURATION
01	Developing questionnaires	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1 week
05	Submission of the report	1 week
	Total Duration	2 (Two Months)

Appendix VI: Budgetary Estimates

S/No	ITEM (S)	Quantity (qty)	Unit cost (Ugshs)	Total Coast (Ugshs)
01	Printing/ photo copying papers	1 ream	20,000	20,000
02	Ruled papers	1 ream	16,000	16,000
03	Flash disk	1 (2GB)	40,000	40,000
04	Pens, pencil and note book	Assorted	10,000	10,000
05	Photocopying expenses	45 PAGES	@100	4500
06	Word typesetting expenses	45 PAGES	@1000	45,000
07	Spiral binding expenses	3 BOOKS	@5000	15,000
08	Airtime		10,000	10,000
09	Transport expenses		50,000	50,000
10	Contingency		50,000	50,000
11	TOTAL			266,000

Appendix VII: Approved Research Letter



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To CHIEF ADMINISTRATIVE OFFICER (CAO)

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



SACAO BUKIENDE
Sie please look for cond in your office
KAKAYI KUNRA
15 MAR 2024
MBALE UNIVERSITY COLLEGE
CHIEF ADMINISTRATIVE OFFICER
P.O. BOX 931, MBALE (U)
Anthony

We are honored to introduce to you Mr. Mrs./Miss KAKAYI KUNRA
Of Registration Number; SS1/NUCL/BSU/012 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree SOCIAL WORK AND SOCIAL ANTHRO
He/ she is required to carry out an academic research on the topic EFFECTS OF TEENAGE PREGNANCY ON GIRLS' EDUCATION
IN BUKIENDE SUB-COUNTY MBALE DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



Mr. Akampurira Timothy
Academic Registrar