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**THE CAUSES OF EARLY PREGNANCY ON ACADEMIC
ACHIEVEMENT OF PRIMARY SCHOOL GIRLS IN
MIGORI COUNTY**

BY

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
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ABSTRACT

The Kenyan Educational system has failed to ingrain key values of morality and democracy because it focuses on academic achievement as an end in itself. Children, who enter the school system at the primary level, do not complete the cycle. Pupils drop out at various stages of the education system, especially in Standards 6, 7 and 8. A study conducted in Kenya found that girls with poor school performance were significantly more likely than the best students to become pregnant. Male teachers and some female teachers have been identified as the main culprits in perpetrating sexual harassment. The situation is grave and worsening, a trend which contradicts the national goal of promoting literacy and fighting against ignorance. The general objective of this study was to establish the effect of early pregnancy on academic achievement of Primary schools girls. This study was guided by the following specific objectives; Establishing factors leading to early pregnancy of girls in Primary Schools in Migori County, determining the extent to which parental control influence girls' academic achievement in primary education after early pregnancy and Examining how cultural factors relating to pregnancy influence girls' academic achievement at Primary education. The researcher employed descriptive design while adopting Social learning theory to guide the study. The study population consisted of 1560 students, 41 head teachers and 41 class teachers. The study adapted stratified random sampling technique to draw a sample of 238 respondents from the study population; In systematic sampling procedure, every Kth case of the population was selected for inclusion in the sample. Data collection was from two main sources; Secondary and Primary. Secondary sources included relevant documents and reports. Primary data was gathered using Interview Guides and Questionnaires. Descriptive Statistical procedures were applied to the data to express concepts and relationships. The study's major conclusion was that there was need to create favorable learning environment fostered by mentors to the young girls in order for them to complete and improve there academic achievement. The study's major recommendation was there was need to develop referral systems that were accessible and responsive to violations of girls' rights including sexual abuse and exploitation, child marriage and child labor. The study's further recommendation was that there is need to introduce and evaluate the cash transfer programme as a type of social protection program targeting families in order to prevent girls' school dropout and early pregnancy amongst financially disadvantaged communities.

CHAPTER ONE

INTRODUCTION

This chapter gave a general overview and served as a precursor of the task which included background information; statement of the problem, purpose of study, the objectives of the study, research questions, and justification of study, limitations of study and the scope of the study.

1.1 Background to the Study

Education is valued because it contributes to National Development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance (Republic of Kenya, 2005). Education is a process of mapping experiences and finding a variety of reliable routes to optimal states in non-optimal states. Education is a key to industrialization and modernization and without it; one may find it difficult to develop socially, economically and politically (Psacharopoulos and Patrinos, 2004). Female education cause improvement in family welfare, children's health, lower fertility rates, and increased opportunities for self-employment while older children are involved in current welfare elsewhere (Boyden, 1996). Low enrolments are associated with lower Gross National Product (GNP) per capita and the association is stronger for countries with lower female enrolments (Behrman, 1991). Since women are concentrated in primary education, the quality and quantity of women's education has probably been adversely affected.

Most young people in the United States begin having sexual intercourse during their teenage years. Current data suggest that slightly more than half of females and nearly

two-thirds of males have had intercourse by their 18th birthday. In the last several decades there have been substantial increases in the proportion of adolescents who report sexual activity at each year of age. Increases have been greatest among females, especially among young females. Thus, more than twice as many females ages 14, 15, and 16 are sexually active now, compared with young women of the same ages just 15 years ago. Moreover, on average, there are seven years for women and ten years for men between first intercourse and first marriage. This creates a substantial interval of risk for non-marital pregnancy. Education of girls, in particular, contributes to the various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates (Psacharopoulos and Patrinos, 2004). Another analysis from urban Brazil indicates that girls aged 10 and older are a major source of childcare for preschoolers in their household (Connelly, 1996). The availability of other adult women in the household to share domestic responsibilities may be even more critical following childbirth to an adolescent when care giving demands for the baby would otherwise make the girl's return to school prohibitively difficult.

In sub-Saharan Africa, the combined effects of increasing levels of school enrollment, delayed school entry, grade repetition, and periods of temporary withdrawal from school lead many young women to remain enrolled at the primary or junior Primary level well past puberty and into their late teens, thus increasing their risk of pregnancy-related school disruptions (Lloyd, 2000; Hewett and Lloyd 2005). Although South Africa's total fertility rate is low (2.9 children per woman of reproductive age in 1998) compared with that of other countries in sub Saharan Africa and the median birth interval for second and third births is nearly 50 months long (SADOH 1999), young women who have a second

According to Ministry Of Education and Technical Survey (MOETS, 2010), there was a national substantial increase in primary school enrolments over the last 17 years: the number of learners increased by 2.4 million or 43 percent. The relative increase was greater for boys (45.6%) than for girls (40.3%). However, because of the important policy shift in 2003 that saw the implementation of free primary education (FPE) and the subsequent establishment of an education sector wide approach (SWAP), it is instructive to compare the two distinct periods of pre- and post-2002. In relation to establishing the effect of early pregnancy on academic achievement of Primary schools girls, in doing so one would be considering whether early pregnancy was rampant pre or pro 2002 amongst Primary school girls. In that regard, the increase in absolute terms between 1996 and 2002 was 532, 400 pupils, or an average growth of 1.5% per year (MOETS, 2010).

Between 2002 and 2010, by contrast, the growth in enrolments was very large: an additional 1.5 million children were enrolled in primary education over three year period, representing a growth of some 7.4% per year. Thus, it seems clear that the policy intervention of the FPE program provided an unprecedented stimulus to increased primary enrolments. These benefits extend beyond the girl in affecting her family and the society as a whole, the benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a girl and society can be explained by the effect that education has on empowering girls to acquire and use new personnel, social and economic behavior that in turn, affect societal change (Moulton, 1997). Thus early pregnancy could hinder the benefit of education for the girl child. Different Researchers have tried to investigate teenage pregnancy however they have not addressed

specifically the issue of early pregnancy with regard to academic achievement which is a growing concern. Therefore there is need to examine the causes of early pregnancy on girls academic achievement in primary schools.

1.2 Statement of the problem

Available surveys and case studies show that sexual harassment and pregnancies are posing a great threat to girl's participation and retention in education (Njau & Wamahiu, 1996; Wamahiu et al, 1997). Male teachers and some female teachers have been identified as the main culprits in perpetrating sexual harassment. There are cases where female pupils are forced or induced into engaging in sex. Despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. Similarly, the quality and relevance of education at all levels have been questioned. Equally, the education system experiences high wastage as a result of repetition and drop-out rates due to early pregnancy amongst several factors. The factors are divided into three categories namely; socio-economic and cultural education policies and institutional processes; school-based factors; and household- and community based factors. The three categories of factors have caused inefficiency in primary education, though their impact varies from region to region. The inefficiency caused by low completion rates is a serious waste which must be arrested immediately. The 8-4-4 system has failed to ingrain key values of morality and democracy because it focuses on academic achievement as an end in itself. Children, who enter the school system at the primary level, do not complete the cycle. Pupils drop out at various stages of the education system, especially in Standards 6, 7 and 8. The situation is grave and worsening, a trend which contradicts the national

goal of promoting literacy and fighting against ignorance. Reports by the Forum for African Women Educationalist (FAWE) indicate that more than 12,000 girls drop out of Kenya's schools yearly due to pregnancy. Such a hostile environment has two negative effects: (i) it discourages parents from sending their daughters to or pulling them out of school and (ii) pupils lose interest in education and, if pregnant, are kicked out of the school system altogether. Arising from this background, this research focused on the causes of teenage early pregnancy on girl child academic achievement in Migori County while facilitating an attempt to map out policies and analyze institutional and structural factors which affect primary school completion. Migori County is one of the poorest Counties in Kenya, characterized by relatively high school dropout, low completion and high illiteracy rates particularly for girls (Republic of Kenya, 2011). It also ranges among the Counties with the highest incidence of HIV/AIDS and rampant early teenage pregnancies.

1.3 Objective of the Study

The general objective of this study was to establish the causes of early pregnancy on academic achievement of Primary schools girls in Migori County.

1.3.1 Specific Objectives

This study was guided by the following specific objectives;

- i. Establishing factors that lead to early pregnancy of girls in Primary Schools in Migori County.
- ii. Determining the extent to which parental control influence girls' academic achievement in primary education after early pregnancy.

- iii. Examining how cultural factors relating to pregnancy influence girls' academic achievement at Primary education.

1.4 Research questions

- i. What are the factors leading to early pregnancy of girls in Primary Schools in Migori County?
- ii. What extent does parental control influence girls' academic achievement in primary education after early pregnancy?
- iii. What is the influence of cultural factors relating to pregnancy on girls' academic achievement at Primary education?

1.5 Significance of the study

The findings of the study provided information that can be used by Teachers, Head teachers, Parents Teachers Association, Board of Governors on ways of improving academic achievement of girls in primary schools. The study attempted to provide information to educational practitioners and stakeholders and peers on the factors that contribute to limited girls' academic achievement in primary schools. Policy makers may find the information useful as they attempt to formulate policies that contribute to girls' academic achievement.

1.6. Scope and limitation of the study

The study relied on data from 2003 when FPE was declared in Kenya. This study was limited to primary schools in Migori County and data was obtained from both primary and secondary sources. Resources and time are important; due to their limitation the

researcher was limited to study only three variables that sought to establish the causes of early pregnancy on academic achievement of Primary schools girls in Migori County.

2.1 Introduction

In this chapter

achievement

factors leading

academic achievement

girls' academic

framework

2.2 Factors

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature on the effect of early pregnancy on academic achievement of Primary school girls was reviewed under the following sub-headings: Factors leading to early pregnancy of girls in Primary Schools, parental control and girls' academic achievement in primary education, cultural factors relating to pregnancy on girls' academic achievement at Primary education, theoretical framework and conceptual framework.

2.2 Factors leading to early pregnancy of girls in Primary Schools

The world's future will be largely shaped by today's girls and tomorrow's women. A growing body of evidence indicates that girls' well-being is critical to progress on a range of developmental outcomes: an educated girl is more likely to delay marriage and childbirth, enjoy greater income and productivity and raise fewer, healthier and better-educated children. (Levine. R, Lloyd. C, Greene. M, & Grown. C, 2008). Indeed, investments in girls' education may go further than any other spending in global development. The idea that girls can bring about powerful social and economic change when they have the opportunity to participate in their societies has gained increased recognition in international development dialogue (Herz & Sperling, 2004).

For example, recent sessions of the World Economic Forum have included a focus on adolescent girls. Donors such as the World Bank and the Nike foundation have launched initiatives focused on supporting girls. (World Bank, 2008) Such attention is clearly

warranted. Millions of girls in the developing world face systemic disadvantage across a range of welfare indicators, including education, health and the burden of household tasks. Girls' age, gender and social status decrease their visibility in the eyes of policymakers and planners, and, as a result, they are often overlooked in public policy and service delivery (Temin, M., & Levine, R., 2009). In many contexts, girls have little space to safely make the transition between childhood and adulthood because they face multiple constraints and risks during puberty and adolescence.

Early Pregnancy in Kenya amongst school going girls has become a worrying trend. Young girls drop out of school due to pregnancy and may not continue with their education. Early pregnancy refers to girls becoming pregnant when in either primary school or high school, basically below 18 years of age. This means they have to drop out of school to first take care of themselves and the baby when it is born. These cases of early pregnancy in Kenya have diverse effects not only to the individual but also the community as a whole. Teen pregnancy is one of the most difficult experiences a young person might ever face when it interrupts school or other plans. It can create an emotional crisis resulting in feelings of shame and fear, and it may appear that you will crumble under pressures in your environment. The stress of how one would break the news to their parents might be even greater, and finding help may seem an impossible task. People might think that they can help others, or one might be too embarrassed to search for help. For the most part, when one sees teenagers raising children, we often think that the teen has been raped or is too mature for their age. For this reason, some totally miss the issues that one must have been exposed to in their society, the society of their home, community, school. There are many viewpoints as to why teenage females are having so

many children out of wedlock. However, the facts are obvious teenaged females are highly influenced by many social issues, but those with the lack of strong parental guidance, sex education, and positive mass media are more likely to have a premarital pregnancy.

2.2.1 Peer pressure

Most young people trust their peers and are easily influenced to engage in sexual encounters as a way of belong to a group. This may not be spelled out as a ritual but is expected of every member of the group. This is one of the main factors leading to increased cases of early pregnancy in Kenya. Making good decisions and responsible choices about sexual activity during the teenage years can have immediate and lasting implications for overall health outcomes. How teenagers make decisions about relationships, abstaining or participating in sex, and protecting themselves and others from sexually transmitted diseases and pregnancy is influenced by numerous factors. Parents, peers, the media, access to education and services, and a host of other factors influence decisions and subsequent health outcomes. Understanding the context of decision making and the social influences provides significant insight for effective health interventions. It gives instructive guidance for social workers' individual work with youths and families, as well as programmatic and policy implications.

Young people, sexually active or not, are influenced by a range of individual and social factors: The role of parents in the lives and decision-making processes of youths is often underestimated. Although the transition to greater independence is the hallmark of this developmental phase, parents clearly have a role and exert significant influence in the choices young people make about sex. Teenagers are most likely to seek sexual

information from their friends (61 percent). Although they are least likely to seek information from their parents (32 percent), a significant number of teenagers (43 percent) express a strong desire to have more information on how to talk to their parents about sex and relationships (Kaiser Family Foundation, 2000a). Nearly 80 percent of teenagers indicate that what their parents have told them and what their parents might think influence their decisions about sex and relationships (Kaiser Family Foundation, 2000b).

Teenagers that are satisfied with the mother-child relationship are less likely to be sexually experienced (Advocates for Youth, 1997). Conversely, poor communication with parents about sex and safe sex practices, and parental substance abuse are also linked with risky sexual behaviors (Fraser, 1997). Poor parent-child relationships are associated with depression in adolescents. For young men, this may lead to more frequent use of alcohol, which is strongly linked with early sexual activity. For young women, estrangement at home often leads them to seek and establish intimate relationships outside the family, seeking the warmth and support they lack at home. Also, girls experiencing sexual abuse in the family are linked to increased risk of teenage pregnancy (U.S. Public Health Service, 2001).

The peer group is an important factor in adolescent development and has some bearing on teenagers' decisions about sex. Adolescents (ages 13 to 18) report that they are most likely to get information about sexual health issues from their peers (Kaiser Family Foundation, 2000a). Pressure to engage in sex increases during middle adolescence (Fraser, 1997). Peer group attitudes about sex influence the attitudes and behaviors of teenagers. Youths who resist engaging in sexual activity tend to have friends who are

abstinent as well. They also tend to have strong personal beliefs in abstinence and the perception of negative parental reactions. Youths who are sexually active tend to believe that most of their friends are sexually active as well, that rewards outweigh the costs of sexual involvement, that sex overall is rewarding, and that it is all right for unmarried adolescents over age 16 to engage in intercourse (Advocates for Youth, 1997).

2.2.2 Rape

Early girls are the most abused age group of women. Rape at this age is in most cases by a person who the girl trusts. This can be a male relative, including biological fathers and step fathers, teachers and domestic workers. Some communities in Kenya marry off young girls from age 10 to men old enough to be their parents. At this tender age, these girls have not been exposed to any form of sexual education and have no clue of what their husbands expect from them. They become baby making machines, so why won't this be a major contributor to increased cases of Pregnancy in Kenya.

2.2.3 Broken families

Lack of a stable family structure push the girls to look for security elsewhere and this is when they get lured in relationships which have devastating effects on their lives. Children from broken homes are twice as likely to have sex before the age of 16, the legal age of consent, as those living with both parents, according to a report published today. Around 25 per cent of children of divorced or separated couples said they had engaged in underage sex compared with only 13 per cent of teenagers whose parents were married or cohabiting, the Family Education Trust found.

The report, which questioned 2,250 children aged 13 to 15, showed that the high divorce rate in Britain had serious implications for children's attitudes towards sex, said Valerie Riches, founder president of the trust, an independent educational research charity which strongly supports traditional family values. She said: "When there is disturbance in a family children feel rejected and they look for love and stability. They mistakenly believe they will find these elements in a partner and through sex. The vast majority, especially girls, deeply regret what they have done and suffer emotionally."

Concerns over the prevalence of underage sex in Britain are borne out by the rate of teenage pregnancy, the highest in Western Europe. But the report, *Sex Under Sixteen?*, showed that a minority - 17 per cent - of children was sexually active, with almost a fifth believing that sex before marriage was wrong and less than a half condoning protected sex at any age. Asked why they had sex, a third said "it just happened", 19 per cent were drunk, six per cent were persuaded by their boy or girlfriend, three per cent cited peer pressure and four per cent, all girls, said they had no choice.

Despite the rise in the number of cohabiting couples in Britain, most children believed in the institution of marriage. More than two thirds disagreed with the statement that "marriage is old-fashioned and no longer relevant", 89 per cent said they wanted to find a wife or husband and 66 per cent said they wanted to get married because they needed "to feel secure and loved". Robert Whelan, director of the Family Education Trust, said: "If the Government is serious about addressing the problem of teenage pregnancy, it needs to address the underlying problem of the increasing number of children who are growing up in single-parent and other non-traditional family types." Paula Doran, of the Family

Planning Association, said that sex education should focus more on improving children's self-esteem. She said: "What we need is comprehensive sex education of which the most important part is developing children's negotiating skills, which would hopefully stop them just drifting into relationships. Too much attention is given to the purely biological aspects of sex."

2.2.4 Poverty

Due to poverty, girls are forced by their parents to sell their bodies as a source of revenue for the family, just to cater for their basic needs. Researchers are cautiously attributing the decrease to the public service campaigns that urge kids to delay sex for a while, and then to use contraceptives the first time and every time. Sarah Brown, CEO of the *National Campaign to Prevent Teen and Unplanned Pregnancy*, even thinks the "Teen Mom" reality shows may have played a role, too. But the bad news is, American teens continue to be at least twice as likely to get pregnant as teens from 20 other industrialized countries, and nine times more likely than teens in Switzerland. More bad news: Teen birthrates are above 50 percent among African-Americans and Hispanics in the United States.

Social scientists have long believed that teen pregnancy is a function of poverty and hopelessness. Why not have a baby to cuddle and love, and who will love you back, if that is the norm in your community and if it will garner you some positive attention, at least for a while? This is even easier if you don't see a way out for yourself or for anyone you know. But this link between poverty and early, unmarried childbearing has been a kind of soft link, born of anecdote and observation as much as anything. Now a pair of economists are reporting a concrete connection between poverty and teen pregnancy, and

they conclude that breaking that link will require major public policy efforts and not just more lectures about using birth control. In their research, Melissa Schettini Kearney of the University of Maryland and Phillip B. Levine of Wellesley College controlled for just about everything: welfare benefits, abortion restrictions, health insurance, federal abstinence programs, unemployment, religion, race, political persuasion, rates of incarceration, "anything that you would think would affect decision-making," said Ms. Kearney. The researchers had found something that allowed them to move from correlation to causation. Poverty and hopelessness are the main reasons teens might decide to have a child out of wedlock; they are the main reasons they drop out of school and the economic mainstream. Teen pregnancy is a symptom of poverty, not a cause, the researchers found. They are not poor because they had babies as teens. They are just still poor. As a matter of fact, teens in poverty who do not have children do not have significantly better outcomes as a result, the researchers found. "They choose nonmarital motherhood at a young age instead of investing in their own economic progress because they feel they have little chance of advancement," the researchers report.

2.2.5 Lack of sexual awareness

There is a big difference between the society we were brought up in and the current society in terms of sexual awareness. New research suggests that comprehensive sex education might lead to less teen pregnancy, and there are no indications that it boosts the levels of sexual intercourse or sexually transmitted diseases. "It is not harmful to teach teens about birth control in addition to abstinence," said study lead author Pamela Kohler, a program manager at the University of Washington in Seattle. Parents and educators have long argued over whether students should get instruction in birth control or simply

learn how to say no. At issue is which approach will best postpone sex. Kohler and colleagues examined the results of the 2002 national survey and focused on heterosexual teens ages 15 to 19. The findings based on responses from 1,719 teens appear in the *Journal of Adolescent Health*.

After reviewing the results, which researchers weighted to reflect the U.S. population better, the researchers found that one in four teens received abstinence-only education. Nine percent particularly the poor and those in rural areas received no sex education at all. The other two-thirds received comprehensive instruction with discussion of birth control. Teens who received comprehensive sex education were 60 percent less likely to report becoming pregnant or impregnating someone than those who received no sex education. The likelihood of pregnancy was 30 percent lower among those who had abstinence-only education compared to those who received no sex education, but the researchers deemed that number statistically insignificant because few teens fit into the categories that researchers analyzed.

While they also did not reach statistical significance, other survey results suggested that comprehensive sex education but not abstinence-based sex education slightly reduced the likelihood of teens having engaged in vaginal intercourse. Neither approach seemed to reduce the likelihood of reported cases of sexually transmitted diseases, but again the results were not statistically significant. The findings support comprehensive sex education, Kohler said. "There was no evidence to suggest that abstinence-only education decreased the likelihood of ever having sex or getting pregnant." Don Operario, Ph.D., a professor at Oxford University in England, said the study provides "further compelling evidence" about the value of comprehensive sex education and the "ineffectiveness" of

the abstinence-only approach. Still, the study does not show how educators should implement comprehensive sex education in the classroom, said Operario, who studies sex education. "We need a better understanding of the most effective ways of delivering this type of education in order to maximize audience comprehension and community acceptability."

2.2.6 Abuse of alcohol and drugs

Inhibition-reducing drugs and alcohol may possibly encourage unintended sexual activity. If so, it is unknown if the drugs themselves directly influence teenagers to engage in riskier behavior, or whether teenagers who engage in drug use are more likely to engage in sex. Correlation does not imply causation. The drugs with the strongest evidence linking to teenage pregnancy are alcohol, "ecstasy", cannabis, and amphetamines. The drugs with the least evidence to support a link to early pregnancy are opioids, such as heroin, morphine, and oxycodone, of which a well-known effect is the significant reduction of libido – it appears that teenage opioid users have significantly reduced rates of conception compared to their non-using, and alcohol, "ecstasy", cannabis, and amphetamine using peers. Amphetamines are often prescribed to treat ADHD – internationally, the countries with the highest rates of recorded amphetamine prescription to teenagers also have the highest rates of teenage pregnancy. Leonard Sax (2005).

Young people are abusing drugs rampantly and of course this will increase the sexual activities. This is a major contributor to increased cases of under age and unwanted pregnancies. According to (Drammond, 2001:3), in the USA about 79, 1% of teenage

students drink alcohol. The USA and Japan have the highest percentage of smokers in the world. A disturbing trend recently is the increasing number of teenage girls who smoke (De Haan, 1997:39). In the USA, marijuana is the most widely used illicit drug among America's youth and the number of teens using marijuana doubled between 1991 and 2001 from 1 in 10 to 1 in 5 (Mvubelo, 2001:12). Among the youth who use drugs, approximately 60% use only marijuana. The marijuana users also tend to become younger and two-thirds of new marijuana users in the USA each year are between 12 and 17.

Drug use among youth has increased and the age at which drug use begins has dropped. (Fishburne 2003:8) states that an estimated 1,5 million Americans, 12 years and older are chronic cocaine users. In addition, many youngsters have been attracted to the inexpensive, high purity heroin that can be sniffed. Although tobacco, alcohol and marijuana are the substances mostly tried, the use of heroin, cocaine, amphetamine and inhalants is also on the rise (Bachman & O'Malley, 2004:16). (Herrel and Roberts 2003:8) examined a wide range of variables from biogenic to environmental factors to determine what makes one adolescent and not another more vulnerable to initial and continued drug use. They found that no single factor accounts for all known causes, consequences and patterns of drug use. Rather, interacting biological (genetic influences), psychological (depression and learning problems), social (family instability), and environmental (street violence) factors, sexual and physical abuse, gang membership, neighbourhood drug trafficking and poverty appear to put adolescents at risk (Herrel & Roberts, 2003:10).

(Njuki 2004:5) maintains that there are so many issues confronting Africa that substance abuse is not looked at with the seriousness it deserves. Both illicit drug trafficking and substance abuse are increasing in Africa. Cannabis, methaqualone, heroin and alcohol are included among the drugs used across the African continent. Moreover, the injection of heroin has caused heightened concern as intravenous drug use assists in the continued spread of HIV/AIDS (Njuki, 2004:5). According to Dandala (2004:4), the fight against alcohol and drug abuse has not been given the same prominence as the fight against HIV/AIDS, yet the two are interlinked. Dandala (2004:7) emphasises the breakdown of culture, urbanization and increasing use of the continent as a transit point in international drug trafficking and that the church must embrace its role and ministry to persons and communities burdened by the ill effects of drug abuse.

2.3 Parental Level of control and Academic Achievement of Girls in primary schools

Parental attitudes towards girls and their participation in household chores are not the only impediments to girls' academic achievements in primary Education. Chege and Sifuna (2006) observe that importance of institutions such as bride price, polygamy, and adultery fine continue to interfere with education of girls. Kinyanjui (1982) in his study on "Education and inequality in Kenya" found that in the very early stages of life, wealthy parents are able to provide a home environment which has a significant educational advantage. Such parents have been known to sacrifice for their children's education but the reverse is true for poor parents who do not have much sacrifice to make and if they do, then the first priority goes to the male child.

World Bank (2002) observes that due to a high demand for the girls' service at home, parents are reluctant to send them to school, or to give them time for school activities.

Girls in Africa and almost in every region work at home more than boys, regardless of whether they are of school going age. It is reported that in Zambia, girls spend four times more than boys on direct productive work (World Bank, 2002). What is more striking is that the outcome of the productive work is not spent on the girls' development. Karugu (1987) says that whether in school or not, girls of primary school age spend significantly more time on household chores than boys. This in the end affects their academic achievement in school.

Wanjiku (1994) noted that girls were enshrined as homemakers and this provided the rationale for post war girl's education by the middle of the 20th century. The education of the girls included a lengthy chapter on domestic subjects, like needlework, cookery, laundry and housekeeping. The general attitude shows that education is undesirable for the women because it interferes with her cultural authenticity and to the dismay of men. This attitude therefore does not encourage education for women, let alone aspirations for a better place in society. This in the end may affect the performance of the girls'.

2.4 Influence of Cultural Factors on Girls Academic Achievement in primary schools

African countries largely have a male preference attitude. Male are expected to be able to do wonders in the world of knowledge and technology. While a woman's place is at home, to keep up with the livelihood of the family (Mischi, 2002). Family development efforts, including schooling are invested on the boys because they are makers of clans while the girls are expected to be married off to husbands who will speak for them.

Kamaara (2005) asserted that women everywhere and at all levels suffer immensely from male dominated patterns of culture and social organization.

Eshiwani (1986) noted that girls had not been encouraged to enter those academic disciplines that were historically dominated by men since cultural influence is still strong in many parts of Kenya. Girl's education is seen as a mere waste of time since girls will leave home and go to another family. Parents have different attitudes towards their sons and daughters. Daughters are brought up for female roles such as child rearing while sons have a while working life to devote to career building. Furthermore, parents believe that females do not have qualities of independence, initiative and assertiveness (Mampele, 1994). Siegel (1987) argues that parents react differently whenever things go wrong for boys and girls in school performance.

The Gachathi report (1976) concluded that the education of women is much less developed than that of men due to traditions believes and prejudices help by people in society. There is need to ensure that career prospects for women and men are made similar through guidance and counseling, increasing girls' opportunities and promoting compensatory enrolment for women at Primary and university levels. Culturally prescribed roles for girls and women especially in the domestic sphere socialize girls to take the roles of deputy mothers. Owing to the cultural division of labour and allocation of duties between sexes, which in many societies start early, the opportunity cost of sending girls to primary school tends to be higher than that of boys.

Ballara (1992) observes that households, fathers and men in general have a negative attitude towards women's education, especially when it results in the possibility of

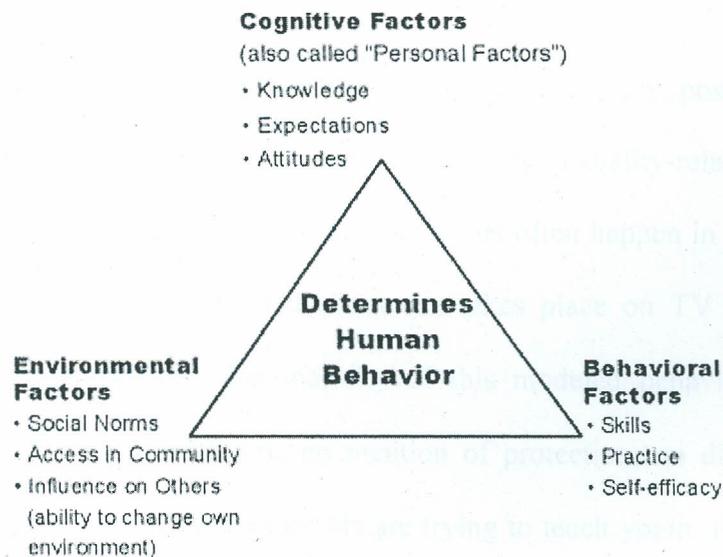
learning new skills that give women a new role in the family, and in the society. These in turn impede the schooling of girls and hence cause low academic achievement in national examinations. Chege and Sifuna (2006) noted that parents tend to discourage too much education for their daughters. There is always the fear that if a girl is highly educated she may find it difficult to get a husband or be a good wife. They argue that women stay away from too much education in order to remain manageable and to avoid entering fields, which would make it difficult to follow their husbands in case of transfer of residence.

Patriarchal societies are affected by patriarchal decent systems, which give preferences for investment in schooling to boys who are believed to retain responsibility for their parents when they grow older, compared to girls, who are incorporated into their husbands' families (Eshiwani, 1993). This is why boys were expected to receive maximum training in order to attain the higher status as heads of the families and as successful heads of their respective families. Boys were also expected to inherit their parents' property and hence maintain their family's status quo. Girls on the other hand, believed that their success and future depended on the success of their husbands and therefore it was used as an excuse for girls not to be taken to school (Maritim, 1990). Otunga (1994) argues that the more popular theory advanced for the high dropout rates among girls is that parents still see boys as fetching greater financial gain upon successful completion of school and that culturally they are entitled to family land as they remain in their birth homes. Additionally, boys are also given preference by parents when it comes to purchasing core textbooks. Wangechi (1996) observed that since women stayed at home while men went hunting, women indulged in idle chatter than men. She continues

to argue that colonization of Kenya provided an opportunity for traditional roles and rights of women to be eroded. Gender had for a long time muted a category with a male dominated and patriarchal character right through the colonial era.

2.5 Theoretical framework

Social Learning Theory (SLT) is a category of learning theories which is grounded in the belief that human behavior is determined by a three-way relationship between cognitive factors, environmental influences, and behavior. In the words of its main architect, Albert Bandura, "Social learning theory approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants" (Social Learning Theory, 1977). This three-way reciprocal relationship is presented in the graphic below:



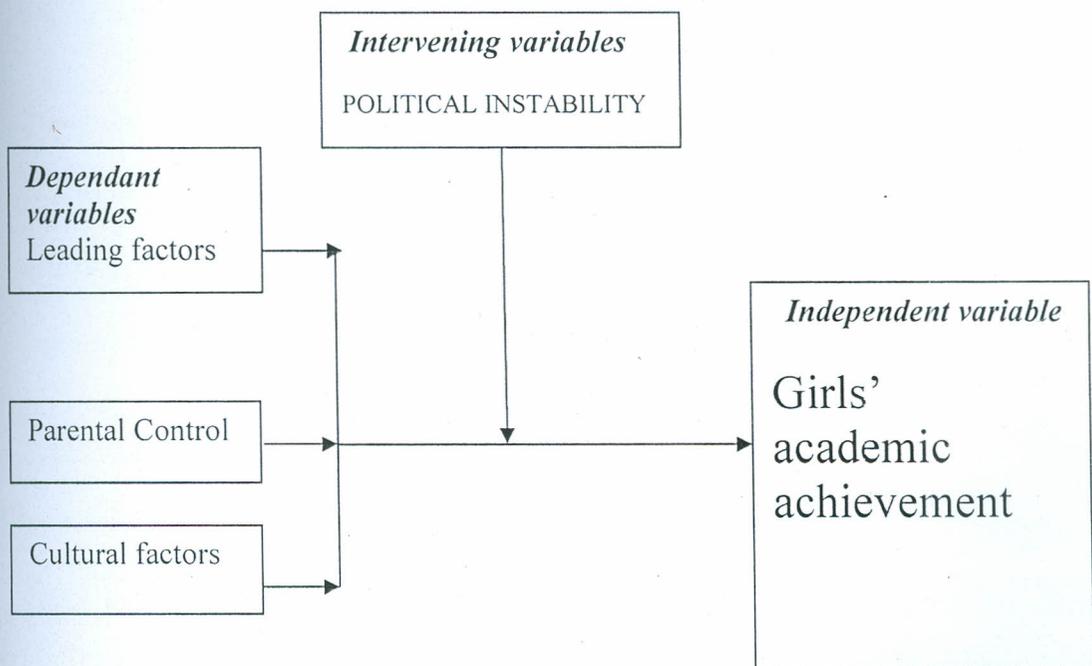
Source: Albert Bandura (1977)

In the application of SLT, the learner is encouraged to: observe and imitate the behaviors of others, see positive behaviors modeled and practiced, increase their own capability and confidence to implement new skills, gain positive attitudes about implementing new skills, and experience support from their environment in order to use their new skills. Social Learning Theory (SLT) has been applied to sexuality education as well as many other areas of health education, including tobacco use prevention, substance abuse prevention and violence prevention. Since SLT aims to change behavior in participants, it is a good fit for prevention-based sexuality programs for example, those that aim to prevent pregnancy by preventing sexual involvement or increasing condom use as opposed to more comprehensive family life programs. SLT is a particularly good fit for pregnancy, STI and HIV prevention programs because: Sexual behavior is influenced by personal knowledge, skills, attitudes, interpersonal relationships, and environmental influences.

All of these factors are addressed in SLT. Teens receive few, if any, positive models for healthy sexual behavior. Modeling positive and healthy sexuality-related behavior to youth is extremely important. Because sexual behaviors often happen in private settings, much of what youth observe modeled about sex takes place on TV and in movies, popular music and magazines. The majority of this modeled behavior early sexual activity, violence combined with sex, no mention of protection, no discussions about risks is counter to what family life educators are trying to teach youth. It provides youth with behavioral skills practice. Youth actually practice the skills for example, saying "no" to pressure to have sex, or putting on a condom that they will use in their real lives. In the area of sexuality, teens often do not get a chance to "practice" these prevention skills

before they are in the actual situations where they need them. Teaching youth specific behavioral skills is crucial in an effective prevention program. Unfortunately, many sexuality programs over emphasize cognitive learning and fail to address the behavioral aspects of becoming and staying sexually healthy.

2.6 Conceptual Framework



Source: Author 2013

This framework attempts to explain the effect of early pregnancy on academic achievement of Primary schools girls. Girls have little space to safely make the transition between childhood and adulthood because they face multiple constraints and risks during puberty and adolescence. There are a number of factors that hinder Girl child Academic achievement; this includes peer pressure, Rape, Broken Families, Poverty, Lack of sexual awareness, Abuse of drugs and alcohol. Parental attitudes towards girls and their

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlighted on the research design that was used, area of the study, population of the study, sample selection methods and size, data analysis methods that were employed.

3.2 Research Design

The study adapted descriptive design. Descriptive design sought to uncover the nature of factors involved in a given situation, the degree in which it exists and the relationship between them (Bell, 1993). Descriptive study was undertaken in order to ascertain and describe the characteristics of the variables of interest in a situation (Uma, 2003).

3.3 Study Area

The study was carried out in primary schools in Migori County. Migori County is one of the twelve (12) Counties in Nyanza Province covering an area of 21505 sq Km. This was carved in 1992 from the former South Nyanza County and borders Homa Bay and Kisii Central Counties to the north; Gucha and Trans mara Counties to the east; and to the south it borders Kuria, Trans mara, Republic of Tanzania to west. It touches Lake Victoria and Suba County on its Western boundaries. It has eight (8) administrative divisions, forty-six locations and one hundred and seventeen sub-locations with a total of 788 primary schools (MoE, 2012). The table below shows the Divisions and number of Head teachers and Class teachers in Suba East and Suba West.

Table 3.1: The Number of Head teachers and class teachers in Migori County

Divisions	Head-teachers		Class teachers		Students	
	Popn	Sample	Popn	Sample	Popn	Sample
Suba East	200	20	200	20	240	24
Suba West	210	21	210	21	1320	132
Total	410	41	410	41	1,560	156

Source: MoE 2012

3.4 Study Population

In Suba East and Suba West Divisions there are 410 primary schools. The population of the study constituted 1,560 pupils of upper primary in Suba East and Suba West Divisions. Due to the enormity of the County two divisions were randomly selected to participate in the study.

3.5 Sample Size and Sampling Techniques

The study used stratified random sampling technique to draw a sample from the study population; Stratified random sampling ensured that a satisfactory representation of the population was included in the sample. In proportional stratified random sampling the proportion of each subgroup was the same as their proportion in the population (Gall M, Gall P and Borg, 1983). According to (Gay, 1996) he states that in descriptive research 10% of the target population is sufficiently representative enough of the total target population. Out of the 410 schools only 10% was selected, giving a total of 41 schools,

156 students and 41 Class teachers and Head teachers. Based on the two educational zones, stratified sampling technique was used to select forty one schools from the County. The schools were girls' schools and mixed schools because this is where the researcher would be able to get relevant respondents. All the head teachers of the forty one schools participated in this study. The class teachers and the upper class students were selected using systematic random sampling. In systematic sampling procedure, every K^{th} case of the population is selected for inclusion in the sample (Mugenda, 1999). This method was appropriate where a complete list of the population from which sample is drawn was available therefore in this particular study, after every 10th school, a sample will be drawn.

3.6 Research Instruments

Data collection was from two main sources; Primary and Secondary Data. In using Primary sources data was collected from selected respondents. Primary data was gathered using Interview Guides and Questionnaires. The use of the two approaches at the same time in basic research was recommended by (Gay, 1996) as the best way to get sufficient results. Secondary sources included relevant documents and reports. Secondary data was collected by reviewing available literatures or publication in relation to the Research topic. The researcher employed the technique to pick information that was available from these reports.

3.7 Questionnaires

Questionnaires were preferred for this study because according to (Gay, 1992) descriptive data are usually collected through questionnaires to be administered. The semi – structured questionnaire and structured questionnaire were the main instrument of the

study to be administered to the respondents. Both approaches were adopted to enable the researcher get relevant information concerning the research topic. The researcher preferred to use this method because of its ability to solicit information from respondents within a short time as supported by (Gupta, 1999). Moreover, respondents were given time to consult records so that sensitive questions could be truthfully answered as supported by (Floyd, 1993).

Both Open and closed ended questionnaires were administered, this was because Close ended questionnaires were easier to analyze since they were in an immediate usable form and again each item could be followed by alternative answers. Open ended questions permitted a great depth of response, where a respondent was allowed to give a personal response, usually reasons for the response given were directly or indirectly included. They were simpler to formulate mainly because the researcher did not labour to come up with appropriate response categories.

a) Students' Questionnaire

The first questionnaire was the students' questionnaire on the effect of early pregnancy on academic achievement of Primary schools girls in Migori County.' (SQ) see appendix A. These questionnaires were administered to upper primary pupils who participated in this study.

b) Teachers' Questionnaire

The second questionnaire was the teacher's questionnaire on the effect of early pregnancy on academic achievement of Primary schools girls in Migori County (TQ) see appendix B. These questionnaires were administered to upper primary class teachers specifically.

It sought information from teachers on the effect of early pregnancy on academic achievement of Primary school girls.

3.7.1 Interview Schedule for Head teachers

Kothari (1993) defines an interview schedule as an outline of questions that form a basis for and guide the interviewing process. The schedule provides a structure that aids in obtaining the necessary information efficiently and in business-like atmosphere. An interview schedule was carried out to determine the head teacher's view on the effect of early pregnancy on academic achievement of Primary schools girls. It was exclusively administered to all the head teachers involved in the study. The interview schedules enable one to gather in-depth information to counter check the information obtained through questionnaires.

3.8 Data Collection Method

The researcher requested for permission from the National Council of Science and Technology through the School of Graduate Studies Maseno University then proceeded to the field. The researcher visited the sampled schools to make appointments and develop rapport after getting a letter of introduction from the District Education Office in Kisumu. The respondents were visited on the agreed dates and the correct instruments were used to collect data. The questionnaires were left with the respondents to have adequate time to fill them. The questionnaires were collected after a period of two weeks.

3.9 Data analysis techniques

Data processing was done in steps; data validation, cleaning, coding entry and analysis. Upon completion of data collection, the Questionnaires and Interview guides were edited, coded and entered into a computer spreadsheet in a standard format to allow for analysis of descriptive statistics. Validation involved checking completion of questionnaires by the enumerators while in the field for validity. Cleaning step involved finalizing the questionnaires and confirming the data collected in readiness for entries into SPSS version 17 program. Statistical procedures were applied to the data to express concepts and relationships. The researcher used descriptive statistics. Measures of central tendency (mean, mode, median) and frequencies and percentages were used to describe the population.

3.10 Ethical Considerations

The Researcher ensured that participants were well informed of the intentions of the study so that they could participate from a point of information. The purpose, procedure and benefits of the study were explained; inclusion was voluntary. Informed written consent was sought from the study participants. Consent was translated and simplified in Kiswahili and dholuo by the research assistants to facilitate understanding of information contained therein. The researcher also ensured that data collected was analyzed professionally and that it was not fudged to conform to a predetermined opinion. Further, to protect the respondents' identities; data was reported as a block instead of highlighting individual cases. The researcher obtained all the necessary permits from the University and National Council of Science and Technology. Further, the researcher ensured that all

information provided was treated with utmost privacy and confidentiality, and that no information was released to a third party without written permission from the source.

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CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 Introduction

In this chapter, data was presented, analyzed and discussed into three sections according to the research questions guiding the study. The aim of the study was to establish the effect of early pregnancy on academic achievement of Primary schools girls in Migori County. The Principal guiding factor in the data analysis presented in this chapter was the study objectives provided as follows: Establishing factors leading to early pregnancy of girls in Primary Schools in Migori County. Determining the extent to which parental control influence girls' academic achievement in primary education after early pregnancy and examining how cultural factors relating to pregnancy influence girls' academic achievement at Primary education.

4.2 Questionnaire Return Rate

During the research study the researcher distributed 341 questionnaires which reflected 100% of the questionnaires, of which 311 (91%) were returned fully answered however 30 (9%) of the questionnaires were returned not fully answered thus not being able to be used for analysis in this research study.

Table 4.1 Response Rate Analysis

	Respondents	Percentage
Questionnaires distributed	341	100
Questionnaires returned answered	311	91
Questionnaires returned un-answered	30	9

Source: Primary Data

The researcher established that the questionnaires returned unanswered because the respondents were not available to participate in the research.

4.3 Background Information

The presentation of this data is done in two sections; the first section provides the background information of the respondents while the second section provides the data analysis. The current section presents the background information of the respondents. The researcher felt this information was important because the respondents, background with the organization and area of study determines their ability to possess the required information and subsequently determined the necessity of the researcher to probe for any detail. Demographic characteristics of the respondents that the study sought to establish were, age, sex, professional qualifications and teaching experience based on questionnaires.

Table 4.1. 1 Ages of respondents

Age Bracket	<u>Head teachers</u>		<u>Class Teachers</u>	
	f	%	f	%
20 – 30 yrs	-	-	8	26
31 – 40 yrs	11	19	15	32
41 – 50 yrs	25	65	18	42
51 – 60 yrs	5	16	-	-
Total	41	100	41	100

Source: Primary Data

As shown in Table 4.1.1 above, 11(19%) of head teachers fell within the age bracket of 31 – 40 years, while 8(26%) of the Class Teachers fell within the age bracket of 21 – 30, the majority 25(65%) of head teachers were in the age range 41 – 50 years. Only 18 (42%) of the Class Teachers were above 41 years of age. As can be observed from Table 4.1, 50% of the head teachers fell above 40 years of age a sign that they were older enough to offer good advice to the girl child. Equally, most class teachers fell above 40 years of age and induction that they were capable of guiding the girls towards better academic achievements.

During the face to face Interviews the respondent stated that most schools had older head Teachers this was considered to be a good attribute since it helped guide the pupils with regard to up holding their morals. Other respondents argued that the younger generations of teachers tend to understand the behavior of modern pupils thus help in guiding them.

Table 4.1. 2 . Depiction of Head Teachers and Class Teachers Gender

Gender	<u>Head Teachers</u>		<u>Class Teachers</u>	
	f	%	f	%
Female	12	29	15	37
Male	29	71	26	63
Total	41	100	41	100

Source: Primary Data

It can be observed from Table 4.1.2, that 29(71%) of head teachers were males and only 12(29%) of the head teachers were females. The male dominance can also be observed from the newly appointed teachers where males were 26(63%) while females were only 15(37%).

During interviews, it was established that majority of the newly appointed teachers had not been exposed to teaching after their initial training in colleges and that they were in dire need of induction to place them well into the profession.

Table 4.1. 3 Teachers Academic and Professional Levels of Education.

Academic Level of Education	<u>Head Teachers</u>		<u>Class Teachers</u>	
	f	%	f	%
Diploma	-	-	-	-
BA/BSc with PGDE	-	-	13	26
BED	22	54	22	55
MED	19	46	06	19
Total	41	100	41	100

Source: Primary Data

As it can be observed from Table 4.1.3, no head teacher or class teacher had a Diploma in Education, while majority 22 (54%) had Bachelor Degree in Education and some 13(26%) head teachers had Masters of Education. The Heads Teachers who had Masters Degrees were 19(46%) while the class teachers were 6(19%) with the same masters Degree.

During the face to face interviews the respondents stated that there was need for teachers to go and up grade their studies though the respondents collectively agreed that the standard of teaching was well above average and that the class teacher and head teachers all understood their roles. The researcher sought to establish the respondents work experience as depicted on table 4.1.4 below:

Table 4.1. 4 Teacher's years of work experience as reported by head teachers and class teachers

Experience in the Teaching profession	<u>Head Teachers</u>		<u>Class Teachers</u>	
	f	%	f	%
1 – 5 yrs	--		3	10
6 – 10 yrs	13	32	15	48
11-20 yrs	28	68	13	42
Total	41	100	41	100

Source: Primary Data

As can be observed from Table 4.4, no head teacher has less than 5 years experience as a head teacher, while majority (100%) had more than 5 years experience as head teachers and were qualified enough to support academic performance of girls. It can also be observed that some 3(10%) class teachers has less than 5 years work experience and would rely most on the head teachers for direction. While majority 15(48%) had between

6 – 10 years work experience, they were more experienced on how to improve the girl child academic performance. However 13(42%) class teachers that had between 11 – 20 professional experiences and would require little assistance if any to promote girls' performance.

During the face to face interviews the respondents stated that it was not easy for one to be promoted into being a head teacher especially when one did not have proper academic qualification and work experience. The findings can further be supported by various documented records that the majority of teachers admitted to pre-service training programmes did not choose education at all, but took teaching as the only available option (Republic of Kenya, 1999). The head teachers equally noted that an unmotivated teacher is inappropriate personnel to promote girl-child participation since they might perpetuate gender stereotypes on role, occupation and behavior in the process of curriculum instruction. In addition to that, it is important to note that less experienced teachers are less likely to use textbooks, which motivate learning among students, than more experienced ones (Psacharopoulos & Woodhall, 1985). Despite the expressions however, the researcher was confident, because he was able to obtain varying views from respondents with varying work experiences. From Table 4.1.4, it can be implied that the contributions of head teachers towards girl's performance was vital.

4.4 Factors leading to early pregnancy of girls in Primary Schools in Migori County.

The research question responded to was: what are the Factors leading to early pregnancy of girls in Primary Schools. The responses to this research question are shown in Table 4.2.

Table 4. 2 Factors leading to early pregnancy of girls in Primary Schools

Perception	Frequency	%
Peer pressure:	6	19
Rape:	4	13
Broken families:	5	16
Poverty:	7	23
Lack of sexual awareness:	4	13
Abuse of alcohol and drugs	5	16

Source: Primary data

As can be observed from Table 4.2, Majority of the respondents 7(23%) stated that poverty was one of the leading factors to early pregnancy of girls in Primary Schools, broken families and Abuse of alcohol had a similar number of respondents 5(16%) who felt that it contributed to early pregnancy of girls in Primary Schools, this left a distribution of 6 (19%) of the respondents who felt that peer pressure contributed to early pregnancy of girls in Primary Schools, 4(13%) of the respondents felt that rape and lack of sexual awareness hindered girl child educational achievement due to the pregnancy occasioned by the same.

During the face to face interviews respondents stated that Early Pregnancy in Kenya amongst school going girls was become a worrying trend. Young girls dropped out of school due to pregnancy and could not continue with their education. This meant that they had to drop out of school to first take care of themselves and the baby when it was born. These cases of early pregnancy have diverse effects not only to the individual but also the community as a whole. Respondents stated that teenaged females were highly

influenced by many social issues, but those with the lack of strong parental guidance, sex education, and positive mass media were more likely to have a premarital pregnancy.

According to different scholars most young people trust their peers and are easily influenced to engage in sexual encounters as a way of belong to a group. This may not be spelled out as a ritual but is expected of every member of the group (Kaiser Family Foundation, 2000a) . Youths who resist engaging in sexual activity tend to have friends who are abstinent as well. They also tend to have strong personal beliefs in abstinence and the perception of negative parental reactions. Youths who are sexually active tend to believe that most of their friends are sexually active as well, that rewards outweigh the costs of sexual involvement, that sex overall is rewarding, and that it is all right for unmarried adolescents over age 16 to engage in intercourse (Advocates for Youth, 1997). Some communities in Kenya marry off young girls from age 10 to men old enough to be their parents. At this tender age, these girls have not being exposure to any form of sexually education and have no clue of what their husbands expect from them. Lack of a stable family structure push the girls to look for security else where and this is when they get lured in relationships which have devastating effects on their lives. Children from broken homes are twice as likely to have sex before the age of 16, the legal age of consent, as those living with both parents, according to a report published today. Due to poverty, girls are forced by their parents to sell their bodies as a source of revenue for the family, just to cater for their basic needs.

Poverty and hopelessness are the main reasons teens might decide to have a child out of wedlock; they are the main reasons they drop out of school and the economic mainstream. Teen pregnancy is a symptom of poverty, not a cause, the researchers found.

They are not poor because they had babies as teens. They are just still poor. As a matter of fact, teens in poverty who do not have children do not have significantly better outcomes as a result, the researchers found. There is a big difference between the society we were brought up in and the current society in terms of sexual awareness. New research suggests that comprehensive sex education might lead to less teen pregnancy, and there are no indications that it boosts the levels of sexual intercourse or sexually transmitted diseases.

Young people are abusing drugs rampantly and of course this will increase the sexual activities. This is a major contributor to increased cases of under age and unwanted pregnancies. (Njuki 2004:5) maintains that there are so many issues confronting Africa that substance abuse is not looked at with the seriousness it deserves. Both illicit drug trafficking and substance abuse are increasing in Africa. Cannabis, methaqualone, heroin and alcohol are included among the drugs used across the African continent. Moreover, the injection of heroin has caused heightened concern as intravenous drug use assists in the continued spread of HIV/AIDS (Njuki, 2004:5). According to Dandala (2004:4), the fight against alcohol and drug abuse has not been given the same prominence as the fight against HIV/AIDS, yet the two are interlinked. Dandala (2004:7) emphasises the breakdown of culture, urbanization and increasing use of the continent as a transit point in international drug trafficking and that the church must embrace its role and ministry to persons and communities burdened by the ill effects of drug abuse.

Table 4. 3 Establishing the effects of school environment on girls' academic performance as reported by Class Teachers.

Perception	frequency	%
Lack of textbook	9	29
Lack of facilities	12	39
Hostility of teachers	4	13
Hostility of students	6	19

Source: Primary Data

Table 4.3 above emphasizes lack of facilities as greatly affecting the academic performance of girls as depicted with a frequency of 12(39%). Inadequate textbooks also were viewed as affecting the performance of girls with a frequency of 9 (29%). Hostile teachers also were shown to affect girls' performance this was depicted by a distribution of 4(13%). The hostility of students did not greatly affect the girls' performance as it was viewed to have a frequency of 6 (19%).

During the face to face interviews the respondents stated that there was lack of facilities in girls' schools which would otherwise enhance academic performance of girls in schools. Lack of text books was equally noted, this was due to poor school organization, based curriculum, cultural practices, and attitudes. Such important facilities are a pointer to poor organizations in schools as put forward by (Barngetuny, 1991) that girls are prone to dropping out of school, underachievement in school and in some areas they do not enroll in school.

According to Class teachers factors associated with the instructional process such as textbooks, teacher quality, teaching methods, school organizations, teachers' correction

of pupils' books, school library activity, class room organization and frequency of homework determined the level of participation. This assertion is supported by (Eshiwani, 1993) who noted that the presence of quality school facilities and services are some of the symbols of high educational quality. It is the role of the principal to put in place rules and regulations that will ensure that girls remain in school at all times unless they are participating in educational activities outside the school.

According to head teachers, most girls could do better than they were scoring if the facilities could be adequate for learning. Inadequacy of facilities forces girls to either share or improvise and this venture is never liked by girls who finally give up and relax for nature to take its course. These findings can also be supported by (Odaga, 1992) when he noted that the availability of physical and instructional facilities has significant influence on girls' performance. The facilities include classrooms, workshops, dormitories, computers, school vehicles, text books, laboratories and lighting among others. In his study of quality of schools in Kisumu Municipality, Odaga further noted that physical facilities attract and motivate students to work hard and complete their education. He further observed that those schools with better facilities do better in examinations. (Wanjiku and Wanjiru, 1994) also noted that the quality and adequacy of these resources have direct impact on the girls' education.

According to the class teachers during interviews, the personality and attitude of the subject teacher far exceeds the methods and materials in teaching, they further noted that some teachers in either mixed schools or girls schools regarded girls as academically inferior. They describe girls as stupid and lazy, articulating lower expectations. This

finding is also supported by (Kasente, 1996) who asserted that the way teachers criticized the student responses and other gender-based teacher-pupil relationships could lead to negative and limited perceptions of female academic ability and potential.

Table 4. 4 The teachers' views on girls' participation in classes

Teacher's View	frequency	
	HT	CT
High	15	18
Medium	17	15
Low	9	8

Source: Primary data

Table 4.4 reveals that both head teachers and class teachers did have positive attitude on girls' participation. The frequency obtained shows that the class teachers had a higher frequency of 18 respondents who had a positive view on girl's participation in class. Head Teachers on the other hand had a frequency of 15 respondents. This left a distribution of 9 head teachers and 8 class teachers who had a low view on girl's participation in class.

During interviews with the head teachers the study established that teachers do reward girls in their classes for actively participating during their lessons a sign that they were having positive perception on girls' participation. The head teachers further maintained that their schools do give equal opportunity for girls to participate with boys especially through joint examination where they were awarded equally for good performance.

On their part the class teachers noted that they do challenge girls to aspire for tough courses which initially were perceived to be male dominated courses. This the class teachers noted to be one of the pointers that teachers had positive attitude towards girls participation in the academic programmes.

4.5 Extent to which parental control influence girls' academic achievement in primary education after early pregnancy?

The research question responded to was: To what extent does parental control influence girls' academic achievement in primary education after early pregnancy? The responses were presented in Table 4.5.

Table 4. 5 Parental control influence girls' academic achievement in primary education after early pregnancy

Influence	<u>frequency</u>
	<u>Class teachers</u>
Parents enhance their daughter's academic performance.	17
Parents do not contribute to their daughters' academic performance	8
Parents do not enhance their daughters' academic performance	4
Parents do contribute to their daughters' academic performance	12

Source: Primary Data

According to table 4.5 above, class teachers indicated that parents greatly influence their girls' performance. As can be observed from a frequency of 17 respondents they stated that Parents do enhance their daughter's academic performance, 12 respondents stated that Parents do contribute to their daughters' academic performance, while 8 respondents stated that Parents do not contribute to their daughters' academic performance this left a

distribution of 4 respondents who believe that Parents do not enhance their daughters' academic performance .

During the face to face interview with the head teachers, all head teachers noted that parental control influenced academic achievement of girls' education. The head teachers further noted that the way the parent perceives his/her child's capability would influence the students' performance if girls were led to believe they are capable of very little academic achievement, then the girls would have low expectations of themselves, the child would have little self-motivation and would achieve very little.

Table 4. 6 . Parental support in school academic work like doing assignments

STATEMENT	Frequency
My mother helps me do home work in a number of subjects.	152
My father helps me do home work in a number of subjects.	75
Both my parents help me do my home work in a number of subjects.	100
Both my parents and guardians help me do homework	130
My guardian do help me do my homework in a number of subjects	150

Source: Primary Data

Table 4.6 reveals that mothers do assist their daughters in doing homework with a frequency of 152. Equally fathers also do assist in homework as depicted from the table by a frequency of 75. Both Parents who do help their daughters are few with a frequency of 100. During interviews with head teachers the study established that children whose parents coo-operates with the teachers and school as a whole do perform better than those whose parents were indifferent. This finding concurs with (Berger, 1983) when he

emphasized that the co-operation of parents has a lot to account for the academic outcome of children.

The findings further concur with studies in Latin America (Dessorollo, 2000) and San Francisco (Plamin, Defris and mcleen 1990) which found that Parent's level of education could play an important role in determining a child's intellectual performance on academic achievement. (Mukonyi, 1987) and (Juma, 1994) carried out their investigations in western and coastal regions of Kenya respectively. These later studies confirmed that a direct relationship exists between parental level of education and girls' academic achievement. The present findings reveal a positive relationship between the level of education and girl's academic achievement.

Class teachers further noted that, parents can offer academic stimulation to their children such that even though the children do not necessarily aim at having the same jobs as their parents, their desires to succeed in school and obtain respectable careers to succeed in school and obtain respectable careers may reflect their parents' expectations.

Interviews with head teachers further revealed that the kind of interaction and feedback children receive from their parents, peers and teachers- either in word or deed- goes a long way to influencing the nature of evaluations that children make of themselves. These evaluation, they noted may be positive or negative. According to (Garzarelli and Lester 1989) there is a strong relationship between self-concept and academic performance in female and that parents were more ready to punish wrongdoing than reward diligence. This bred the 'as-good-as-nothing' attitude in the children, culminating in low self-concept hence low academic performance.

4.6 How cultural factors relating to pregnancy influence girls' academic achievement at Primary education.

The research questions responded to was: To what extent does a cultural factor affect the girls' academic achievement in Primary education?

Table 4. 7 Cultural factors as reported by Class Teachers

Cultural Factors	Frequency Class teachers
Members of my community are strict on girls and want them to Concentrate on studies.	8
Girls do more domestic chores like fetching firewood, water grinding maize, taking care of siblings while boys are free to do studies and school work.	14
My community wants their daughters to get married at an early age.	12
My community do not care whether girls indulge in night dances or not.	7

Source: Primary Data

Table 4.7, reveals that most communities are strict on girls' and want them to concentrate in studies this is depicted with by as frequency of 8. It was however revealed that domestic chores do hinder girls' academic performance especially in day schools this was reflected by a frequency of 14. The table however reveals that only a few communities illustrated by a frequency of 12 want their daughters married at an early age. While some communities do not care whether girls indulge in night dances or not this was represented by a frequency of 7 respondents. The study established a great influence of cultural

factors on the girls' academic performance which is in agreement with (Eshiwani, 1983) that the environment in which the individual student lives influence her/his aspirations, self-esteem and motivation. Eventually the environment can either enhance or hinder a students' learning and educational attainment.

During the face to face interviews the respondents unanimously agreed that the success of girl's primary education depended on the role of the Primary principals' by involving all stakeholders and emphasizing on the importance of girls' retention and attention. According to all head teachers, there are those girls that were asked by their parents to quit school and help them with household chores, and there are those that go to school but due to the large number of idle young men preying on them and lack of guidance by parents and teachers, majority end up pregnant and consequently drop out of school. This finding concurs with various studies conducted by other researchers; (Oloo, 2003) indicates that involvement in domestic chores by the girls was found to be affecting their academic achievement negatively.

According to class teachers, cultural impediments do provide them with less exposure to the information that allows individuals to develop self-efficient hence it makes girls loose morale for school since girls would traditionally depend on men. This finding can be supported by (Kasente, 1995) who noted that student's workload in their homes clearly has a detrimental impact on their academic performance, since their duties are daily affairs. (Abagi, 1995) also concurs with the study findings when he noted that girls are normally overburdened with family and household chores thus do not enjoy plenty of time to study and freedom to choose what to engage in. This finally leads to poor academic performance in examinations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The current chapter of this study presents the discussion of the results derived from the data presented in Chapter four, the discussion leads into varying conclusions and a number of recommendations are subsequently derived.

5.2 Summary

The following are the summaries on the findings based on the three objectives that guided the study. The first research objective sought to establish factors leading to early pregnancy of girls in Primary Schools in Migori County. The study established that the Majority of the respondents 7(23%) stated that poverty was one of the leading factors to early pregnancy of girls in Primary Schools, broken families and Abuse of alcohol had a similar number of respondents 5(16%) who felt that it contributed to early pregnancy of girls in Primary Schools, this left a distribution of 6 (19%) of the respondents who felt that peer pressure contributed to early pregnancy of girls in Primary Schools, 4(13%) of the respondents felt that rape and lack of sexual awareness hindered girl child educational achievement due to the pregnancy occasioned by the same. According to different scholars most young people trust their peers and are easily influenced to engage in sexual encounters as a way of belong to a group. This may not be spelled out as a ritual but is expected of every member of the group (Kaiser Family Foundation, 2000a). Youths who resist engaging in sexual activity tend to have friends who are abstinent as well. They also tend to have strong personal beliefs in abstinence and the perception of

negative parental reactions. Youths who are sexually active tend to believe that most of their friends are sexually active as well, that rewards outweigh the costs of sexual involvement, that sex overall is rewarding, and that it is all right for unmarried adolescents over age 16 to engage in intercourse (Advocates for Youth, 1997). Establishing the effects of school environment on girls' academic performance as reported by Class Teachers depicted that lack of facilities as greatly affecting the academic performance of girls as depicted with a frequency of 12(39%). Inadequate textbooks also were viewed as affecting the performance of girls with a frequency of 9 (29%). Hostile teachers also were shown to affect girls' performance this was depicted by a distribution of 4(13%). The hostility of students did not greatly affect the girls' performance as it was viewed to have a frequency of 6 (19%). According to Class teachers factors associated with the instructional process such as textbooks, teacher quality, teaching methods, school organizations, teachers' correction of pupils' books, school library activity, class room organization and frequency of homework determined the level of participation. This assertion is supported by (Eshiwani, 1993) who noted that the presence of quality school facilities and services are some of the symbols of high educational quality. It is the role of the principal to put in place rules and regulations that will ensure that girls remain in school at all times unless they are participating in educational activities outside the school. According to head teachers, most girls could do better than they were scoring if the facilities could be adequate for learning. Inadequacy of facilities forces girls to either share or improvise and this venture is never liked by girls who finally give up and relax for nature to take its course. These findings can also be supported by (Odaga, 1992) when he noted that the availability of physical and

instructional facilities has significant influence on girls' performance. The facilities include classrooms, workshops, dormitories, computers, school vehicles, text books, laboratories and lighting among others. In his study of quality of schools in Kisumu Municipality, Odaga further noted that physical facilities attract and motivate students to work hard and complete their education. He further observed that those schools with better facilities do better in examinations. (Wanjiku and Wanjiru, 1994) also noted that the quality and adequacy of these resources have direct impact on the girls' education. On the teachers' views on girls' participation in classes both head teachers and class teachers did have positive attitude on girls' participation. The frequency obtained shows that the class teachers had a higher frequency of 18 respondents who had a positive view on girl's participation in class. Head Teachers on the other hand had a frequency of 15 respondents. This left a distribution of 9 head teachers and 8 class teachers who had a low view on girl's participation in class. On their part the class teachers noted that they do challenge girls to aspire for tough courses which initially were perceived to be male dominated courses. This the class teachers noted to be one of the pointers that teachers had positive attitude towards girls participation in the academic programmes.

The second research objective sought to determine the extent to which parental control influence girls' academic achievement in primary education after early pregnancy. The study revealed that mothers do assist their daughters in doing homework with a frequency of 152. Equally fathers also do assist in homework as depicted from the table by a frequency of 75. Both Parents who do help their daughters are few with a frequency of 100. During interviews with head teachers the study established that children whose parents co-operates with the teachers and school as a whole do perform better than those

whose parents were indifferent. This finding concurs with (Berger, 1983) when he emphasized that the co-operation of parents has a lot to account for the academic outcome of children. The findings further concur with studies in Latin America (Dessorollo, 2000) and San Francisco (Plamin, Defris and mcleen 1990) which found that Parent's level of education could play an important role in determining a child's intellectual performance on academic achievement. (Mukonyi, 1987) and (Juma, 1994) carried out their investigations in western and coastal regions of Kenya respectively. These later studies confirmed that a direct relationship exists between parental level of education and girls' academic achievement. The present findings reveal a positive relationship between the level of education and girl's academic achievement. Class teachers further noted that, parents can offer academic stimulation to their children such that even though the children do not necessarily aim at having the same jobs as their parents, their desires to succeed in school and obtain respectable careers to succeed in school and obtain respectable careers may reflect their parents' expectations. According to (Garzarelli and Lester 1989) there is a strong relationship between self-concept and academic performance in female and that parents were more ready to punish wrongdoing than reward diligence. This bred the 'as-good-as-nothing' attitude in the children, culminating in low self-concept hence low academic performance.

The third research objective sought to examine how cultural factors relating to pregnancy influence girls' academic achievement at Primary education. The study established that most communities were strict on girls' and wanted them to concentrate on their studies this is depicted with by as frequency of 8. It was however revealed that domestic chores do hinder girls' academic performance especially in day schools this was reflected by a

frequency of 14. The table however reveals that only a few communities illustrated by a frequency of 12 want their daughters married at an early age. While some communities do not care whether girls indulge in night dances or not this was represented by a frequency of 7 respondents. The study established a great influence of cultural factors on the girls' academic performance which is in agreement with (Eshiwani, 1983) that the environment in which the individual student lives influence her/his aspirations, self-esteem and motivation. Eventually the environment can either enhance or hinder a students' learning and educational attainment. According to class teachers, cultural impediments do provide them with less exposure to the information that allows individuals to develop self-efficient hence it makes girls loose morale for school since girls would traditionally depend on men. This finding can be supported by (Kasente, 1995) who noted that student's workload in their homes clearly has a detrimental impact on their academic performance, since their duties are daily affairs. (Abagi, 1995) also concurs with the study findings when he noted that girls are normally overburdened with family and household chores thus do not enjoy plenty of time to study and freedom to choose what to engage in. This finally leads to poor academic performance in examinations.

This when compared with the Global trends depicted that An estimated 16 million girls aged between 15 and 19 give birth every year, with 95% of these births occurring in developing countries, according to the review done by Rosen. This makes up 11% of all births worldwide. However, global averages mask important regional differences. Births to adolescents as a percentage of all births range from about 2% in China to 18% in Latin America and the Caribbean. Although the circumstances of adolescent pregnancy vary

greatly, some commonalities stand out: younger bodies are not fully developed to go through the process of pregnancy and childbirth without adverse impacts. Adolescent mothers face a higher risk of obstructed labour than women in their twenties. Without adequate emergency obstetric care, this can lead to uterine rupture and a high risk of death for both mother and infant. For those who survive, prolonged labour can cause obstetric fistula, which is a tear between the vagina and the bladder or the rectum, causing urine or faeces to leak. In Ethiopia and Nigeria, more than 25% of fistula patients had become pregnant before the age of 15 and more than 50% before the age of 18. Although the problem can be rectified with surgery, treatment is not widely available in most countries where fistula occurs and millions of women are left to suffer with a condition that leads to incontinence, bad odours and other side-effects including psychological problems and social isolation. Although teenage pregnancies are decried as one of the major hindrances to girl's education in Kenya, there has been little effort in critically evaluating the underlying determinants, particularly in the rural areas where they are prevalent.

5.3 Conclusions

The first objective sought to establish the factors that lead to early pregnancy of girls in Primary Schools in Migori County, the researcher concluded that there was need to create favorable learning environment fostered by mentors to the young girls in order for them to complete and improve their academic achievement .

The second objective assessed the extent does parental control influence girls' academic achievement in primary education after early pregnancy. The researcher concluded on the second objective stating that parents had a big role to play in assisting the girl's attain

academic achievement modeling and counseling them on the importance of a sound education.

The third objective identified the influence of cultural factors relating to pregnancy on girls' academic achievement at Primary education. The researcher concluded that cultural factors do negatively affect girls' academic achievements as they emphasis boys' success and most dejectedly cultural factors is biased on girls as they perceive girls to be low achievers than boys hence recommends lesser technical subjects for girls which demoralize their academic aspirations.

5.4 Recommendations

In line with the first objective the researcher recommended that the there was need to develop referral systems that are accessible and responsive to violations of girls' rights including sexual abuse and exploitation, child marriage and child labor.

The researcher based on the second objective recommended that there was need to be ensuring that poverty reduction and social protection programs take into account the specific needs of girls.

The researcher recommended on the third objective that, there was need to Institute and enforces laws and policies to protect girls from school-based violence and harassment.

5.5 Recommendations for Further Research

The researcher recommends that there is need to introduce and evaluate the cash transfer programme as a type of social protection program targeting families in order to prevent girls' school dropout and early pregnancy amongst financially disadvantaged communities.

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