

# “THE BOYS GET THE PLEASURE THE GIRLS GET THE PAIN”.

The views of teenage girls in Kenya concerning the causes  
and prevention of teenage pregnancy.

Robert Matheka

Bachelors Thesis  
August 2012

Degree Programme in Nursing  
School of Health and Social Studies



Author(s) Matheka Robert Ndambuki	Type of publication Bachelor's Thesis	Date: 13.08.2012
	Pages 67	Language: English
	Confidential ( )                      Until	Permission for web publication ( X )
<p>Title</p> <p>“THE BOYS GET THE PLEASURE THE GIRLS GET THE PAIN”.</p> <p>The views of teenage girls in Kenya concerning the causes and prevention of teenage pregnancy.</p>		
Degree Programme in Nursing		
Tutor(s) Irmeli Katainen and Anneli Yabal		
<p>Abstract</p> <p>The purpose of this study was to find out teenagers' views concerning the causes and prevention of teenage pregnancy in Nguluni located in Kenya. The aim was to get important information that can be used by partners and stakeholders who have a role in reducing teenage pregnancy. This study was qualitative through participation of 40 female students aged 13-16 from a local mixed day high school. Narrative study was used to collect data where participants wrote essays. Data was analysed by content analysis.</p> <p>The results showed that causes of teenage pregnancy were peer pressure which led to bad decisions. There was lack of guidance and counselling because parents hardly took time to guide and counsel their children due to lack of time and required knowledge. Poverty in the area has caused early marriage, prostitution, dangerous relationships, substance abuse and alcoholism. Teenagers engaged in unprotected sex when they were under the influence of illegal drugs and alcohol and were subjected to rape. The results also showed that senior male students and teachers took advantage of female students who are not acquitted to school environment. Taboos had led to early marriage of young girls while media exposed teenagers to explicit material such as pornography.</p> <p>The results showed that prevention of teenage pregnancy was through; awareness campaigns, change of teenagers' own behaviour and involvement of the government. Awareness campaigns should incorporate ideas from the teenagers and other members of the community during the formulation, implementation, evaluation and continuous improvements of teenage pregnancy prevention programs.</p>		
Key words: Teenage pregnancy, causes, prevention, sex, Kenya, Nguluni		

## CONTENTS

1	INTRODUCTION .....	3
2	SEXUAL ACTIVITIES AND TEENAGE PREGNANCY.....	5
2.1	Teenage pregnancy incidences worldwide.....	6
2.2	Causes of teenage pregnancy.....	6
2.3	Practices in prevention of teenage pregnancy.....	9
3	SEXUAL ACTIVITIES AND TEENAGE PREGNANCY IN KENYA.....	12
3.1	About Kenya.....	12
3.2	Incidences of teenage pregnancy in Kenya.....	12
3.3	Teenage pregnancy policies and attitudes in Kenya.....	13
4	PURPOSE AND AIM OF THE STUDY .....	17
5	IMPLEMENTATION OF THE STUDY.....	18
5.1	Sampling .....	18
5.2	Data collection.....	19
5.3	Data analysis.....	20
6	RESULTS .....	21
6.1	Participants' views on causes of teenage pregnancy in Nguluni. ....	21
6.1.1	Lack of guidance and counselling.....	21
6.1.2	Teenagers lifestyles .....	25
6.1.3	Relationships.....	28
6.1.4	Lack of jobs and opportunities .....	30
6.1.5	Insecurity .....	31
6.1.6	Education.....	33
6.2	Participants' views on prevention of teenage pregnancy in Nguluni	34
6.2.1	Teenagers' responsibilities .....	34
6.2.2	Creation of awareness campaigns .....	37
6.2.3	Government Involvement.....	43
7	DISCUSSION .....	45

7.1	Ethical consideration.....	45
7.2	Trustworthiness of the study.....	46
7.3	Discussion about the findings.....	49
8	CONCLUSION AND RECOMMENDATION .....	56
	REFERENCES .....	57
	APPENDICES .....	63
	Figure 1: Teenage and contraceptive use around the world.....	63
	Figure 2: Kenya provinces map.....	64
	Appendix 1: Essay cases.....	65
	Appendix 2: Participants' views on causes of teenage pregnancy in Nguluni.....	66
	Appendix 3: Participants' views on prevention of teenage pregnancy in Nguluni.....	67

# 1 INTRODUCTION

The birth of a child is an event that creates joy, celebration, and astonishment . The celebration comes easily and naturally and it is not easy to resist the happiness that comes within us when we are near a new born. (Cherry, Dillon & Righ 2001, 2.) However teenage pregnancy can affect these celebrations and therefore it is important to understand teenage pregnancy experiences and children born by teenagers. (Op. cit. p. 2.) During teenage phase an individual acquires skills and attributes necessary to become a productive and reproductive adult. Nearly all cultures recognise this phase in life when society acknowledges these emerging capacities of young people. The passage from childhood to adulthood can either be direct or short passage or a prolonged teenage phase marked by identities choices and roles which determine the contents of a particular culture .(Barker 2007, 1.)

According to DiClemente, Santelli & Richard (2009, 4), teenagers experience physical, psychological, socio-cultural, and cognitive development. Growth and maturation of body systems such as the reproductive organs and brain lays the foundation for other body development. Cognitive abilities mature due to the changes in brain in the early stages. Combination of new cognitive abilities with life experiences result to social judgement which includes risk and safety. Teenagers' relationships with the world are also transformed where social lifestyles, peer pressure, adults work life, and social responsibilities become more important while the family circles are temporarily less important. Teenagers have to learn how to relate to the social world, develop social skills that attract friends, romance, employment and

social responsibilities within many social spheres. The teenagers have to acquire a stable sense of identity and develop autonomy or agency. Search for identity is usually after many trial and errors in their social roles and social behaviours. However, many fail to become healthy adults and productive citizens due to the challenges encountered. They become victims of social and behavioural morbidities and mortality hence failing to achieve full potential as workers, parents and individuals. Some become short time victims while others extend into adulthood. The failures of teenagers development is as a result of preventable health risk behaviours .(Op. cit. p 4.)

The purpose of this study was to find out teenagers' views concerning the causes and prevention of teenage pregnancy in Nguluni. The aim was to get important information that can be used by partners and stakeholders who have a role in reducing teenage pregnancy. Nguluni which is located off some 60 km from Nairobi along Nairobi-Kangundo road. According to National Coordinating Agency for Population and Development (NCAPDa 2005, 10) Nguluni is part of Kangundo district in Machakos County. Bright Hope International describes Nguluni as a poor drought stricken area surrounded by grasslands and rampant HIV/AIDS. Schools in the area are substandard and most of the people move to the cities in search of better life. According to Akamba Cultural Trust(ACT), the area is inhabited by the Kamba community which is the fourth largest ethnic community in Kenya found mostly in counties of Kitui, Machakos, Makueni and Mwingi in the lower part of the Eastern Province in Kenya.

## 2 SEXUAL ACTIVITIES AND TEENAGE PREGNANCY

According to World Health Organization (WHO 2004, 11) the age of a woman is defined at the time the baby is born. Teenagers are categorised into ages 15-19 and younger teenagers among ages 10-14 because there is a difference among girls aged 12-13 and young women aged 19. Pregnancy rates include all pregnancies that lead to birth of a baby and also the pregnancies that end in abortion. Therefore, "teenage pregnancy" means pregnancy of a woman aged 10-19 years. Whether planned or not, teenage pregnancy is tough because a pregnant teenage girl has a lot to contend with (Muthoni 2010). It is also psychologically devastating to the teenage mother who decides to drop out of school (Okungu 2003). Teenage pregnancy problems factors that affect each other are categorised into physical, educational, social and psychological. The factors affect the overall holistic health of the pregnant teenagers (Kerr 2000, 84). Pregnant teenagers face health problems such as maternal mortality, unplanned and unwanted pregnancies, abortions, preterm and low birth babies, perinatal, neonatal and infant mortality, hypertensive diseases in pregnancy, anaemia, prolonged labour, obstructed labour and fistulae, puerperal, malaria, HIV/AIDS, loss of education and poverty. (WHO 2006, 12-18.)

## **2.1 Teenage pregnancy incidences worldwide**

Incidences of teenage pregnancy and birth differ in many countries. Teenagers aged 15-19 years old give birth every year which amounts to 11% of total births worldwide and of all the births in Sub-Saharan Africa, more than 50% contributed by teenagers .(WHO 2008, 2.) Countries located in Asia, Latin America and the Caribbean also have high teenage pregnancy rates. In China and the Caribbean the rates of births contributed by teenagers are 2% and 18% respectively. (WHO 2009.) In the developed countries, USA has the highest incidences of teenage pregnancies, abortions and births. According to the United Nations Children's Fund (UNICEF 2001, 4) USA's teenage birth rate is generally four times the European Union average. The United Kingdom (UK) tops the list of teenage pregnancy in Europe where 27 in every 1000 teenagers give birth, which is higher compared to Netherlands' 7 in every 1000 .(Garner 2009.) The lowest teenage birth rates are found in the Scandinavian countries, Switzerland, the Netherlands, Japan and Korea .(UNICEF 2001, 4.) See figure 1 for teenage pregnancies and contraceptive use around the world.

## **2.2 Causes of teenage pregnancy**

Race predicts poverty and it is associated with social deprivation. In the USA teenage pregnancy is high among the black community compared to other communities because of a strong interaction between social deprivation, race and childbearing. Teenage pregnancy is also associated with residential areas that are overpopulated, socially deprived and poor. (WHO 2004, 18-19).



According to Chambers and Chambers (2001, 165) an outsider should find out and understand the meaning of a culture to a particular person to avoid being in control, but to accept the knowledge of that person concerning his or her culture. In many countries girls are married at a very young age while in others it is the age at the time of first intercourse where an honour is given to young motherhood. (DiClemente et al. 2009, 285.) Acceptance of teenage pregnancy as a result of marriage is found in several sub-Saharan African countries. Countries in infertility belt such as Central African Republic, South West Sudan, Congo, Gabon and Cameroon, view pregnancy as one requirement to marriage and inability to conceive children makes it difficult for a girl to find a partner. Other cultures such as the Andean in Peru have a one year trial period to determine the fitness of the couple and fertility is one core aspect. (Villarreal, 1998.)

Due to gender inequalities in some societies and cultures, girls are often at risk of engaging in unprotected intercourse because they are not given the chance to say what they think suits them best. The teenage girls fear to lose their partners or anger them and therefore fail to choose the right time for sexual intercourse or negotiate the use of contraceptives such as condoms. Pregnant teenage girls face difficulties in accessing contraceptives services. However, most of the teenagers do not use contraceptives correctly and consistently, which is a risk of sexually transmitted diseases (STDs) infection and falling pregnant. (DiClemente et al. 2009, 276.) Levels of education and urbanization also play a big role in lowering the rate of teenage pregnancies. Teenage girls that are empowered through education are able to positively control their lives by developing planning behaviours. (WHO 2004, 18-19.) Exposure to hours of mass media and plays a big role in the influence of teenagers' social

behaviour. It can strongly influence their sexual behaviour when the sexual content includes pornography.

Peer pressure and community characteristics are a major factor that influences teenagers to engage in risky sexual behaviour. Teenagers that have sexually active friends or pregnant friends are likely to fall pregnant several times. Also, associating with teenagers who are aggressive, poor in school, low in popularity and older can lead to teenage pregnancy. Teenagers who are pressurised into early sex by peers might lack the skills to negotiate what is best for them. Teenagers are also likely to engage in risky sexual behaviours and fall pregnant if the parents infrequently monitor their behaviours, hardly engage them in frequent good communication, do not support the teenagers, and are not disapproving of premature sex. (DiClemente et al. 2009, 285-288.)

Teenagers from single households are at a bigger risk of teenage pregnancy. There is a significant relationship between a family with a teenage girl and a missing father to teenage pregnancy. Poverty in some families is also linked to teenage pregnancy problem because parents in these families have low-level of education and they do not encourage their teenagers to pursue higher education because of lack of resources to support such kinds of goals. (Op. cit. pp. 285-288.) Other research by United Nation (UN) 2010 shows that women with secondary education use contraceptives four times higher than poor and uneducated women.

A teenage girl who is in a relationship with a partner who wants a child, the partner is several years older or when the relationship is long-term is likely to become pregnant. An individual characteristic which involves multiple sex partners is also a risky behaviour that can lead to teenage pregnancy.

(DiClemente et al. 2009, 285-288.) While some laws and policies restrict adolescents' access to information and services by limiting family planning to married people or requesting for parental or spousal consent. (UNICEF 2008, 3.)

### **2.3 Practices in prevention of teenage pregnancy**

According to Wellings, Collumbien, Slaymaker, Singh, Hodges, Patel, and Bajos (2006, 16) behavioural intervention evidence shows that there is no general approach to sexual-health promotion which can work everywhere and no single component is likely to work anywhere. Countries with low rate of teenage pregnancy provide sex education in schools and it is easy to access contraceptives and confidential sexual health services by teenagers. The families are supported and discussion of sex issues in such societies is open and positive towards teenagers' sexuality. (Warwick & Abigali 2008, 20.) This is contrary to the way authorities in other societies tackle teenage pregnancies. For example, Lushoto district authority in Tanzania arrests men responsible for teenager's pregnancy and take them to court. (Ngwega 2011.) While in South Africa some students were injected with contraceptives without the full knowledge of parents by the school administration. (Divine 2011.) Teenage pregnancy prevention in the UK is through integration of service providers in different levels and training of people that work with the youth on sexual matters is emphasized. According to Best Start Resource Centre and The Sex

Information and Education Council of Canada (SIECCAN 2007, 30-31) in Nordic countries and Netherlands, sex education is open and factual where teenage pregnancy is viewed as completely unavoidable rather than as a moral choice between right and wrong. Netherlands's sex education emphasises the seriousness of sex in relation to consent, the significance of first sexual intercourse and crucially, potential pregnancy. (Waal 2010.) Additionally sex education is combined with skills development in order to delay sexual activities and improve contraceptives use behaviours. (Garner 2009.) Media campaigns have also been used to create teenage pregnancy awareness. For example, in the US teenage pregnancy rate dropped by 9% in 2010 due to media awareness campaigns that was aided by television programmes such as '16 and pregnant teen mom' and investment on evidence based programs. (National Campaign to Prevent Teen and Unplanned Pregnancy 2011.)

The University of California Agriculture and Natural Resources (UC ANR, 2004, 4-16) recommends 10 practices in teenage pregnancy prevention as shown in the following table;

<b>Practices</b>	<b>Considerations and Implementation</b>
Teenagers Development	Teenage empowerment, continuous education improvement, provision of skills and guidance, building of good careers.
Involvement of Family and Other Caring Adults	Strong influence of parents and caring adults and supervision, supportive relationship, sharing activities, availability of strong values, higher parental education and income.
Male Involvement	Target males in awareness campaigns, continuous improvement, support and evaluation of teenage pregnancy prevention programs aimed at males.
Cultural Relevance	Consideration of appropriate and culturally oriented teenage pregnancy prevention interventions.
Community-Wide Campaigns	Community involvement and creation of supportive partnership, formulation and implementation of sexuality and family education in schools.
Service Learning	Integration of academic learning, civic responsibility and personal growth for teenagers to reflect and analyse real experiences through the academic structure.
Employment Opportunities	Ensure availability of employment and educational opportunities for financial stability, high self-esteem and delay in childbearing.
Sexuality and AIDS Education	Availability of sex education to make healthy decisions in relationships, involvement of clear evaluation of teen's attitude and behaviours. Abstinence only strategies do not delay onset of sexual intercourse.
Outreach in Teen Pregnancy Prevention	Teenage pregnancy prevention programs and practices should be started early among teenagers that enter high risk behaviours and the ones in early months of sexual activities.
Access to Reproductive Health Services	Easy access to reproductive health services, support and encouragement for effective and consistent use of contraception.

Table 1. Recommended practices in teenage pregnancy prevention (UC ANR, 2004).

## **3 SEXUAL ACTIVITIES AND TEENAGE PREGNANCY IN KENYA**

### **3.1 About Kenya**

Kenya is in the Eastern part of the African continent. It borders Sudan and Ethiopia to the north, Somalia to the east, Uganda to the west, Tanzania to the south and Indian Ocean to the Southeast. (State house Kenya's website.)

Figure 2 in the appendices shows the country's location and its provinces. In 2011 the country's total population was 41 million and the capital city Nairobi had a population of 3.3 million people. (Central Intelligence Agency CIA, 2011)The population belongs to different ethnic groups which are Cushites, Bantu, and Nilotes and it has several religious groups namely Protestants 45% Catholics 33%, Indigenous religions 10%, Muslims 10%, and others 2%.(State house Kenya's website.) English is the official language whiles Swahili is the national language and each different tribe has their own local languages. (CIA 2011.)

### **3.2 Incidences of teenage pregnancy in Kenya**

According to National Coordinating Agency for Population and Development (NCAPDb 2005, 12), teenage fertility is important in Kenya and there is continuous design and implementation of reproductive health policies, strategies and programmes. Kenya National Bureau Statistics( KNBS) and & ICF International( ICF Macro) 2010 statistics show that the country has seen an increase in teenage fertility trend where a quarter of young women aged

15-19 years fall pregnant or become young mothers. Kenyatta National Hospital that is a national referral and teaching hospital located in Nairobi records 219-240 babies every three months to girls aged below 20 years old while Pumwani Maternity Hospital the largest maternity hospital owned by Nairobi City Council records at least four underage girls who attend pregnancy check-ups every week. (Citizen Television News, 2009.)

In 2010, teenage childbearing was highest in Nyanza (27 %) and Coast (26 %) provinces and lowest in Central province (10 %). The low rates in Central province were due to social development factors such as education which influence a delay in starting of childbearing. Generally, beginning of childbearing is 32 % of uneducated teenagers, compared with only one-tenth of teenagers with secondary education and above. On the other hand, 24% of teenagers from poor families are more likely to begin childbearing compared to 16% of teenagers from wealthier families. (KNBS & ICF Macro 2010, 56).

### **3.3 Teenage pregnancy policies and attitudes in Kenya.**

Teenage pregnancy in Kenya is an issue that faces many different opinions. The teenagers face difficulties in accessing contraception and sexual education. (Vukets 2009.) Kenya Television Network news(KTN) 2009 reported that there is lack of contraceptives for teenage girls and options when a girl gets unintended pregnancy because of lack of adoption facilities. There are strong religious and social taboos in the society that are against teenage sex and teachers interpret teenage pregnancy policies which gives them a lot of power over private and moral issue. On the other hand, negative social attitude towards teenage pregnancy creates a lot of stress to the girl and

whole family and returning to school is usually unsuccessful and school going teen mothers are called names such as “mama”. (Vincent 2003.) Some parents are not ready to take the girls back to school because according to them, it is a waste of resources educating a mother while parenting roles have been left to house helps who take care of responsibilities such as attending school functions, taking the children to hospital when the parents are so busy with work. (Muthoni 2010.)

The country has a National School Health Policy 2009 to take care of children and teenager's health. One of the policies is that all teenage girls in school should be tested for pregnancy twice per year. However, the policy has no clear guidelines to determine the parents' role in the teenage pregnancy testing decisions. Before the policy was introduced, parents' responsibility was to pay for the girl's pregnancy examination and present a doctor's certificate to the school before admission. However, that changed and pregnancy tests are done throughout a student's academic career. Even though the policy is voluntary, it is not easy to get volunteers because girls fear humiliation, victimization and the unfriendly attitudes towards teen pregnancy. The policy is not well formulated and many fear that it creates room for violation of girl's rights such as the right to privacy and the right to security of person. (Op. cit.) Teachers girl's parents of pregnancy test outcome, counsel the girls and parent and also they find out who fathered the child and report the matter to the police if an adult was responsible for impregnating a girl. In case the child's father is underage, stress treatment, parental coaching and encouragement to seek four antenatal visits is emphasised. Decisions concerning testing and getting the girl back to school is the responsibility of an individual teacher and principal. (Vukets 2009.) However, high schools



principals have their own criteria of dealing with teenage pregnancy. For example, in some schools head teachers do not welcome teenage mothers back after delivery. Instead, they are expelled from school which is contrary to other schools that do not have rules and regulations that lock out pregnant students.(Vukets 2009.) Nevertheless a 2003 Gender and Education Policy allow pregnant girls to be re-admitted back to school or attend another educational institution .(Mulama 2010.) Lack of clear definition for payment of pregnancy test prompted the Ministry of Education together with the Ministry of Public Health and Education to develop the ‘School Strategy and Implementation plan’ for the entire National School Health Policy in 2009 and to host some training sessions for provincial education officers who in turn approach the teachers and principals. The approach faces strong critics leaving a wide interpretation gap between policy makers and teachers because the reality is different from what the policy says .(Vukets 2009.)

Organisations such as The Kenya National Association of Parents (KNAP) and The National Council of Churches of Kenya (NCCK) do not support pregnancy testing. The Organisations suggest the introduction of sex education in schools and parents' involvement in educating teenagers about sex rather than avoiding the subject .(Op. cit.) Supreme Council of Kenya opposes teenage pregnancy testing policy because the Islam religion strictly forbids sex before marriage and introduction of pregnancy testing is taking responsibility for a moral issue. Catholic Church is against introduction of sexual education in Kenya which creates more confusion when trying to solve teenage pregnancy problem. Additionally abortion is illegal, but it is allowed if the life of expectant mother is in danger and three medical practitioners in a hospital have to certify that the procedure is necessary. (Guttmacher 2008, 1.)

According to International Conference on Population and Development (ICPD, 1994), it is the responsibility of governments to promote the right of adolescents to reproductive health education, information and provide care that would help them make informed choices about their reproductive lives. The country's Adolescent Reproductive and Development Policy (ARH&D) 2005 aims at solving five issues and challenges which includes; adolescent health and reproductive rights, harmful practices, drug and substance abuse, socio-economic factors and adolescents and young people with disabilities. The challenges faced by teenagers and young women in the country are as a result of changes in economic, social and health factors. (NCAPDb 2005, 15), Khan and Leonard( 2002.) The ARH&D has an opportunity to address teenager's behaviour by developing important skills and knowledge in order to enable them face health challenges, development and sexuality. (NCAPDb 2005, 15), Evelia and Muganda (2003.)

## 4 PURPOSE AND AIM OF THE STUDY

The purpose of this study was to find out teenagers' views concerning the causes of and prevention of teenage pregnancy in Nguluni. The aim was to get important information that can be used by partners and stakeholders who have a role in reducing teenage pregnancy by answering the following questions;

- What are the teenagers' views concerning causes of teenage pregnancy in Nguluni?
- What are the teenagers' views concerning teenage pregnancy prevention in Nguluni?

## 5 IMPLEMENTATION OF THE STUDY

### 5.1 Sampling

Target group was chosen through purposive sampling. In purposive sampling a researcher uses his or her own discretion to select the respondents who best meet the purpose of the study to provide the most useful information (Fain 2004, 116). The participants came from a mixed day high school. They attended classes in the daytime and went back home in the evening. A target group of female students in form one and two classes aged 13-16 years old were suitable because they are among teenagers at high risk behaviours and they are in early months of sexual activities(UC ANR, 2004, 4-16) compared to form three and four female students. Each year 15-19 years old teenagers give birth to about 11% of all births worldwide (WHO 2011). Apparently this happens to be the age bracket of form three and four students in Kenya secondary schools. (UNESCO 2004, 11.) That is why they were excluded in the study. According to Wilson (1985, 248) there are no hard and fast rules to sample size, but a researcher must consider the research purpose, the design and size of the population. However, a larger sample is more likely to be representative of the population. In this study the sample size was 40 female students.

## 5.2 Data collection

Fain (2004, 193) says that qualitative research involves the use of language, concepts and words rather than numbers to represent evidence from research. Qualitative research was used. Data collection took one day and narrative study was used to collect data. Participants wrote stories about a pregnant teenage girl in Nguluni nicknamed Missu. See appendix 1 for the cases that were used to write the stories. Narrative study represents social reality through academic text and it offers specific tools and terms that researchers can use to consider the writing of qualitative texts, including the elements of story, character, focalization and plot. (Baden & Major 2010, 70-75.) Half of the participants wrote about the causes of teenage pregnancy while the other half wrote about prevention of teenage pregnancy. An average of one and half A4 pages of essays and inshas (inshas are essays written in Swahili language) were written within 45 minutes. According to Walliman (2005, 351) some kind of information which could be of benefit to society can only be gained by methods such as narrative study because of obstruction by people or organizations that are not willing to risk being subject to scrutiny. It was easier for the participants to write stories about teenage pregnancy in Nguluni by using Missu as a story character.

### 5.3 Data analysis

Content analysis was used to analyse the data. In qualitative analysis, a researcher should be able to immerse in the collected data to search for patterns, surprising phenomena and inconsistencies to be in a position to generate new concepts and theories or uncover further instances of those already in existence. (Walliman 2005, 308.) Qualitative data analysis is a preparation and organization of the data for analysis to reduce it into themes by coding and condensing the codes, and eventually represents the data in figures, tables or discussion. (Creswell 2007, 148.) Data collected in a narrative study need to be analysed for the story they have to tell, a chronology of unfolding events and turning points or epiphanies. (Op. cit. p. 155.) All the essays and inshas were separated and put into specific files. They were reread several times and all interesting and important information underlined while making margin notes, forming codes, identifying of any hidden information and contextualizing the data. Texts that identified a particular theme were circled and written on the margin with an arrow sign. These texts were then typed under the appropriate themes and later reread to place them under sub-headings in the same theme. Immersing in the data helped to interpret the meaning of the story character told in the essays and inshas and eventually presented in the findings. The themes were categorized accordingly to give meaning to the collected data as advised by Creswell (2007, 157). Appendix 2 and 3 shows the themes and subheadings that emerged after the content analysis.

## 6 RESULTS

### 6.1 Participants' views on causes of teenage pregnancy in Nguluni.

Several themes and subheadings emerged concerning the causes of teenage pregnancies. Appendix 2 shows each theme and consequent subheading.

#### 6.1.1 Lack of guidance and counselling

##### Parents

Most participants felt there is negligence of parental responsibility towards guidance and counselling of children at home and especially girls in issues concerning adolescence and the challenges faced in this phase of life. Below is a comment by one participant.

*"You end up getting pregnant just because your parents are not advising you and they are letting you to do anything and they will not question you"*

Parents were also accused of being too lenient when correcting their children's bad behaviour. The participants narrated that parents should be stricter when correcting their children. Physical presence of some parents was felt, but that did not contribute any meaningful solutions to the teenager's adolescent life especially in guidance and counselling. The comment below shows a participant's point of view;

*"Her parents got busy for they had no time to advise her on the matters affecting young people nowadays"*

Some parents are financially stable to buy basic products such as sanitary pads for the girls. However, these parents do not want to provide these basic needs to the teenage girls. According to one participant, a parent would buy food and refuse to share with their daughter who eventually goes out to look for financial support in order to buy basic needs such as food. Sometimes teenage girls look for financial support from men or boys and sometimes strangers, but the girls are not lucky because when the men assist them financially the payback is usually exchange of sexual favours as expressed by the following comment;

*“In some cases our parents they don't give us what we require, we go and search for it in a bad way like asking men or boys to give us , or asking strangers”*

Some of the parents do not care about the presence of the girls in the family which hurts them emotionally. A girl's presence in the family invites trouble due to lack of respect from parents. She is occasionally beaten and abused in front of other family members to show them that she is useless. This Kind of abuse is sometimes initiated by drunken fathers who come home late in the night.

*“Lack of parental love may also lead the girls going to street or looking for someone whom they think might love them so much”*

The essays also revealed that another way of compensating parental love is to go for early marriage. The girls look for husbands who can fulfil this need, but sometimes the idea works against them because after giving birth they are abandoned and become homeless without any kind of financial or social support and the only option is to look for a job to support themselves and the baby. The following comments show what participants thought:



*“When girls see this they may decide to go and find husbands who will take care for them”*

*“Many girls after they give birth they are thrown out and they start loitering everywhere finding jobs in order to satisfy their needs”*

When the parents are absent it is seen as freedom by the teenagers in the family to indulge in sexual behaviours. The parents do not question what has been going on at home when they were away. A participant commented;

*“When your parents are away from home they do not know what happens at home and even when they come they do not bother to ask what went wrong”*

In situations whereby the girls come home late in the night, some parents do not take the initiative of asking them why they came back home so late. The parents assume that the teenagers are grown up and are able to control themselves as commented below;

*“Some parents are not concerned of us because they think that we are grown-ups and we cannot do such things”*

### **Domestic violence and divorce**

The participants narrated how domestic violence and divorce can force a teenage girl in a family to start visualising how she can successfully raise a stable family compared to their parents. The consequences of this wishful thinking at a young age lead to early teenage pregnancy. Additionally, a situation is made worse if a divorce results in negligence of a teenage girl's well-being. The comments below tell what that meant:

*“This continued until her parents separated leaving Missu with her dad who cared less about her wellbeing”*

### **Indiscipline**

In some essays teenage girls in the area are undisciplined and they hardly take heed of guidance and counselling provided to them by parents or other members of the community. Due to adolescence the teenage girls think that nobody can stop them from doing what they want. They get involved in sexually related activities with boys, men, domestic workers, or boda boda operators (commercial motorcycle and bicycle transport operators) because they know too much about adult only affairs. The participants commented as shown below:

*“She got pregnant because even at home she would talk harshly to her parents”*

*“Many girls when their chests start raising the blouses, they think that they are grown-ups like their parents. They do not follow what their parents are trying to tell them”*

### **Immoral neighbours**

Some participants narrated that some neighbours propose the idea of early marriage to teenage girls when they are still in school. These kinds of neighbours do not put into consideration that the value of education is important for a brighter future to the teenage girls. The joy of these neighbours is to see teenage girls drop out of school and get married to men whom they propose to them. One of the participants commented that,

*“About the kind of neighbours we have, some tend to bring to us some men so that we can interact with them because they want to spoil us or our education”*

### **Outsiders' ill intentions**

In some essays participants welcome the idea of having different people in a community, but they narrated that it has consequences because some of these outsiders have ill motives towards the teenage girls in the area. They cautioned that extra care should be taken by teenage girls to avoid falling into suspicious traps:

*“The people who normally do this are outsiders. The outsiders have become a big problem in this community”*

### **6.1.2 Teenagers lifestyles**

#### **Congestion in family houses**

According to some of the essays, families live in congested houses and this can cause teenage pregnancy because there is a likely hood of engaging in sexual activities with some of the occupants. The following comment expresses a participants' view:

*“Families full of people living in a small house may be the cause of having sex with some of the people there and might result in early pregnancy”*

#### **Substance abuse**

In some of the essays participants narrated that friends, late night parties and parents are some of the contributing factors to drug abuse. Parents take their daughters to parties which last until late in the night. Availability of alcohol and drugs in these parties is very tempting and teenage girls who get drunk

lose control of themselves which encourages male revellers to take advantage of their state and have sexual intercourse with them:

*“The outings which parents take us or parties which last whole night till morning will cause such things like sex because you might be drunk”*

### **Peer pressure**

Most of the participants narrated that teenage girls envy friends who can afford to buy things such as clothes, perfumes, hair makeup among others. When the friends are asked about the source of money or financial support they usually say it is men who support them. Poor teenage girls are encouraged to get male partners for themselves through some established networks. The following comment shows an example of how it happens;

*“There was a man whom her friend introduced to and could give her money”*

Those who have never had sex with a man or boy are sometimes laughed at by friends. When a teenage girl tries to explain to them that they are young for early sex, they are insulted and called all types of names. Participants commented:

*“Her friends asked whether she had a boyfriend to sleep with her. Missu said no she is yet young and her friends told her that she is the only one who is mshamba (unenlightened)”*

*“Bad friends may lure us, by telling us that we are fool for not testing a boy. Others may say that we are pretenders that we think we are holy”*

### **Unprotected sex**

According to most of the essays teenage girls do not use contraceptives during sexual intercourse while others have multi-partners and they sometimes forget to use contraceptives. On the other hand male partners who give financial support to some of the teenage girls demand sexual favours as a form of payment. Due to these pressures a girl becomes helpless:

*“Out of her carelessness she went on doing sex whenever she wanted, wherever she was and with anyone who wanted it. So there was no time to think of condoms or something like that”*

### **Idleness**

Some of the essays showed that teenage girls are idle and this led to early teenage pregnancy in the area as commented by one participant:

*“She was very idle and she wanted to get off the idleness she had in her mind and body”*

### **Media influence**

Participants narrated that teenage girls watch pornography and movies and they try to practice what they see as shown by the comment below:

*“Watching of pornography misleads some of us because in the adolescence stage we are sexually attracted and active”*

### **Search for identity**

In some essays it was narrated that during the adolescent stage the teenage girls change their clothing style to fit a certain lifestyle because they are positive about life. Sometimes this is caused by lack of love from the people around them which results in low self-esteem which erodes positive living. Teenage girls feel rejected by the society and when they get a male partner to

live with it is a sigh of relief even though it comes with consequences such as early pregnancies:

*“Some girls have low self-esteem, their parents don’t love them, and their friends don’t love them and even their relatives. So who are they supposed to live with? They choose to live with the boys”*

### **Broken traditions**

In some essays participants narrated that traditional values have been eroded and replaced with modern values. Therefore there are no traditional elders responsible for guiding and counselling the teenagers which leaves the teenage girls with no one to talk about issues affecting them in their adolescent life. A participant commented:

*“Nowadays things have changed and it is not like back in the days when our parents used to sit down with us and advise us concerning these problems”*

## **6.1.3 Relationships**

### **One sided relationships**

In some essays it was found out that some relationships are one-sided because male partners control decisions making leaving the teenage girls with no option but to accept every demand from them. The girls are not able to ask important questions concerning issues that affect them in the relationships. The teenage girls are also shy which is seen as a weak point for exploitation by male partners. When boys know that they have impregnated a teenage girl they run away nowhere to be seen. The boys continue with their studies while

the pregnant girls drop out of school which becomes a stress to them because friends and relatives disown them too:

*“We girls are very shy and weak when it comes to reality. When invited to places we don’t question but just respond to the call not knowing the reason behind it”*

*“The person responsible for the pregnancy denied completely and went to another town”*

### **Students-students relationships**

Participants also narrated that senior male students who are about to graduate take advantage of innocent new and fresh female students by involving them in sexual activities and love affairs because they are not acquitted to the school environment. The senior male student usually cut off all the links in case they know they have impregnated a girl in the school. Some participants commented:

*“The boys from form four may decide to have a girlfriend in form one and because they know that they are finishing school, they make sure that they have sex with girls”*

*“The boy ran away when I was about to give birth. Friends laughed at me and discouraged me”*

### **Teachers-students relationships**

Some participants narrated that male teachers sexually abuse teenage girls in the school because they know that students fear them. When exams are done the male teachers add extra points to some of the teenage girls with the intention of winning their hearts. The teenage girls end up thinking that a male teacher is nice and kind to them not knowing that they have to pay through exchange of sexual favours in places like the school offices. Again outside the school environment, male teachers also misguide the teenage girls

by telling them to engage in sexual activities with other people in the community such as domestic workers or touts. Below are some comments:

*“There are many teachers who are not the right teachers who teach us about sexual contact with domestic workers or matatu (passenger service vehicles) touts”*

*“The male teachers should not cheat the students that they love them and engage them to have sex”*

#### **6.1.4 Lack of jobs and opportunities**

##### **Poverty in the area**

Most participants narrated that some parents in the area are jobless and the teenage girls are forced to seek financial help in and outside the community. Men take advantage of girls from poor families by demanding sexual favours in exchange for money and food. Unwanted pregnancies also occur in families composed of poor orphans. The inability to get basic needs or to attend school leaves them with no option other than to drop out of school, get married or engage in prostitution to uplift the welfare of the family:

*“An orphan without guidance from someone will engage in these harmful lifestyles”*

*“The reason why girls in Nguluni are getting pregnant and drop out of the school is because of poverty”*

##### **Prostitution**

Most participants narrated that poverty in the area has encouraged growth of prostitution which is also encouraged by some poor parents. Teachers and neighbours have also contributed to this behaviour. Also some teenagers are introduced to prostitution by their peers who cheat them to drop out of school



and take them to the streets of major cities in search of money. Besides unwanted pregnancies, girls also end up getting Sexually transmitted diseases (STDs). Participants commented that:

*“Poverty is another bad thing that makes people sells their bodies in order to get money to obtain their needs or material”*

### **Forced early marriage**

In some essays it was found out that some of the parents force their daughters to get married at a very young age due to poverty when they cannot afford to live in that condition anymore as commented by one participant below:

*“Maybe their parents are poor and decide that they cannot go further with that poverty. And it is better to force the young girl into early marriage”*

## **6.1.5 Insecurity**

### **Rape**

In some essays showed that teenage girls who are raped fall pregnant because they were not prepared. Friends, male partners and strangers are sometimes responsible for these rapes. Some rapes happen on a date when they are drunk as commented below:

*“Your friends may take advantage of you being in that condition”.*

The essays also revealed that shopping at night can cause rape because the area is not safe for the teenage girls. Many people in the area suffer from alcohol related problems and there are drunkards who might rape a girl on the way to and from the shops. One of the participants commented that:

*“When she is sent at night she might meet with a drunkard on her way and she may be raped”*

### **Sexual abuse in the family**

According to some essays, teenage girls are sexually abused by male family members who are attracted to the girls' developing body and physical appearances. One example is fathers who take advantage of mothers' absence to engage in sexual intercourse with their daughters. Participants commented that:

*“This may be because your father or brother may have been abusing you sexually and secretly”*

### 6.1.6 Education

#### Lack of early sex education

Participants thought there is not enough early sex education to adequately address adolescent issues which discourage early sexual activities and immature love affairs. Some of the teenage girls become pregnant when they try sex for the first time with a close friend. A girl who happens to fall pregnant might decide to move in with the friend assuming that there is no choice, but to take care of the pregnancy and child afterwards:

*“The first time when you go to a boy’s house, the moment you sleep there you come out pregnant”*

Participants also narrated that lack of sex education is not only missing in the teenage girls’ life, but also among some parents too. Sometimes parents do not know how to handle issues related to adolescence. For example when some parents are asked questions about physical body development and experiences such as menstruation periods, they are not able to provide concrete answers and solutions:

*“Her monthly menstruation came when she was in school. When she asked her mother about it there was no answer because the mother did not know what to say”*

#### Poor performance in school

According to some essays poor performance in school by teenage girls subjects them to humiliation. Teachers, parents and even friends show negative attitude towards these girls. When the humiliations are too much to bear a teenage girl opts to drop out of school and get married. Below is a comment by a participant:

*“The same attitude from teachers to her, then she decided to drop out of school and get married”*

## **6.2 Participants’ views on prevention of teenage pregnancy in Nguluni**

Several themes and subheadings emerged under teenage pregnancy preferred solution practices. Appendix 3 shows each theme and consequent subheading.

### **6.2.1 Teenagers’ responsibilities**

#### **Avoidance of substance abuse**

Most of the participants narrated that it is very important to avoid alcohol and substances abuse such as drugs. They pointed out that this can be done by avoiding late night activities such as, parties, discos, bars and nightclubs.

Some comments concerning the substance abuse includes;

*“Having parties, going to discos or night clubs late hours should be avoided by us young teenagers”*

*“When you have gone to the discos or the bar you may end up drinking and fall down, any person would come and have sex intercourse with you but you can’t hear”*

#### **Abstinence**

Most participants narrated that prevention is better than cure and unwanted pregnancies can be prevented by abstaining from sex and respecting own body. The idea of testing whether one is fertile or not should not be tolerated by teenagers. Instead, they should concentrate on building their future and

wait for the right time to do the right things. Some of the comments below reveal what they thought about the issue of abstinence:

*“Some girls want to know whether they are fertile. We should be patient until our times come”*

*“We are supposed to abstain or prevent ourselves from doing sex and having relationships, as prevention is more efficient than cure”*

*“Why should we be cheated by small boys and allow them to enter into our bodies. We should be sure when talking to boys”*

### **Avoidance of congested areas**

Some essays revealed that large families which live in small houses should avoid them because congestion might cause teenage girls to engage in sexual intercourse with some of the occupants.

*“We should avoid being in congested areas e.g. in families full of people in one house as this may be the cause of having sex with some people and might result to pregnancy”*

### **Avoidance of rape situations**

In some essays teenage girls are advised that they should be aware of rape situations and watch out how they communicate with some male family members when a mother is not around. A participant commented that:

*“When your mum is not around and you are left with your dad try not to talk to him when you are very close because his mind can think of mad things to you and may rape you”*

### **Avoidance of negative peer pressure**

Most participants narrated that teenage girls should be able to understand that they cannot live the same kind of lifestyle like their friends because

everyone has a different background and upbringing and it is important to accept own background whether rich or poor. The teenage girls should also not tolerate everything that is proposed by friends. Below are some of the comments:

*“Girls should be masters of their own destinies, courageous and be themselves”*

*“First is to avoid peer pressure, many girls want to do what other girls do even if they are poor”*

*“Not all times friends lure us with bad things but we should understand and know the kind of friends to choose”*

### **Avoidance of provocative dressing styles**

In some essays teenage girls should be able to avoid provocative dressing styles. When teenage girls choose the right clothes accordingly, unintended sexual harassment and rape are prevented as shown in the following comments:

*“We should dress well not for pleasing men. Dressing badly will lead to rape”*

*“Some girls wear clothes to provoke men and this may lead to pregnancy because many boys would be attracted by the way your body parts are and this might lead to sex”*

### **Avoidance of idleness**

In some essays spending time well can prevent teenage pregnancy because one is not preoccupied with activities which might lead to the problem:

*“When we utilise the time properly we will not have bad issues about life”*

### **Development of self-control and confidence**

Most participants narrated that teenage girls should be able to handle pressures from male partners by turning down demands such as engagement in sexual activities. Girls should be able to ask positive concrete questions in order to know the motives of the opposite sex. The body changes during adolescence makes the girls feel like doing sex, but they should be able to control their emotions because there is right time for everything as expressed in the following comments by some participants:

*“For a girl to be normal she should have feelings but we should be able to control them”*

*“Girls should be able to say no from any boy who approaches them”*

*“Be yourself, control yourself and don’t wait others or world to control you. Once you control yourself, if you are corrected accept corrections and you will eat the sweet fruits not the bitter ones”*

### **6.2.2 Creation of awareness campaigns**

Most of the participants narrated that every member of the community should be involved in the awareness campaign efforts. First, one of the participants wrote a poem to all the teenage girls warning of potential consequences of early sexual activities; below is the poem;

#### **Girls Beware.**

*“Boys say ‘I love you’  
And girls believe them  
The boys get the pleasure  
The girls get the pain*

*When the tummy starts to swell  
 They say to hell with you  
 So girls beware, the world is perishing.  
 Two days in hospital, the baby is rejected  
 The mother is dumped  
 The father is nowhere  
 So take care the world is perishing.  
 So the work of making love and having boyfriends should end".*

The public should be educated on how to use their leisure time positively to avoid behaviours such as substance abuse which can lead to early teenage pregnancies. The following comment shows the expression one participant:

*"Education on public awareness of the misuse of leisure times'  
 'What I can tell parents, teachers and even other people is that, to be as a group and create awareness"*

Most of the participants narrated that formation of discussion groups can help in sharing ideas between teenage girls and other members of the community. These discussions will inject discipline in the area by learning from each other. Discussion group members will not be ashamed of talking about adolescence issues as commented below;

*"We as teenagers should be sharing ideas to help each other"*

*"Like the mirror of our village we should advise our girls. Bring them together and tell them things that will help them in future"*

The teenage girls can also learn very important lessons by acquiring information from those who have been pregnant at an early age before.

Participants commented:

*"Expose their girls to environments that are conducive to them and let them mix with other girls to learn more about what is going on"*



*“Missu’s friend should know the consequences of dropping out of school due to pregnancy. Now they should take care and talk to Missu and obtain more information from her”*

### **Parents’ involvement**

Most participants encouraged parents to take a leading role in guidance and counselling because their importance in the teenagers' lives cannot be underestimated. The parents should be able to give support and advises whenever it is needed and understand that girl-boy relationship do exist and therefore avoid use of impolite harsh language when dealing with teenage issues at home. All the basic needs should be provided to the teenage girls and in case it is not possible a good solution should be sought otherwise the girls will end up engaging in sexual activities to earn money and fall pregnant:

*“Parents should not behave as if he or she has never heard of a girl having relationship with a particular boy they should take time and advise their girls politely so that they can understand better”*

*“Parents today are not correcting their children, lack of corrections by parents may lead to pregnancies and this can be avoided”*

Some participants narrated that the parents should be a good example that can be emulated by their children. They are expected to be role models and not to engage in behaviours such as mpango wa kando (extra marital affairs) or coming home late in the night when they are drunk as shown in the following comments:

*“Parents should be a role model to their girls”*

*“Also I would like to tell everybody that they must stop ‘mpango wa kando (extra marital affairs)’ .We must be honest and faithful to our wives and husbands”*

### **Teachers' involvement**

Most participants narrated that teachers role should be more or less like parents' because the teenage girls spend more time in school than at home. The teachers are expected to give guidance and counselling which touches important issues such as how to build successful careers. This is because the girls hardly sit down with their parents at home to discuss issues affecting them in their adolescence stage. During the weekend breaks the girls spend most of their time going to church and doing their home works:

*"Teachers are part of our parents and more useful. This is because many times we are in school and we meet our parents at night and few hours in the weekends"*

*"The teachers in school have to counsel the young girls and tell them the importance of being in school, which is to acquire knowledge which will provide them entry to careers like nursing, pilot etc."*

According to some participants adolescence starts when teenagers are in high school and it should be a big concern to the teachers because the rate of love affairs between students is high. The teachers should create discussion forums and invite other stakeholders from different parts of the country to help in provision of guidance and counselling to the teenage girls. Teachers should discourage dangerous immature love affairs between students in the school because it can also lead to sexually transmitted diseases such as HIV/AIDS as commented below:

*"Once you fall in love with a man it is very possible to be pregnant and get diseases such as HIV/AIDS"*

In some essays love affairs between teachers and students should not be tolerated in the school environment. The teachers should follow professional ethics and keep off from any unfit relationships with teenage girls. Instead, they should be role models to the girls to help them achieve a brighter future as expressed in the following comment:

*“Teachers should follow their ethics and stop taking girls like their wives. They should educate girls rather than destroy them. They should build rather than destroy”*

### **Neighbours involvement**

Most participants narrated that they would like to see neighbours taking part in guiding and counselling the teenagers to prevent unwanted pregnancies in the community as revealed in the following comments:

*“Not only parents or teachers should advise the girls but also our neighbours at home”*

*“Neighbours should give advises concerning the dangers of falling pregnant. Do not be afraid of the teenagers by saying that it is not your business”*

### **Friends and relatives involvement**

In some essays it was found out that most of the friends know each other well and are open to each other and it would be a good idea to discuss adolescence issues among themselves and give each other good advises concerning teenage pregnancy. Participants commented this by saying that:

*“Look for guidance from friends and relatives. The problems which will lead to troubles once addressed can get a solution”*

*“Everyone has a friend who might be even closer than the parents. So they should at least advice one another”*

### **Religions involvement**

Most participants narrated that it is very important to adhere to the teachings of own religion to avoid engaging in immorality. The teenagers should respect their bodies according to the teachings of their holy books:

*“To be faithful to themselves and before the eyes of the Lord and to know that their bodies are the house of the Lord and not to dirty their bodies”*

On the other hand, the church was requested to advise the teenagers.

According to one participant’s narration it is shameful to see teenage girls who had a leading role in the church become pregnant within a very short time. These types of girls are expected to be more proactive in showing good examples to the rest. Churches should organise seminars where guidance and counselling is provided. Pastors and church members should be concerned if a church has many incidences of teenage pregnancies among its members because it portrays a bad image. A participant commented:

*“I need to encourage the members of the churches to advice more their youth about ways of controlling early pregnancies’*

*‘Churches should advice the teenagers about pregnancies. Most of the girls who become pregnant end up doing abortion’*

*‘They should advise us by inviting us to seminars and also by having guidance and counselling’*

### **Use of professional guidance and counselling services**

In some essays participants thought that professional counsellors should be involved to provide guidance and counselling services to the teenagers. These professionals should be from within and outside Nguluni community area.

Advises and information from the professionals and counsellors would help them accept their mistakes and try to correct them:

*“We should be brought counsellors from every part of our area both inside and outside to advise us on how we should behave. We girls we would accept and correct where we have gone wrong”*

### **6.2.3 Government Involvement**

#### **Contraceptives supply and Family Planning**

Most participants narrated that it is the responsibility of the government to ensure that there is a good supply of contraceptives methods such as condoms in the community and come up with family planning programmes that will help in alleviating teenage pregnancy problems. However, in one essay it was revealed that condoms are available but teenage girls get pregnant:

*“I would like to tell the government if they can supply condoms in every area so that we can avoid pregnancies and also family planning”*

*“It seems that many people, students and even teachers get pregnant by saying there is condoms for preventing pregnancy”*

#### **Provision of early sex education**

In some essays participants thought that availability of sex education in the area can help teenagers to understand more about their bodies' physical changes and how to practice safe sex and to know how to follow up their menstruation periods.

*“We should also count our days well when having monthly periods’*

*‘The other thing is to advise us on the physical changes in our bodies because those would lead us into sex’*

**Creation of jobs**

Most of the participants narrated that availability of jobs in the area would enable parents to provide basic needs to their families hence preventing early pregnancies, prostitution, exploitation by men and other members of the community:

*“Missu’s parents were not able to feed her and her child so she had to look for a job and finally she was employed as a bar maid in one of the Nguluni pubs”*

*“We should concentrate on our studies knowing that one day one time we will have good jobs and earn a lot of money to meet our needs”*

**Punishment of sex offenders**

In some essays sex offenders who are caught misleading teenage girls into sexual activities should be punished by jailing them:

*‘If these people are found they are supposed to be jailed’*

## 7 DISCUSSION

### 7.1 Ethical consideration

According to Walliman (2005, 335) in a research there are two perspectives which should be considered; the values of honesty, frankness and personal integrity and also ethical responsibilities to the subjects of research, such as consent, confidentiality and courtesy. Ethical principles and practices application might be difficult in certain situations and a researcher should discuss these issues with the supervisors or other specialists in the same field. Thesis supervisors were occasionally consulted for help and advice during the research.

In a research where participants are chosen by others, the basis on which the choice is made should be agreed, and assurance gained that the participation is voluntary. If consent from vulnerable people like children is needed, there should be particular considerations depending on the circumstances. Additionally the level of understanding should also be assessed and those responsible for the vulnerable people must be consulted (Op. cit. pp. 345-347). Research request letter was sent to the head teacher in advance. Participants were informed requested to take part in the study and they had permission from their parents and guardians. Measures should be taken to ensure anonymity and confidentiality to avoid any kind of implication (Wallman 2005, 348). Participants were instructed not to write their names, school name or names staff members. However, there is no guarantee that absolute anonymity is ensured when a researcher uses fictional names, letters or numbers to specify participants and subject (Olive 2008, 117). Data collection was done on a weekend a time when participants were supposed to be away

from school. They had to explain why they were going to school on a weekend so it would be difficult to say absolute anonymity was observed.

Awareness of ethical responsibilities should be ensured by a researcher if there is use of assistants or delegation of tasks storage (Wallman 2005, 351). Intermediaries were supplied with supervision and co-ordination request letter which explained ethical responsibilities expectations. Destruction of data after analysis should be disposed at the right time using the right method in a completely indecipherable way (Op. cit. p. 354). Analysed data was destroyed by shredding the essays and inshas papers.

## **7.2 Trustworthiness of the study**

Dependability is an important step for evaluating the quality of data and its stability over time and condition (Muhumed & Cervinkova 2011, 29), Polit and Beck (2008, 539). The case questions were written in simple English language to enable the participants understand the research requirements. Participants' level of English and Swahili language knowledge was enough to write essays and inshas. Participants who wrote in Swahili language inserted Sheng language phrases. Sheng language is described by the African Studies Center in the University of Pennsylvania (UPENN) as a language that uses grammar and syntax of Swahili; it is a mixture of other languages, mainly English. The language is associated with Kenya's urban teenagers. The information was restated, summarized, paraphrased and translated to English language to ensure that what was written in the essays and inshas was correct. This technique is known as member-checking (Danso & Ocran 2009, 27), Kuzel and Like (1991).



Transferability is the extent to which findings of a study can be applied in other situation (Muhumed & Cervinkova 2011, 29), Polit and Beck (2008, 539). A researcher should assess how well the studied sample represents the whole population when using the results for generalization purposes (Fain 2004, 118). The study was conducted in a predominantly Kamba tribe and the participants were from one gender.

Credibility is crucial element for establishing trustworthiness and deals with how the findings of the study are reliable (Muhumed & Cervinkova 2011, 29), Shenton (2004, 63-64). In the study case question papers were mixed and distributed randomly. A pilot study was done. In the pilot study initial strategy was to have one participant write one story on both causes and prevention of teenage pregnancy. This was time consuming and the story was broken into two as shown in appendix 1. The importance of pilot study is to test data collection instruments, sample recruitment strategies and the feasibility of the study (Polit & Beck 2004, 196). According to Wallman (2005, 351) if a researcher delegates tasks to intermediaries, thorough training should be ensured. In this study intermediaries were supplied with research process instructions. A researcher makes decisions about what is salient to the study, relevant to the purpose of the study, and of interest to focus (Creswell 2007, 207). The researcher's phone was on all the time during the data collection process to answer any questions that came up and to inquire about the progress.

Particular care should be taken when a researcher is working in an unfamiliar social situation such as institutions or amongst people of a different cultural background or ethnic background (Wallman 2005, 348). Cross-cultural

communication was not a problem because the researcher and intermediaries were from the same cultural background as the participants. Transmission and storage of data should be safe and only accessible to the researcher (Wallman 2005, 351). After the research, all the necessary documents and papers were sent immediately to the researcher through a registered air mail.

According to Graneheim and Lundman (2003, 110), Lincoln and Guba (1985, 299) dependability seeks means for taking into account both factors of instability and factors of phenomenal or design induced changes', that is, the degree to which data change over time and alterations made in the researcher's decisions during the analysis process. During the thesis writing process, there was availability of important guidance from supervisors which included feedback after the results analysis.

Conformability is the objectivity of the data (Muhumed & Cervinkova 2011, 30), Polit and Beck (2008, 539). The participants were encouraged to use a language that was comfortable to them and to write clearly. Participants were also ensured that there was no victimization for speaking their mind about the subject or reading of the essays and inshas by any other person other than the researcher.

### **7.3 Discussion about the findings**

According to the study findings, guidance and counselling is a major contributing factor to teenage pregnancy. There is low-level of communication between parents and their children. Family members rarely sit down to discuss important issues and follow up what is happening to each. This is as a result of busy schedules that consume time meant for family discussions. When parents are busy trying to make ends meet it is hard for them to take care of parental responsibilities which explain why house helps have been left to take care of parents' responsibilities (Muthoni 2010)

The study also found out that erosion of traditional values where elders used to discuss important issues with grandchildren has affected families. This can be attributed to today's fast world where modern lifestyles cannot hold together the diminishing traditional values. Today's social, economic and health factors have created poverty in families and any change affects teenagers and young women as well (NCAPDa 2005), Khan and Leonard (2002).

The study found out that some parents are not knowledgeable on the issues affecting teenagers nowadays and they are not able to provide vital information to their teenage girls whenever it is needed. When parents have low-level of education this implies that future generation will be stuck in the same circle because of improper guidance and counselling. According to UC ANR (2004, 4-16) higher parental education and income is important when addressing teenage pregnancy problems.

The study also found out that parents are not polite and respectful to their daughters whenever they get an opportunity to discuss adolescent issues with them. Parents who do not take time to listen to their children should not expect them to open up whenever they are facing disturbing adolescent issues because there is fear that widens communication between them and their teenage girls. Such parents are bound to be scared whenever their daughters interact with the opposite sex. A similar study done in Busia district found out that parents misunderstood socialisation of opposite sex between teenagers. The teenage girls found it easy to socialise at night to hide from parents (Were 2007, 12).

The teenage girls in Nguluni would like to discuss adolescent issues with their parents even though sex related issues are rarely discussed openly in most of the African cultures. An example is Namibia where the culture is reserved around open discussion of sex and sexuality among young people (Wood 2011, 3). Open discussion of sex issues might be positive attitudes in some societies with low teenage pregnancies (Warwick & Abigali 2008, 20)

According to the study findings, infidelity behaviours by some parents make it difficult to convince teenage girls how to behave because they do not portray a good image. A teenage girl whose parents are unfaithful to one another will grow up thinking that having multi-partners in a relationship is not a problem. Respect of parents' advises in a family can be achieved if there is availability of strong values that have been part of a family background (UC ANR, 2004, 4-16).

According to the study some teenage girls are not acquitted to school environment and are likely to be cheated by male teachers and senior form four male students. The literature showed that attitudes towards teenage pregnancy and teen moms are not good due to victimization and humiliation. Therefore, a teenage girl in Nguluni would rather suffer than be courageous enough to seek for justice because the society treats pregnant teenagers harshly .This encourages the male teachers and senior male students to continue with this behaviour because the teenage girls are afraid to inform the parents or any responsible person. According to UC ANR (2004, 4-16) teachers are expected to be in the front line to guide the teenage girls towards a successful future by making sure that there is availability of continuous education improvement, provision of the right skills and guidance towards building of good careers

Teenage girls in Nguluni are lured by their peers to engage into early sexual activities, substance abuse and alcoholism. This can be attributed to the lack of proper guidance and counselling from parents and other community members hence the teenagers are not confident enough to say no to peer pressure or choose other available options when faced with such situations. According to DiClemente et al. 2009, 276), the influence of substance abuse causes incorrect or inconsistent use of contraceptives.

Lack of jobs and opportunities in Nguluni area has caused poverty levels to increase. Poverty in the area can be attributed to parents' low level of education. This affects teenage girls from poor families because they turn to prostitution as an alternative for financial support especially if the teenage girl is poor and orphaned because she takes over the responsibilities of heading the family. On the other hand a parent in Nguluni would rather marry off the teenage girl than to see them suffer in the poor family. According to Neema, Musisi and Kibombo(2004, 28), female adolescents in child-headed households suffer from sexual abuse or engage in early sexual activities in exchange for basic needs at home. Some of them are married or become pregnant at an early age.

Some of the teenage girls in Nguluni are in one-sided relationships and are left without negotiating power and are not given a chance to suggest use of contraceptives whenever they have sexual intercourse. The teenage girls have no option but to be in such relationships for financial support and they cannot afford to lose the male partners. This can be attributed to the gender imbalance in Sub-Saharan Africa which affects a girl's decision making power in a relationship (DiClemente et al. 2009, 276).

The study also found that some of the destructive lifestyles chosen by teenagers can be attributed to type of family structure. Divorced parents forget their responsibilities and become violent towards their own daughters. The structure of a family is very important and it plays a significant role in teenagers' development and those who come from single households are at a risk of teenage pregnancy (Op. cit. pp. 285-288).

The results showed that there is risk of engaging in sexual activities in a family which lives in a small house. This can be attributed to cultural experience where family members, friends and relatives share beds.

According to Wood (2011, 1) basic teenage sexuality is guided by cultural experience that is influenced by seeing animal behaviour and sharing of rooms or beds with parents and other family members.

Teenage girls in Nguluni are exposed to explicit material like pornography and therefore they practice what they see by engaging in sexual activities. Traditional attitudes to sex and sexuality that were guided by cultural norms peculiar to different societies, the explosion in electronic access to social networking is rapidly removing existing barriers between different cultures (Wood 2011, 4)

Insecurity in the area has caused teenage girls to be raped on their way to the shop at night. Teenage girls go for shopping at night without accompaniment of grown up person. Drunkards are found everywhere and it is possible for the teenage girls to be raped on their way home from the shops. Insecurity is also found in some homes where male members of a family sexually abuse the teenage girls. This might be attributed to the broken families where there is presence of violence and negligence of parental responsibilities coupled with drunkenness.

It was found out that teenagers would be able to understand and control their sexual feelings if they are taught early enough what happens during their body development and what should be done to take care of such feelings. According to Warwick and Abigali (2008, 20) in some societies there is low rate of teenage pregnancies due to positive and open attitude towards

teenagers' sexuality. The study also found that sex education and abstinence can help to curb teenage pregnancy in Nguluni area. However according to (UC ANR, 2004, 4-16) abstinence only strategies have not shown any delay in the onset of sexual intercourse. Prevention of teenage pregnancy can be solved if teenagers become responsible by avoiding behaviours that are likely to end up in early pregnancies. Individual characteristics that involve sex with multiple partners is a risky behaviour that can lead to pregnancy (DiClemente et al. 2009, 285-288)

The study findings show that effective awareness campaigns can help to address early teenage pregnancy in the area. Members of the community and other stakeholders should be involved in the awareness campaigns. This will equip the teenagers with relevant information besides keeping them away from idleness. The awareness campaign activities can be delivered by members of the community and other partners who have a role in reducing teenage pregnancies.

The study found that awareness campaigns should be made available in places of worship. According to Were (2007, 15) availability of church forums that discuss sex education and family life reduces the probability of teenage pregnancies. Also if the media is effectively used in the area to create awareness concerning teenage pregnancy, good results can be achieved. An example is the '16 and pregnant teen mom' program aired on television in the USA. The program has seen a reduction of teenage pregnancy in the country by 9% (National Campaign to Prevent Teen and Unplanned Pregnancy 2011)

According to the findings family planning programs can help in curbing the teenage pregnancy problem in Nguluni. The programs should address



contraceptive supply in the area and particularly on how to access family planning information and services. According to UNICEF (2008), laws and policies restrict adolescents' access to information and services by limiting family planning to married people or request for parental or spousal consent. Therefore, there is need for the government to actively participate in such kind of programs and improve the education level and quality aimed at preventing pregnancy in Nguluni. Statistics show that women with secondary education use contraceptives four times higher than those who are poor and uneducated (UN 2010, 7).

## 8 CONCLUSION AND RECOMMENDATION

Teenage pregnancy problem is affecting societies in all levels. This has forced partners and stakeholders to criss-cross the globe in search of solutions that are effective in eradicating this problem. However, it is advisable to understand that the urge to do sex by teenagers will be there and teenage pregnancy cannot be completely eradicated. There is a big difference in the way different societies and cultures approach the issue of sex and teenage pregnancy at large. Prevention methods that have been proven to be effective in some societies and cultures can be benchmarked, but caution should be exercised to avoid cross-cultural miscommunication which might create more problems than solutions. Addressing of this problem should be teamwork between teenagers, policy makers, partners, stakeholders and members of the community in order to create a system which ensures effective communication and understanding of the challenges facing teenagers nowadays. Vital information can come to the surface when teenagers are given a chance to air their views, ideas, opinions, and suggestions hence contributing goals and objectives achievements. Long-term success in reduction of teenage pregnancies can be achieved if the right guidelines are set because the future of a successful society lies in the foundation that is set for the teenagers. If the right foundation is missing, it will be difficult for a teenager to make wise decisions when faced with difficult challenges during adolescence stage and therefore the circle will not end but continue from generation to generation. There is a lot to unearth concerning teenage pregnancy in Nguluni and one suggestion for further research is to find out what are the views of boys concerning teenagers' pregnancy in the area.

## REFERENCES

- ACET. Boda Boda. Accessed on 04 October 2011.  
<http://www.acetug.org/programmes/mens-programme/boda-bodas.html>
- ACT. Towards the Revival of Akamba Culture. Accessed on 21 March 2012.  
[http://www.machakos.org/Concept\\_Paper.pdf](http://www.machakos.org/Concept_Paper.pdf)
- Barker, P. 2007. Teenagers, social support and help-seeking behaviour An international literature review and programme consultation with recommendations for action. Accessed on February 4, 2011.  
[http://whqlibdoc.who.int/publications/2007/9789241595711\\_eng.pdf](http://whqlibdoc.who.int/publications/2007/9789241595711_eng.pdf)
- Baden, S, M. & Major, H, C. 2010. New Approaches to Qualitative Research
- Best Start Resource Centre & SIECCAN. 2007. Update Report on Teen Pregnancy Prevention. Accessed on 02 December 2011.  
[http://www.beststart.org/resources/rep\\_health/pdf/teen\\_pregnancy.pdf](http://www.beststart.org/resources/rep_health/pdf/teen_pregnancy.pdf)
- Bright Hope International. Blueprint for Hope. Nguluni Location Resource Center. Accessed on 03 October 2011.  
[http://www.brighthope.org/downloads/project\\_downloads/kya0030.pdf](http://www.brighthope.org/downloads/project_downloads/kya0030.pdf)
- Chambers, R., Wakley, G. & Chambers, S. 2001. Tackling Teenage Pregnancy sex, culture and needs
- Cherry, L, A., Dillon, E, M. & Rugh, D. 2001. Teenage Pregnancy: A Global View
- CIA . 2011. The World Fact Book: Kenya. Accessed on 28 August 2011.  
<https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html>
- Citizen Television News. 2009. Teenage Pregnancies on the Rise. Kenya Citizen TV kenyacitizentv's Channel. 30 August 2009. Accessed on 12 October 2011. <http://www.youtube.com/watch?v=f5h7Wcliigc&feature=related>
- Creswell, J,W. 2007. Second edition. Qualitative Inquiry Research Design. Choosing Among Five Approaches.

DiClemente, R, J., Santelli, J, S. & Crosby, R, A. 2009. Adolescent Health : Understanding and Preventing Risk Behaviors

Divine, J. 2011. Shocking zealotry of pregnancy prevention instills social problems. Accessed on October 2011. The Mirror 17 September 2011  
<http://www.uncmirror.com/opinions/shocking-zealotry-of-pregnancy-prevention-instills-social-problems-1.2596833#.T6KR82uz7wQ>

Fain, J, A. 2004. Reading, Understanding, and Applying Nursing Research

Garner, R. 2009. The Big Question: Why are teenage pregnancy rates so high, and what can be done about it? The Independent 17 February 2009. Accessed on 21 September 2011.  
<http://www.independent.co.uk/extras/big-question/the-big-question-why-are-teenage-pregnancy-rates-so-high-and-what-can-be-done-about-it-1623828.html>

Graneheim, U, H, & Lundman, B. 2003. Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. Accessed on 18 February 2012.  
[http://pdn.sciencedirect.com/science?\\_ob=MiamiImageURL&\\_cid=272471&\\_user=1234512&\\_pii=S0260691703001515&\\_check=y&\\_origin=article&\\_zone=toolbar&\\_coverDate=29-Feb-2004&\\_view=c&\\_originContentFamily=serial&\\_wchp=dGLbVIS-zSkWA&\\_md5=873fcfe0c01b7d56db8d399a234731cf/1-s2.0-S0260691703001515-main.pdf](http://pdn.sciencedirect.com/science?_ob=MiamiImageURL&_cid=272471&_user=1234512&_pii=S0260691703001515&_check=y&_origin=article&_zone=toolbar&_coverDate=29-Feb-2004&_view=c&_originContentFamily=serial&_wchp=dGLbVIS-zSkWA&_md5=873fcfe0c01b7d56db8d399a234731cf/1-s2.0-S0260691703001515-main.pdf)

Guttmacher. 2008. Facts on Abortion in Kenya. Accessed on 30 January 2012.  
[http://www.guttmacher.org/pubs/FB\\_Abortion-in-Kenya.pdf](http://www.guttmacher.org/pubs/FB_Abortion-in-Kenya.pdf)

ICPD. 1994. A/CONF.171/13: Report of the ICPD (94/10/18) (385k) Accessed on 24 January 2012. <http://www.un.org/popin/icpd/conference/offeng/poa.html>

Kenya-advisor.com. 2011. Kenya travel advice: Is traveling in Kenya safe? <http://www.kenya-advisor.com/kenya-travel-advice.html>. Accessed on 12 October 2011

Kerr, J. 2000. Community Health Promotion. Challenges for practice.

KNBS & ICF Macro. 2010. Kenya Demographic and Health Survey 2008-09. Calverton, Maryland: KNBS and ICF Macro. Accessed on 19 September 2011.  
<http://www.measuredhs.com/pubs/pdf/FR229/FR229.pdf>

KTN. Teenage pregnancies. KTN Kenya Standard Group Kenya's Channel. 26 December 2009. Accessed on 12 October 2011. <http://www.youtube.com/watch?v=NmaSfs1mEZY&feature=relmfu>

Makori, N. 2012. How bikers lure girls with free rides. The Standard 13 March 2012. Accessed on 13 March 2012. <http://www.standardmedia.co.ke/news/InsidePage.php?id=2000053933&cid=159&story=How%20bikers%20lure%20girls%20with%20free%20rides>

Muhumed, K & Cervinkova, M. 2001. Effect of loneliness on elderly people's lives. Bachelor's Thesis, Tampere University of Applied Sciences. Degree Programme in Nursing and Health Care Option of Medical-surgical Nursing. Accessed on 18 February 2012. [https://publications.theseus.fi/bitstream/handle/10024/35316/Muhumed\\_Khadra\\_Cervinkova\\_Marketa.pdf?sequence=1](https://publications.theseus.fi/bitstream/handle/10024/35316/Muhumed_Khadra_Cervinkova_Marketa.pdf?sequence=1)

Mulama, J. 2010. Stopping Pregnancy from Being the End of the Educational Road. Accessed on 20 April 2010. <http://ipsnews.net/africa/nota.asp?idnews=34137>

Muthoni, S. 2010. Teen pregnancies: Parents are partly to blame. Daily Nation 6 July 2010. Accessed on 12 November 2010. <http://www.nation.co.ke/Features/Living/Teen%20pregnancies%20Parents%20are%20partly%20to%20blame/-/1218/953042/-/1h9b1z/-/index.html>

National Campaign to Prevent Teen and Unplanned Pregnancy. 2011. U.S. Teen Birth Rate Drops a Dramatic 9% in 2010. 17 November 2011. Accessed on 30 November 2011. [http://blog.thenationalcampaign.org/pregnant\\_pause/2011/11/us-teen-birth-rate-drops-a-dra.php](http://blog.thenationalcampaign.org/pregnant_pause/2011/11/us-teen-birth-rate-drops-a-dra.php)

NCAPDa. 2005. Machakos district strategic plan 2005-2010 for implementation of the national population policy for sustainable development. Accessed on 13 October 2011. <http://www.ncapd-ke.org/UserFiles/File/District%20Strategic%20Plans/Machakos%20FINAL%20Modified.pdf>

NCAPDb. 2005. Adolescent Reproductive Health and Development Policy Plan of Action 2005-2015. Accessed on 8 December 2011. [http://www.policyproject.com/pubs/policyplan/KEN\\_ARH\\_POA%202005-15.pdf](http://www.policyproject.com/pubs/policyplan/KEN_ARH_POA%202005-15.pdf)

Neema, S., Musisi, N & Kibombo, R. 2004. Adolescent Sexual and Reproductive Health in Uganda: A synthesis of Research Evidence. Occasional Report No.14 December 2004. Accessed on 18 March 2012.  
<http://www.guttmacher.org/pubs/2004/12/20/or14.pdf>

Ngwegwa, N. 2011. Pregnancy drops 40 girls from Lushoto schools. Daily News online edition. 5 May 2011. Accessed on 14 September 2011.  
<http://dailynews.co.tz/home/?n=19566>

Ocran, W. & Danso, Y, M. 2009. Male Adolescents' knowledge, perceptions and attitudes towards hiv/aids prevention *A case study of Elembelle District in Ghana*. Bachelor's Thesis April 2009, JAMK University of Applied Sciences, School of Health and Social Services. Degree Programme in Nursing. Accessed on 15 November 2011.  
[https://publications.theseus.fi/bitstream/handle/10024/3176/Danso\\_Ocran.pdf?sequence=1](https://publications.theseus.fi/bitstream/handle/10024/3176/Danso_Ocran.pdf?sequence=1)

Okungu, R, V. 2003. Kenya: Why Luo teenage mothers never go back to school. All Africa News Agency 19 May 2003. Accessed on 20 April 2010.  
<http://www.africafiles.org/article.asp?ID=1962>

Polit, D, F & Beck, C, T. 2004. Nursing Research; Principles and Methods, 7th ed. Philadelphia. Lippincott Williams & Wilkins.

State House Kenya. Kenya in Brief. Accessed on 24 February 2011  
<http://www.statehousekenya.go.ke/kenya.html#kenya4>

UC ANR . 2004. Teen Pregnancy Prevention Workgroup. Best Practices in Teen Pregnancy Prevention: Practitioner Handbook (2nd ed.). Oakland, CA: University of California Cooperative Extension. Accessed on 24 August 2011.  
<http://ucce.ucdavis.edu/files/filelibrary/5074/15899.pdf>

UNESCO. 2004. Development of education in Kenya Ministry of Education Science and Technology August 2004. Accessed on 07 September 2011.  
<http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/kenya.a.pdf>

UNICEF. 2001. Teenage Births in Rich Nations. Innocenti Report Card issue No. 3 July 2001. Accessed on 21 September 2011.  
<http://www.unicef-irc.org/publications/pdf/repcard3e.pdf>

UPENN. African Studies Center. Kenya Languages. Accessed on 28 October 2011.

<http://www.africa.upenn.edu/NEH/klanguages.htm>

UN. 2010. We can end poverty 2015. Millenium Development Goals. MDG Report 2010 En 20100604 r14 Final.indd Sec1:3 15 June 2010. Accessed on 18 March 2012.

<http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf>

UNICEF. 2008. World Population Day. 11 July 2008 plan your future, plan your families. Young people and Family Planning: Teenage Pregnancy. Accessed on 18 March 2012.

[http://www.unicef.org/malaysia/Teenage\\_Pregnancies\\_-\\_Overview.pdf](http://www.unicef.org/malaysia/Teenage_Pregnancies_-_Overview.pdf)

Villarreal, M . 1998. Teenage Fertility: Socio-cultural Issues. April 1998.

Accessed on 15 February 2011.

<http://www.fao.org/sd/wpdirect/WPan0024.htm>

Vukets, C. 2009. Testing schoolgirls for pregnancy not likely to cut number of teenage mothers. Daily Nation 22 December 2009. Accessed on 1 March 2011.

<http://www.nation.co.ke/News/-/1056/829400/-/vo7vw2/-/index.html>

Waal, D, A. 2010. Cutting teen pregnancy the Dutch way. Gurdian Saturday 27 February 2010. Accessed on 24 August 2011.

<http://www.guardian.co.uk/commentisfree/2010/feb/27/teen-pregnancy-netherlands-sex>

Walliman, N. 2005. Your Research Project 2<sup>nd</sup> Edition.

Warwick, C, E. & Abigali, I, K. 2008. Supporting Young Parents: Pregnancy and Parenthood among Young People from Care

Wellings, K., Collumbien, M., Slaymaker, E., Singh, S., Hodges, Z., Patel, D. & Bajos, N. 2006. World Health Organization. Sexual behaviour in context: a global perspective. The Lancet Sexual and Reproductive Health Series, October 2006. Accessed on 14 September 2011.

[http://www.who.int/reproductivehealth/publications/general/lancet\\_2.pdf](http://www.who.int/reproductivehealth/publications/general/lancet_2.pdf)

Were, M. 2007. Determinants of teenage pregnancies: The case of Busia District in Kenya. Economics and Human Biology Volume 5, Issue 2, July

2007, Pages 322–339. Accessed on 10 March 2012.

<http://www.sciencedirect.com/science/article/pii/S1570677X07000287>

Wilson, H, S. 1985. Research in Nursing.

WHO. 2004. Health Organization .Teenage Pregnancy (Issues in Teenage Health and Development).Accessed on 3 May 2010.

[http://whqlibdoc.who.int/publications/2004/9241591455\\_eng.pdf](http://whqlibdoc.who.int/publications/2004/9241591455_eng.pdf)

WHO. 2006 . Pregnant teenagers: delivering on global promises of hope. Accessed on 7 March 2011.

[http://whqlibdoc.who.int/publications/2006/9241593784\\_eng.pdf](http://whqlibdoc.who.int/publications/2006/9241593784_eng.pdf)

WHO. 2011. Making Pregnancy Safer. Accessed on 08 September 2011.

[http://www.who.int/making\\_pregnancy\\_safer/topics/teenage\\_pregnancy/en/index.html](http://www.who.int/making_pregnancy_safer/topics/teenage_pregnancy/en/index.html)

WHO. 2009. Adolescent pregnancy: a culturally complex issue. Accessed on 09 September 2011. <http://www.who.int/bulletin/volumes/87/6/09-020609/en/>

WHO. 2008. Adolescent Pregnancy. Accessed on 09 September 2011.

[http://www.who.int/maternal\\_child\\_adolescent/documents/mpsnnotes\\_2\\_lr.pdf](http://www.who.int/maternal_child_adolescent/documents/mpsnnotes_2_lr.pdf)

WHO. 2011. Knowledge summary 1 - Understand the burden. Accessed on 09 September 2011.

[http://www.who.int/pmnch/media/press\\_materials/fs/ks1\\_understand\\_burden/en/](http://www.who.int/pmnch/media/press_materials/fs/ks1_understand_burden/en/)

WHO. 2010. Maternal mortality. Fact sheet N 348 November 2010. Accessed on 09 September 2011.

<http://www.who.int/mediacentre/factsheets/fs348/en/index.html>

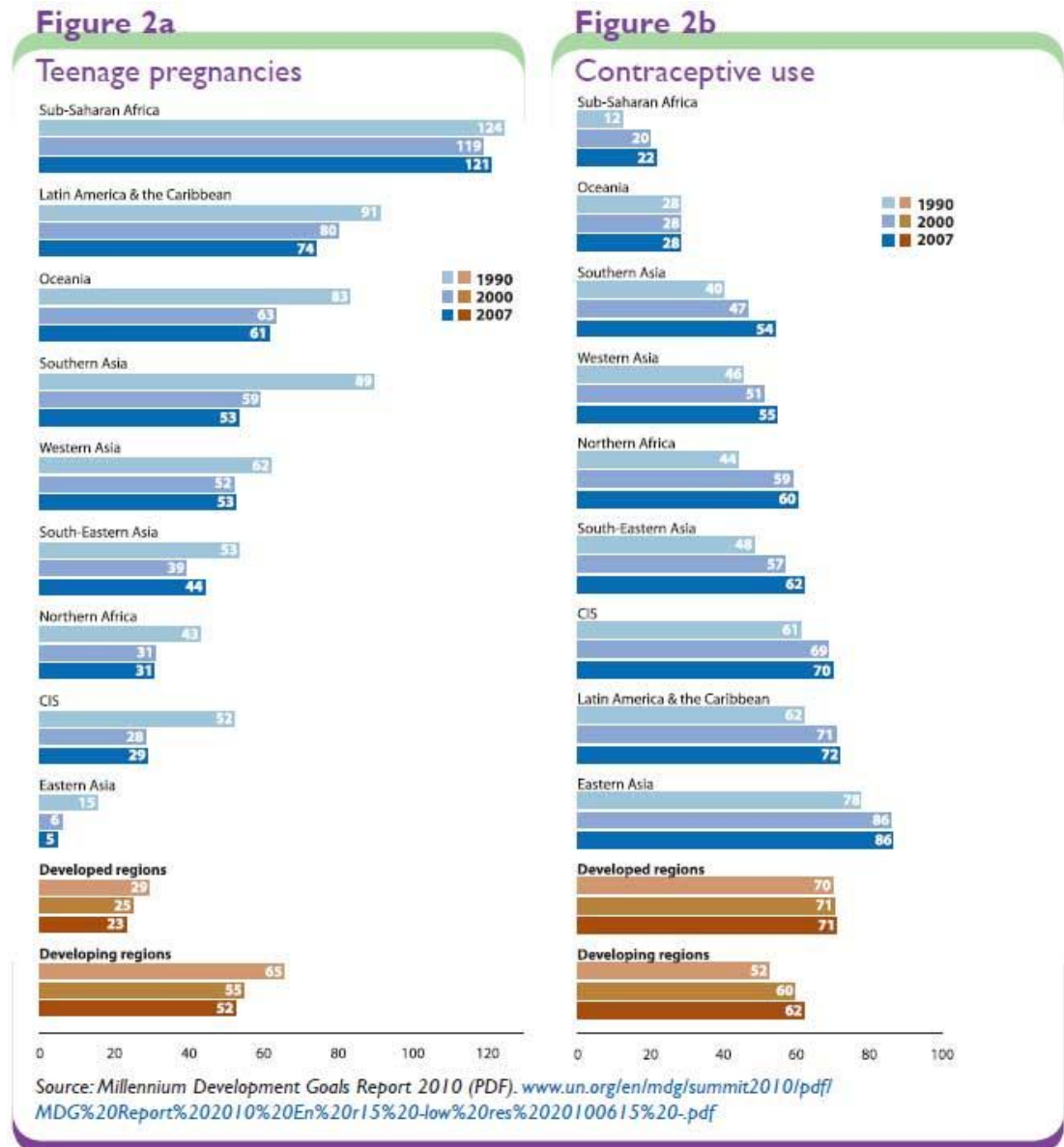
Wood, P, L. 2011. Teenage Sexuality in Different Cultures. Journal of Pediatric and Adolescent Gynecology.29 June 2011. Accessed on 10 March 2012.

<http://www.sciencedirect.com/science/article/pii/S1083318811002312>



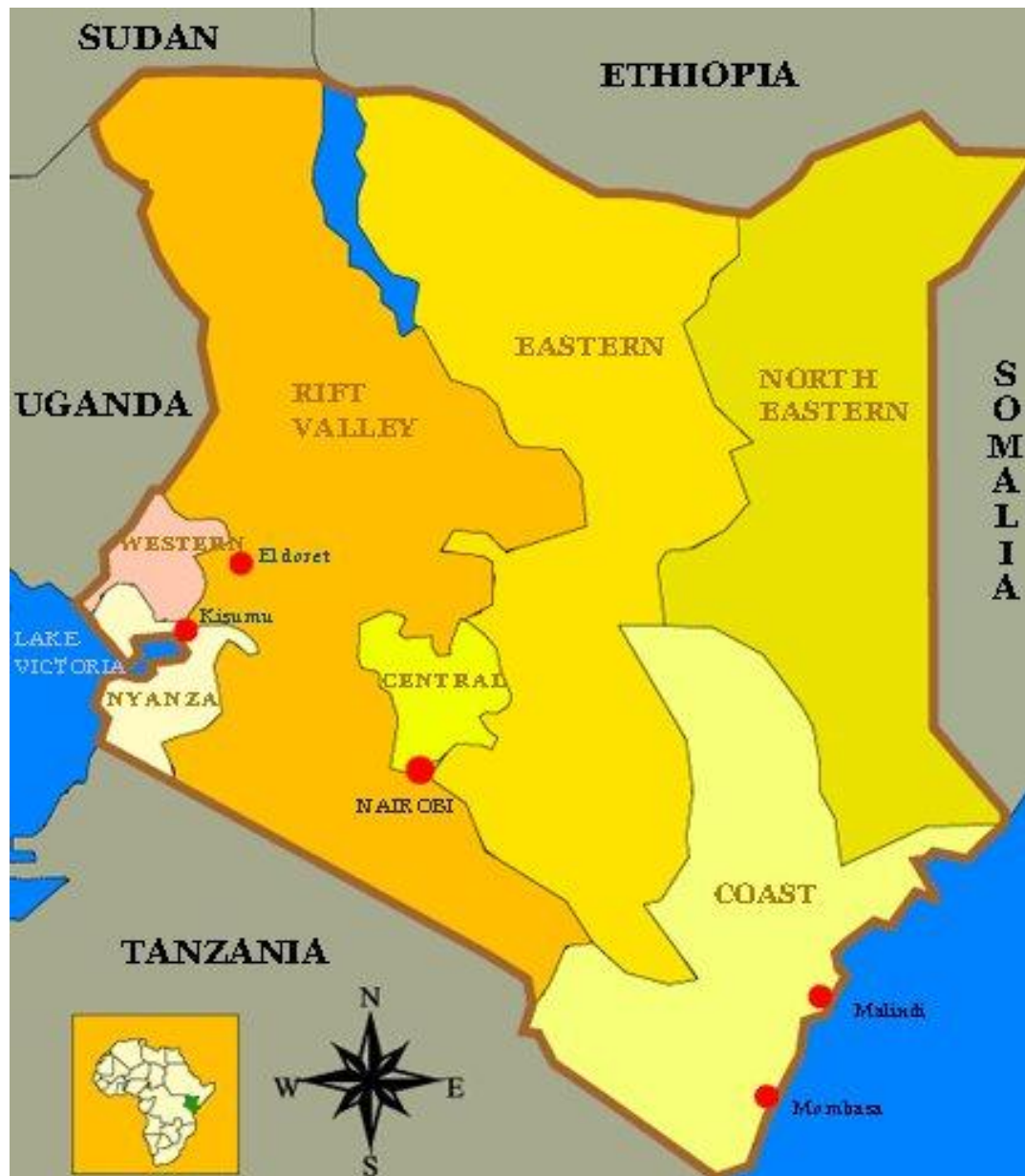
## APPENDICES

Figure 1: Teenage and contraceptive use around the world



Source: World Health Organization(WHO, 2011)

Figure 2: Kenya provinces map



Source: Kenya-advisor.com(2011)

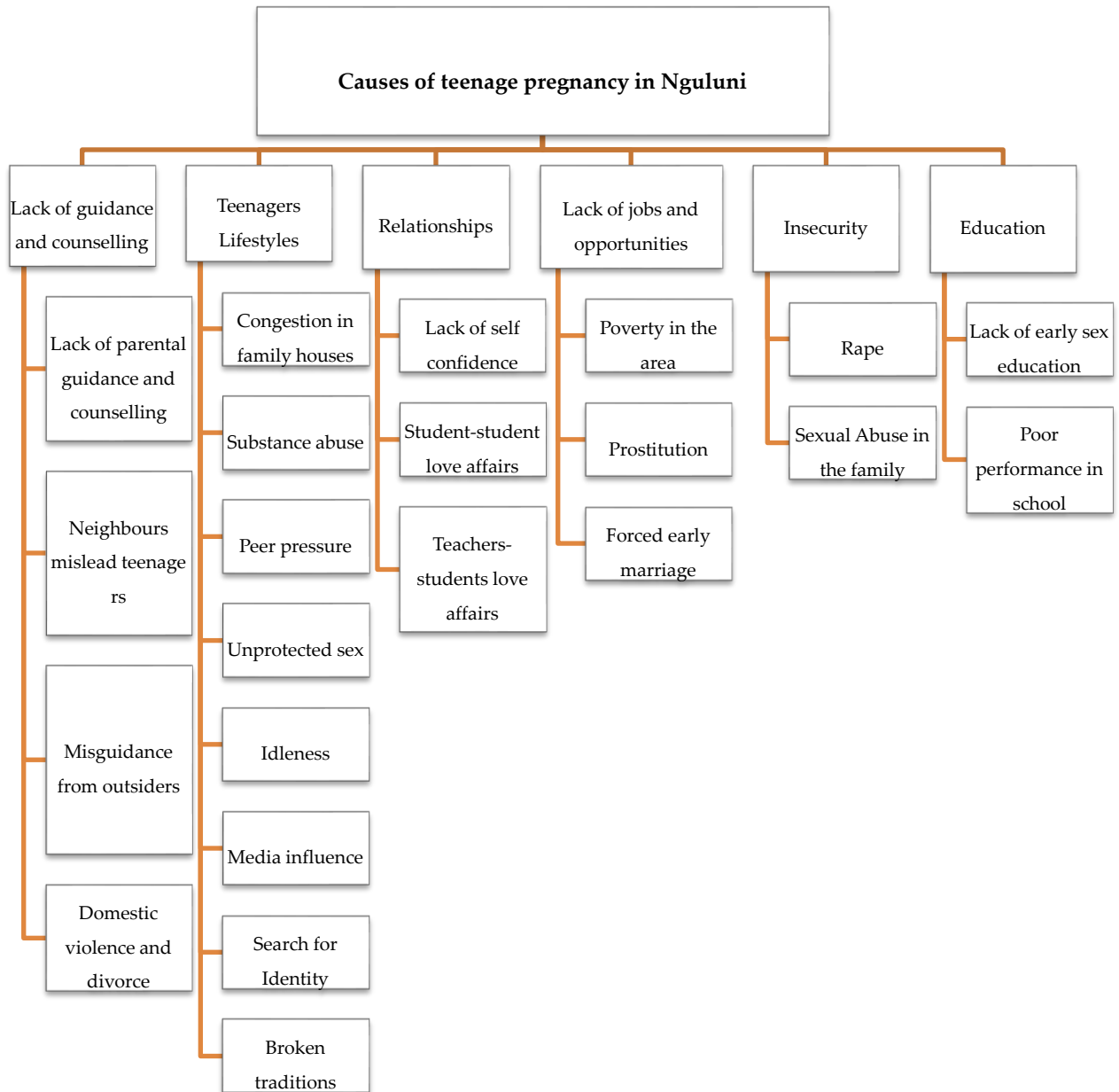
**Appendix 1: Essay cases.****Case one**

Take your time and imagine about a young girl called Missu. This girl is 13 years old and lives in Nguluni. Missu has stopped from coming to school because she became pregnant at a very young age. Write an essay that explains the reasons why a young girl like Missu became pregnant at an early age and dropped out of school.

**Case two**

Take your time and imagine about a young girl called Missu. This girl is 13 years old and lives in Nguluni. Missu has stopped from coming to school because she became pregnant at a very young age. Her friends and other young girls would not like to become pregnant like her. Write an essay that tells what parents, teenagers, pupils, neighbours, friends, teachers and other people in Nguluni should do to help Missu's friends and other girls from becoming pregnant when they are so young.

## Appendix 2: Participants' views on causes of teenage pregnancy in Nguluni.



### Appendix 3: Participants' views on prevention of teenage pregnancy in Nguluni.

