

**A RESEARCH PROJECT TO FIND OUT THE EFFECTS OF TEENAGE PREGNANCY ON  
ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS:  
A CASE STUDY OF MARSABIT COUNTY, KENYA**

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COMMUNITY HEALTH AND DEVELOPMENT OF THE MANAGEMENT UNIVERSITY  
OF AFRICA**

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## DECLARATION

I do hereby declare that this is my original work and to my very best of knowledge, also sole author, I accept responsibility of any error of whatsoever nature that may be deducted, positive critic is therefore welcomed.

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## **DEDICATION**

This project is dedicated with sincere love and gratitude to my dear parents' my father and my mother for moral and financial support which has made me to aspire what I am. I will not forget my dear Friends and classmates for the support given and encouragement.

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## ABSTRACT

Pregnancy in young females between the ages of thirteen and nineteen is referred to as a teen pregnancy. In today's globe, teen pregnancy is common among most secondary school students in poor countries. Pregnancy in young females between the ages of thirteen and nineteen is referred to as a teen pregnancy. Teenage pregnancy is now common among students in most secondary schools in underdeveloped countries around the world. The goal of this study was to see how adolescent pregnancy affected secondary school students' school achievement. The research was limited to Marsabit County, Kenya. Considering the explanation of the problem, it has been observed in Kenya for more than years that teenage pregnancies have spread to junior high school students due to various factors that adversely affect affected teens. Panday et al. (2015) found that teenage mothers are very unlikely to succeed in high school, given that after pregnancy they will be held more responsible for raising their newborns. The purpose of this study was to determine whether poor physical and mental health, poor self-esteem, and social isolation due to teenage pregnancy affect junior high school performance. This survey relates to parents of secondary schools in Marsabit County, the Kenyan government, and teenagers in high schools and high schools. The descriptive research design was used throughout the research. The target population consisted of 266 employees, and a sample of 80 employees was sampled using a stratified random sampling technique. Researchers used questionnaires as a means of research. The survey was conducted using the latter drop-and-pick method. The data collected was qualitatively and quantitatively analyzed and presented using tables, figures, and figures. From the results of the survey, most of the respondents who participated in the survey said that 81% of the respondents said that the pregnancy of teens had a physical and psychological effect on the academic performance of junior high school students. 19% therefore, the physical and psychological effects of teenage pregnancy do not affect the academic performance of junior high school students. Based on the respondents' responses, the majority of respondents (95%) said that the decrease in self-esteem due to teenage pregnancy affects the academic performance of secondary school students, considering the decrease in self-esteem due to teenage pregnancy. did. Respondents who participated in the study showed that the loss of self-esteem due to teenage pregnancy did not affect academic performance in secondary high school students. The majority of respondents (88%) show that social isolation from teenage pregnancies affects academic performance in junior high school students, and 12% of the total number of respondents who participated in the survey were from teenage pregnancy. Isolation has a complete impact on the academic performance.

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## **ABBREVIATIONS AND ACRONYMS**

**UNPF** United Nations Population Fund

**USA** United States of America

## **OPPERATIONAL DEFINITION OF TERMS**

Physical and mental health – these are basically related. There are multiple links between mental health and chronic physical illness that have a significant impact on people's quality of life, demand for health care and other publicly funded services, and impact on society (Macleod). ,2014).

Self-esteem – This refers to the feeling of being accepted and accepted (Eloudou, 2014).

Social Isolation – A condition in which there is complete or almost complete lack of contact between society and the individual (Arai, 2009).

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

A teenage pregnancy is a pregnancy that occurs in young girls between the ages of 13 and 19. Teenage pregnancies are now common among most high school students in developing countries around the world. Given that most young girls find it difficult to return to school after pregnancy, this has had a very negative impact on the realization of young girls' dreams (Kauffman, 2016). According to Macleod (2014), teenage pregnancy is a major problem facing most countries in the world today. This is from first world countries like the United States (USA), like Kenya where this issue is actually a source of concern for policy makers, so-called social workers, and service providers of other people. It extends to the countries of the three worlds. Adverse effects on girls around the world. Africa has been greatly hit by this problem. Teenage pregnancy can also be defined as social problem in which adult practices and functions that is sexual intercourse, reproduction, and mothering are actually displayed by a person who owing to her age as well as development status is not yet an adult which in this case is adult but not adult, child but not child. Pregnancy among the teenagers occurs due to sexual activities either voluntarily or not. Most of these problems occur as a result of parents paying less attention to their children bearing in mind that in this twenty first century, children are growing in a culture way in which peers, television and motion pictures, magazines as well as music often transmit

either covert or overt message on unmarried sexual relationship which in this case involve teenagers are accepted and thus expected behavior have contributed largely to moral decadence rampancy among the secondary school teenagers in Kenya (Slow ski, 2015). According to Eloudou (2014), despite the current education system in Kenya which is 2-6- 3-3-3 promotes education as a pillar of responsible sexual behavior and being informative of the consequences of sexual immorality including teenage pregnancy, sexual transmitted diseases as well as psychological effects that are commonly offered at home and community settings. Junior high school students often have teenage pregnancies, choose to drop out of school, commit suicide, and commit suicide among many negatives, so they don't seem to work in this area ( Panday et al. (2015)

This has led to the emergence of awareness-raising programs in secondary schools organized to help

resolve this issue in order to reduce the number of teenage pregnancies that occur each year. In this case, teenage pregnancy and attendance at school do not really match. The latter adversely affects school education and future plans. The reason for this aspect is that a teenage mother may drop out of school due to her parental roles while attending classes on a regular basis .Statement of the Problem In Kenya, it has long been observed that teenage pregnancies are widespread among junior high school students due to a variety of factors that adversely affect affected teenagers. Panday et al. (2015) found that teenage mothers are very unlikely to succeed in high school, given that after pregnancy they will be held more responsible for raising their newborns. Other new issues that contribute to teenage pregnancy include: Denying the role of parents / guardians in educating children on how to grow up to avoid being a victim of teenage pregnancy, putting this duty in the hands of teachers, but teachers are not always teenagers Around. Failure to complete secondary education tends to limit the lifetime income potential of young people in selected schools, which can enhance this cycle of poverty among them (Spencer, 2012). .. Therefore, as a result of these problems, this study determines and assesses the impact of teenage pregnancy on junior high school academic performance, and examines various strategies to prevent the occurrence of such problems, or teenagers. The purpose of mothers and fathers is to enable sexually active teens who would have dropped out of secondary school to achieve both education and career orientation. Therefore, this study aims to investigate the impact of teenage pregnancy on academic performance in junior high school students.

## 1.2 Purpose of the Study

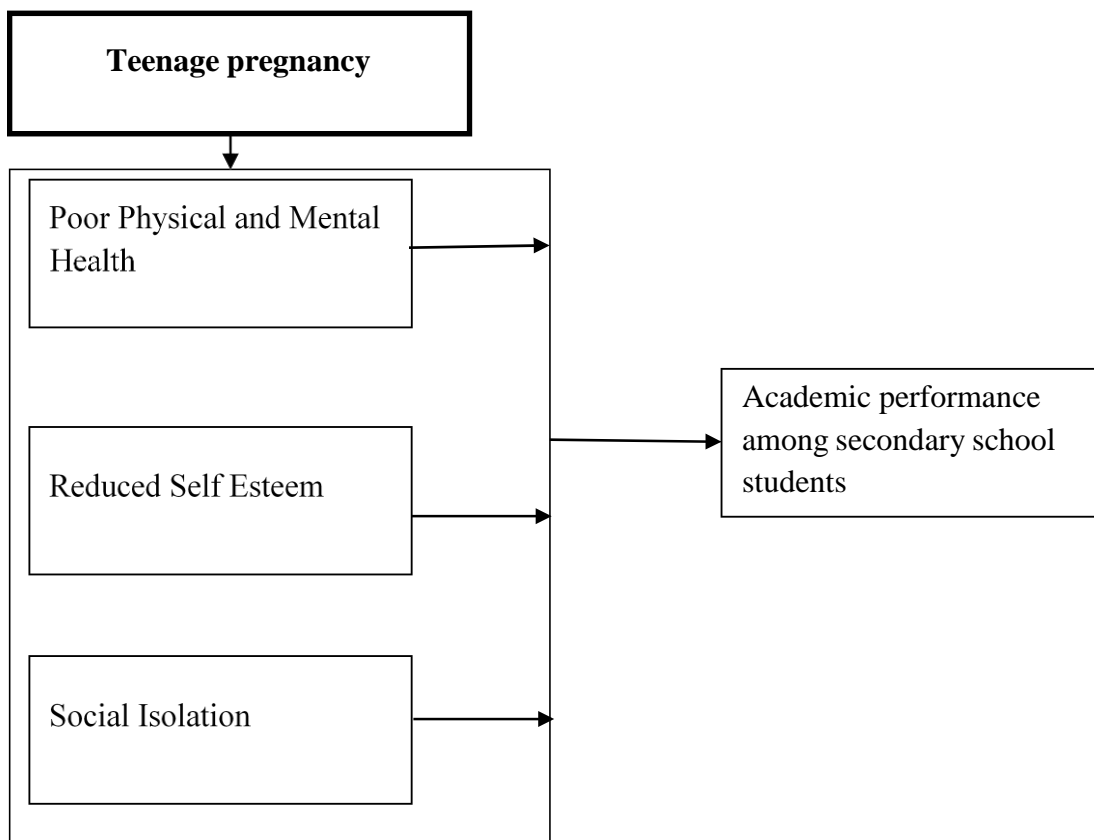
This study seeks to investigate the effect of teenage pregnancy on academic performance among secondary school students.

## 1.3 Conceptual Framework

**Figure 1.1 Conceptual Framework**

**Independent variables**

**Dependent variable**



**Source: Author (2019)**

## **1.4 Research Questions**

- i. To what extent does the deterioration of physical and mental health due to teenage pregnancy affect the academic performance of secondary school students
- ii. How does the loss of self-esteem due to a teenage pregnancy affect academic performance in secondary school students?
- iii. Is there a link between social isolation due to teenage pregnancy and academic performance in secondary school students?

## **1.5 Objectives of the Study**

### **1.6.1 General Objectives**

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

### **1.6.2 Specific Objectives**

- i. To determine how poor physical and mental health due to a teenage pregnancy affects academic performance in junior high school students.
- ii. To determine the impact of decreased self-esteem due to teenage pregnancy on junior high school student performance.
- iii. Evaluate the relationship between social isolation due to teenage pregnancy and academic performance of junior high school students.

## **1.6 Hypothesis of the Study**

Ho. Deterioration of physical and mental health due to teenage pregnancy affects academic performance in junior high school students.

Ho. Decreased self-esteem due to teenage pregnancy affects academic performance in junior high school students.

Ho. There is a link between social isolation due to teenage pregnancy and academic performance in junior high school students

## **1.7 Significance of the Study**

This research study was of great significance to the following:

### **1.8.1 Secondary Schools in Marsabit County**

This study was of paramount importance to high schools in Marsabit County because it provided insights on how to minimize or eliminate high teenage pregnancies in high schools within the sub-county.

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

This study helped the Kenyan government understand the causes of teenage pregnancies rampant in secondary schools in the country. Therefore, this allows the government to develop a mechanism to minimize high teenage pregnancy rates in secondary school.

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

Secondary school teenage parents benefited from this research study in understanding the causes and solutions of teenage pregnancies. Therefore, this will enable us to solve this problem not only for current secondary school students but also for future secondary school students.

### **1.8.4 Secondary School Teenagers**

This research study helped teens in middle school because they provided knowledge on how to prevent problems associated with teenage pregnancy. On the other hand, this study focuses on secondary school teens who have fallen into this trap in terms of how to avoid the same trap and how to deal with the challenges faced as a teenage pregnancy victim. increase.

## **1.8 Scope of the Study**

This study was limited to high schools in Marsabit County, with the main purpose of determining the impact of teenage pregnancy on high school academic performance. The survey was conducted in March 2020.

## **1.9 Limitations of the Study**

### **1.10.1 Confidentiality**

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

### **1.10.2 Bureaucracy**

Due to the bureaucratic nature of the office and the availability of respondents, researchers faced several challenges in accessing individuals who were able to provide the data they needed. However, researchers have overcome this by completing of the requirements set for successful development of this research project.

## **1.10 Assumptions**

The premise of this survey is that the information collected through the survey is correct and represents all small and medium enterprises.

Respondents provided the necessary cooperation by answering all the questions in the questionnaire.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter introduces research, reviews the theoretical literature on how poor physical and mental health due to teenage pregnancy affects academic performance in secondary school students, and social isolation and academics due to teenage pregnancy. Includes association with grades Impact of reduced self-esteem due to teenage pregnancy on academic performance in secondary school students.

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

Teenage pregnancies usually result from lack of access to contraception and inconsistent use. In addition, perception plays a fundamental role in determining whether sexually active adolescents tend to use or ignore contraception. The study investigated the extent to which pregnancy-related early dropouts are key to gender performance gaps in secondary school. Considering the United Nations Population Fund (UNPF) report, rural teenage girls are at much higher risk of becoming pregnant than their urban classmates, and rural secondary school students have limited access to educational opportunities. Has been and avoids early pregnancy. We have better education in urban areas (Spencer, 2012).

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

Mental health disorders are very common among adolescents, with one in four to five teenagers suffering from the disorder. Low socio-economic status is associated with the development of mental disorders in children and adolescents. People living in poverty are exposed to more stressful situations such as B. Sexual immorality. Over time, as the children mature, as the children mature, the effects become really more harmful. In adolescence, mental health disorders, early sexual activity, and teenage pregnancy are associated with living in poorer areas (Grant and Hallman, 2018). The onset of adolescent pregnancy and the onset of mental illness are best described in terms of biopsychosocial phenomena. It is simple and reductionist to attribute mental illness as a reason for a teenage pregnancy. Many of the same social risk factors that lead to teenage pregnancy can also contribute to the development of mental illness (Patton, 2012). This study focused on both the risks associated

with mental disorders in adolescent pregnancy and mental health during adolescent parenting. This is also called the stress of adapting to the demands of raising a baby, and the stress of coping with the usual developmental challenges of adolescence, which can be exacerbated or even lead to psychological distress. Because of this, it is difficult to tell whether the stress associated with pregnancy and preterm birth of a child worsens the consequences of mental health or is due to adverse living conditions that are often predicted prior to a teenage pregnancy. .. As a result, the direction of causality in the relationship between adolescent parent-child relationships and mental health problems is very complex and has not been elucidated in existing studies (Eloudou, 2014).

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

Self-esteem refers to feelings and attitudes towards oneself. These are actually described and measured along a sequence from high to low, or more positive to negative. Some analyzes based on the determination of pregnancy or deviant behavior lead to the expectation of higher pregnancy rates among adolescents with very low self-esteem. The first person in this case is Arai (2009), who in this case leads to behavior that deviates from self-esteem. Cost-Benefit Analysis of Contraception and Pregnancy, Third is a variant of Lakers' paper that seeks to highlight the biological basis of adolescent pregnancy (Barclayetal). 2017). In addition, becoming pregnant as an unmarried adolescent deviates because it is done only by a small number of adolescents and is not licensed by the wider society. Therefore, a person who may deviate from the normative pattern due to negative implications may become pregnant to increase self-esteem. In this case, the young man can be expected to improve her status as a mother because the mother has an important task. Pregnancy can be the unexpected result of sexual intercourse. This is self-reinforcing as it is related to the feeling of being loved and may indicate a break from childhood and lead adolescents to think of themselves as the right person. Can be considered as. In other words, it can be inferred that adolescents with low self-esteem are more likely to become pregnant (Patton, 2012). Young people with low self-esteem may not be worried about avoiding pregnancy because they believe that they have nothing to lose when they become pregnant. If a girl does not work well at school and does not expect a good job in the future, there is nothing to prevent her from engaging in immoral behavior that leads to pregnancy. However, prior to the 20th century, sexual activity always closely follows sexual immorality, not

only in animal species but also in human society, so other views are considered to be expected behavior (O'Donnell and Wyneken, 2017). ).

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

Teens are afraid of social isolation and rejection. In fact, classmate rejection can be a strong horror faced by teens. Nonetheless, research confirms how debilitating this fear can be, leading to teenage isolation. The same part of the brain is actually activated by physical pain. For this reason, more and more young people are choosing teen isolation to protect themselves from both rejection and pain. Teens may choose to withdraw after a traumatic social experience, or perhaps after parting. Otherwise, they suffer from social anxiety and lack of social skills (Allan, 2016). In addition, teens are isolated, connected and distracted using technology. This can lead to social media addiction. From time to time, they have to leave their teenagers home and ask their parents to meet their friends instead of restraining them and imposing a curfew. Many teenagers usually do not have a curfew because they do not have a stay-at-home order. In this case, teen isolation actually makes the teen lonely. In fact, loneliness is common among teenagers. Teenage isolation and loneliness can also lead to a variety of unhealthy physiological and social symptoms. Social isolation of teenagers can be a warning sign of teenage depression. Teenage isolation can be an indicator of avoidant personality disorder (Carter and Coleman, 2016).

### **2.5 Theoretical Framework**

This research study was actually analyzed using human capital theory. In this case, this theory considers a person an important element of economic production. It is clear that Schultz and Becker's theory of human capital was developed to explain the increase in productivity that cannot be explained by the increase in technology and the increase in fiscal capital. Education in this case is considered the key to human capital development as it actually improves the quality of the workforce and thus the value of labor input in the production process (Duncan et al. 2010). Therefore, the education that underlies this study not only plays a central role in the formation of human capital, but is also important for economic growth. Human capital can be defined as an element of individual skills, talents, abilities and knowledge that tend to improve the productivity contribution of goods and services (Bunting and MauleyC, 2014). Both the government and the public need to invest more and

more in girls' education in order to acquire the necessary skills and knowledge. It is a well-known fact that society as a whole benefits from educated women. This means that the occurrence of teenage pregnancies leads to early dropouts, negatively impacting secondary school performance and, in the long run, reducing the quality and quantity of human capital performance. Human capital in this case is considered appropriate for this study, as education is the key to the development of human capital and is therefore better enough for girls to educate their children. In addition, a teenage pregnancy causes the girl to drop out of secondary school. In this case, not only the limited human capital of education, but also wit is diminished. Despite the positive contribution of theory to this study, there are some weaknesses as their only education assumes that people have the knowledge, attitudes and skills for the labor market. It has been recognized (Swann et al. 2013).

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

Grant and Hallman (2018) states that mental illness is very common among adolescents, with one in four to five teenagers suffering from some form of disability. Low socioeconomic status is associated with the development of mental disorders in children and adolescents. Based on the author's information, it is clear that a detailed explanation of the impact of teenage pregnancy's decline in physical and mental health on academic performance in junior high school students creates a gap. Arai (2009) argues that self-esteem refers to feelings and attitudes toward oneself. These are actually described and measured with continuity in the high to low or more positive to negative range. Some analyzes based on the determination of pregnancy or deviant behavior lead to the expectation of higher pregnancy rates among adolescents with very low self-esteem. In light of the author's remarks, the impact of reduced self-esteem due to teenage pregnancy on academic performance in secondary school students is not emphasized, which creates a gap. Allan (2016) argues that there is a high risk of social isolation and rejection among teenagers. In fact, classmate rejection can be a strong horror faced by teens. Nonetheless, research confirms how debilitating this fear can be, leading to teenage isolation. The same part of the brain is actually activated by physical pain. Based on the author's remarks, the details of the relationship between social isolation due to teenage pregnancy and academic performance of secondary school students are not emphasized, creating a gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **2.8 Introduction**

The research study was primarily based on assessing the impact of teenage pregnancy on academic performance in secondary school students. This chapter describes research design and methodologies, taking into account research design, target audience, sample design, data collection, procedures for obtaining the information you need, and data analysis.

#### **2.9 Research Design**

Research design refers to the design of conditions for collecting and analyzing data in a way that combines relevance to research objectives with the cost-effectiveness of the process (Kothari, 2004). The study adopted a descriptive research design because it was an intensive descriptive analysis of the so-called teenage mother's academic progress. In this case, the descriptive study design enabled both qualitative and quantitative methods. In other words, adopting a descriptive research design provided a lot of information and was very helpful in finding academic facts.

#### **3.0 Survey Area**

This survey focused on high school respondents in Marsabit County. The area was carefully selected given the presence of teenage girls in secondary school and has a sufficient survey population.

#### **3.1 Target Population**

A target population is a complete set of individual events or concerns that a researcher wants to study. The target population can also be defined as the total number of people, objects, or items that the researcher intends to conduct research on (Sarantakos, 2015). In this case, the target population was 266, including the principal, vice-principal, and teachers of Marsabit County Secondary Schools.

### 3.2 Table Target Population

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

**Source: Author (2020)**

### 3.3 Sampling Techniques

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

**Table 3.4 Sample Size**

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

**Source: Author (2020)-**

### **3.4.1 Sample size**

Sampling is the process of alternating a small number of people, objects, or events and analyzing them to find out about the entire peak selected. The sample is a small subset of the target population selected using a systematic format (Kothari, 2004). The sample size for this study was 80.

### **3.5 Measuring Variables**

Measuring is the assignment of numbers to objects or events according to the rules. Not only are variables measured at a particular level, but whether a variable is measured in any way depends largely on how the variable was designed and the type of indicator used during the measurement. The same variable can be measured in different ways (Sarantakos, 2015). This means that the measurements may actually be made or may be made at different levels. Measurement levels include nominal level, sequence level, interval level, and ratio level.

### **3.6 Survey Tools**

Survey tools are the tools used to collect data during research (Sarantakos, 2015). In this case, we used surveys and interviews to collect the data. The survey contained both structured and unstructured questions.

### **3.7 Measurement Validity**

Validity refers to the ability of the data to measure what is designed to measure. Validity can also be defined as the extent to which the research tool measures the variable being measured. Therefore, the validity of the contents of the equipment was established before it was used. Therefore, by definition, content validity can be defined as representing an instrument item associated with the measured content, while false validity is the appearance and appeal of the instrument (Kothari, 2004). In this case, the validity was determined by pilot studies in which the collected data equipment was pilot-tested by testing and retesting techniques.

### **3.8 Measurement Reliability**

Reliability refers to the ability of data acquisition equipment to provide consistent and accurate results with each repeated test / study. The reliability of the survey tool can also be defined as the extent to which the results tend to be consistent over time and accurately represent the surveyed population (Kothari, 2004). In this case, reliability was determined by a pilot study in which the data collection tool was tested using the test-retest method.

### **3.8 Data Collection Techniques**

Data collection in this case refers to the process of collecting and measuring information about target variables in an established system, where you can answer questions and evaluate the results (Sarantakos, 2015). When it comes to data collection techniques, there are various tools you can use to collect data. The interview can be done directly or by phone. On the other hand, surveys and surveys can also be paper-based or web-based. Observations and experiments can be collected either qualitatively, quantitatively, or in a mixture of both methods. The sorting, classification, modification, and tabulation of the collected data was analyzed with descriptive statistics using frequency and percentage. To facilitate the analysis, researchers analyzed the collected data from a point of view and answered three research questions. The results were presented using tables, figures, and graphics.

### **3.9 Data Analysis**

Data analysis refers to the process of investigating, cleaning, transforming, and modeling data to discover useful information, provide information, draw conclusions, and support decision making (Kothari, 2004). In this study, we analyzed the collected data qualitatively and quantitatively. Quantitative data refers to data that has been measured / quantified, and qualitative data refers to data that could not be measured or quantified.

### **4.0 Logical and Ethical Considerations**

The researchers were licensed by a secondary school in Marsabit County to collect the data. This was made possible by a letter of introduction from the Management University of Africa. The letter also confirmed that the study was for academic purposes only. The researchers also explained the confidentiality of the respondents' identities. Researchers have also promised to accept omissions or commissioned errors in the preparation of research reports. In addition, another important ethical consideration for this researcher was informed consent. This refers to a person who knowingly, voluntarily, intelligently, gives consent in a clear and explicit way, thereby protecting the autonomy of the respondent. Another ethical aspect considered was the benefit. In this case, the principle of benefit refers to the "non-harmful benefit" of Hippocrates, as it entails the professional duty to carry out effective and meaningful research to do better service than to promote well-being. increase. Of voters. In addition, other ethical considerations were considered. Confidentiality and honesty "consisting of keeping all the details provided confidential."

## CHAPTER FOUR

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

#### 4.1 Introduction

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

#### 4.2 Presentation of Findings

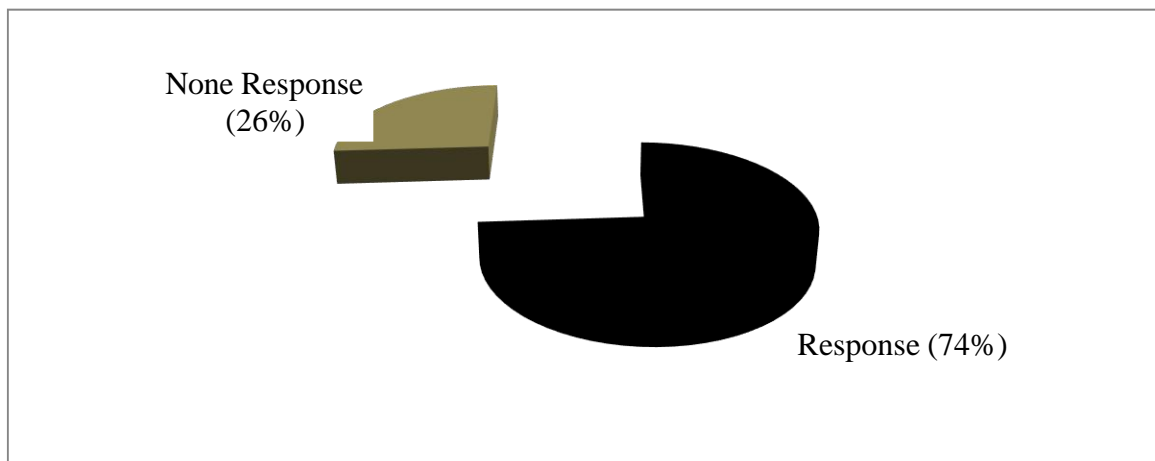
##### 4.2.1 Response Rate

Table 4.1 Response Rate

Response	Frequency	Percentage (%)
Response	59	74
None Response	21	26
<b>Total</b> Source: Author (2020)	<b>80</b>	<b>100</b>

Figure 4.1 Response Rate

Source: Author (2020)



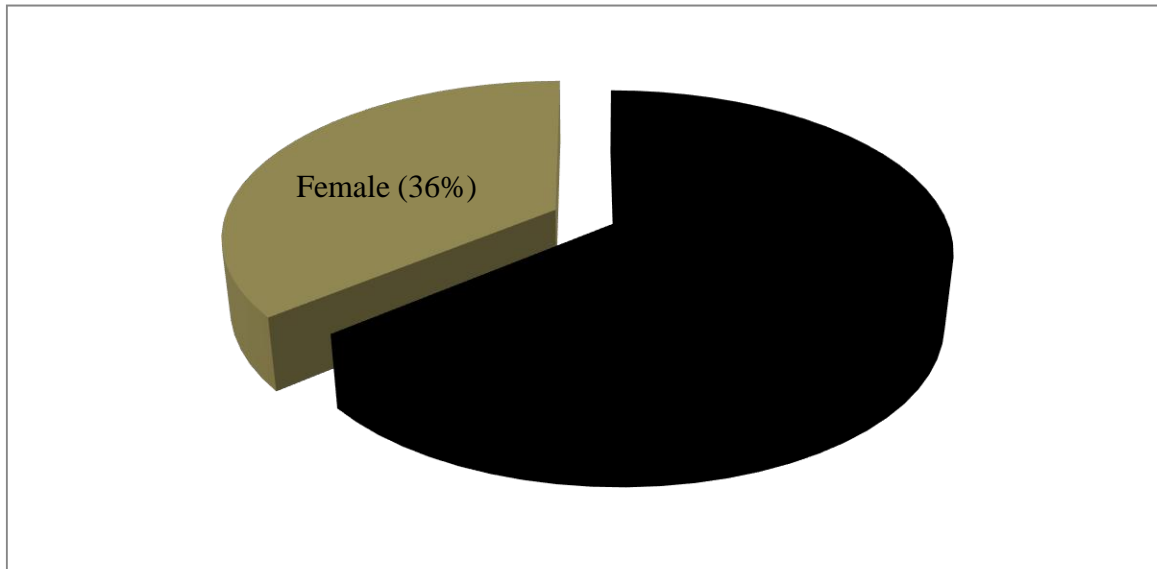
According to the table 4.1 and figure 4.1, the response that was obtained from the respondents was okay for the analysis process. 74% responded while 26% did not. This was a representative sample.

#### 4.2.2 Gender Analysis

**Table 4.2 Gender analysis of the respondents**

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

**Source: Author (2020)**



**Figure 4.2 Gender analysis of the respondents**

**Source: Author (2020)**

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

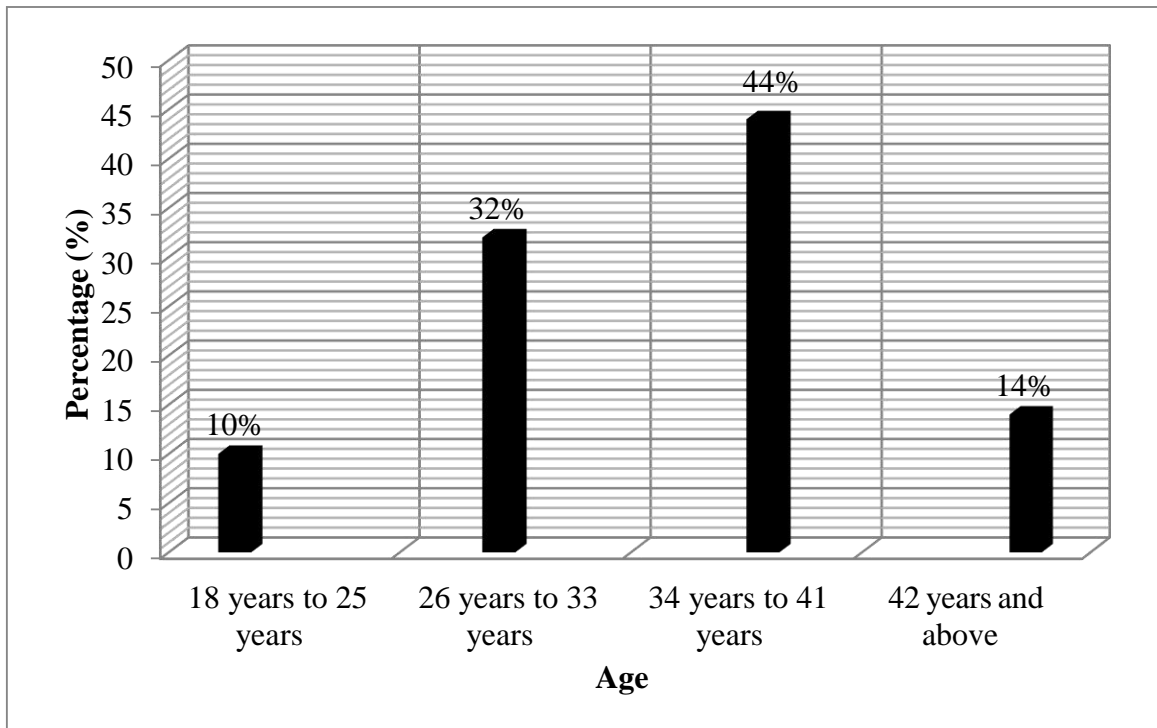
### 4.3 Age of the Respondents

Table 4.3 Age of the Respondents

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

Source: Author (2020)

Figure 4.3 Age of the respondents



**Source: Author (2020)**

In accordance with table 4.3 and figure 4.3, 10% of the respondents were of the aged 18 years to 25 years, 32% of the respondents were aged 26 years to 33 years, 44% of the respondents were aged 34 years to 41 years while 14% of the respondents were of the aged 42 years and above. From these findings, it is clear that majority of the respondents (44%) were of the age between 29years to 30 years.

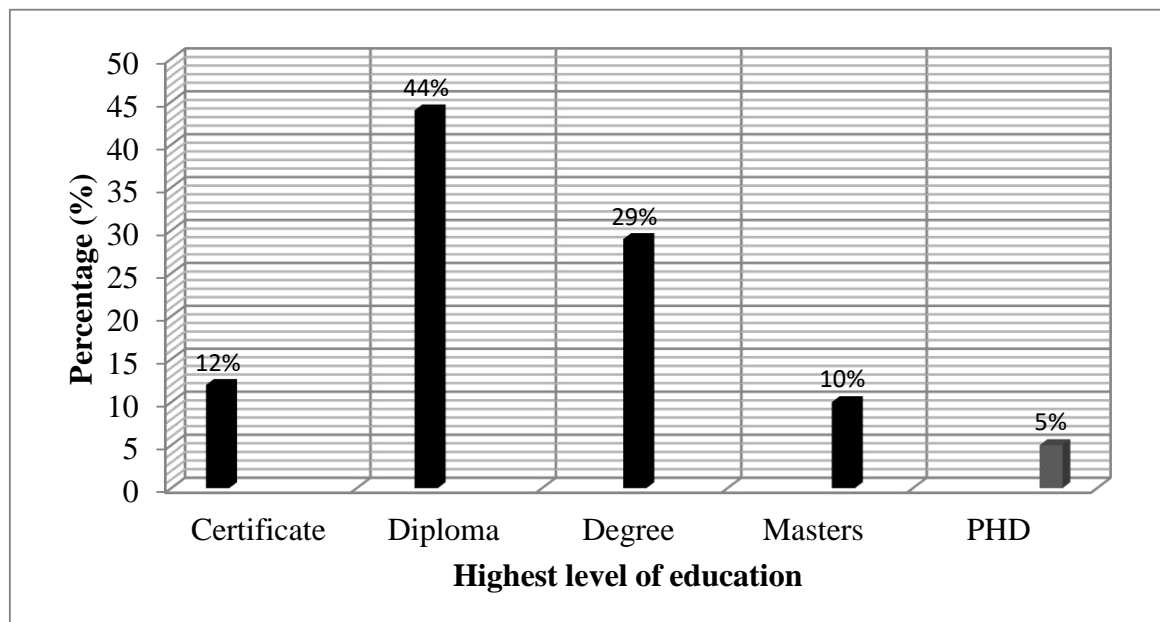
#### **4.2.4 Highest Level of Education**

**Table 4.4 Highest Level of Education**

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

**Source: Author (2020)**

**Figure 4.4 Highest Level of Education**



**Source: Author (2020)**

According to table 4.4 and figure 4.4 of the data collected and analyzed basing on the highest level of education, 12% of the respondents stated that they had only certificates, 44% of the respondents indicated that diploma was their highest level of education, 29% of the respondents stated that degree was their highest level of education, 10% of the respondents indicated that masters was their highest level of education and 5% of the respondents indicated that PHD was their highest level of education.

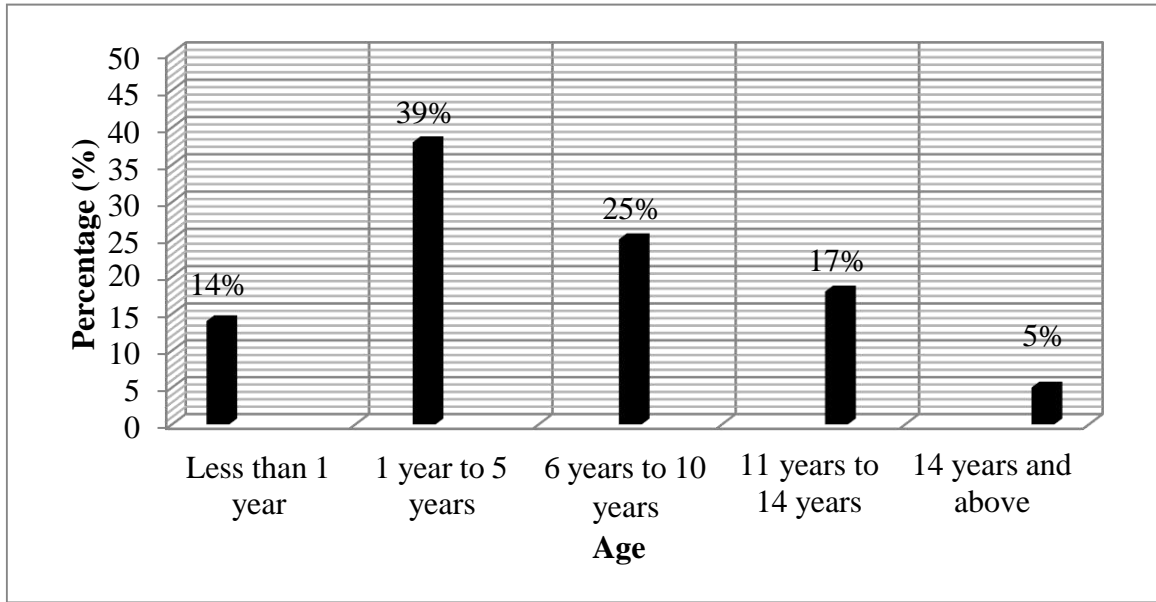
#### **4.2.5 Working Experience**

**Table 4.5 Working Experience**

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

**Source: Author (2020)**

**Figure 4.5 Working experience**



**Source: Author (2020)**

According to table 4.5 and figure 4.5, 14% of the respondents in the organization had a working experience less than 1 year, 39% of the respondents in the organization had a working experience of 1 year to 5 years, 25% of the respondents in the organization had a working experience of 6 years to 10 years, 17% of the respondents in the organization had a working experience of 11 years to 15 years while 5% of the respondents had a working experience of 16 years and above.

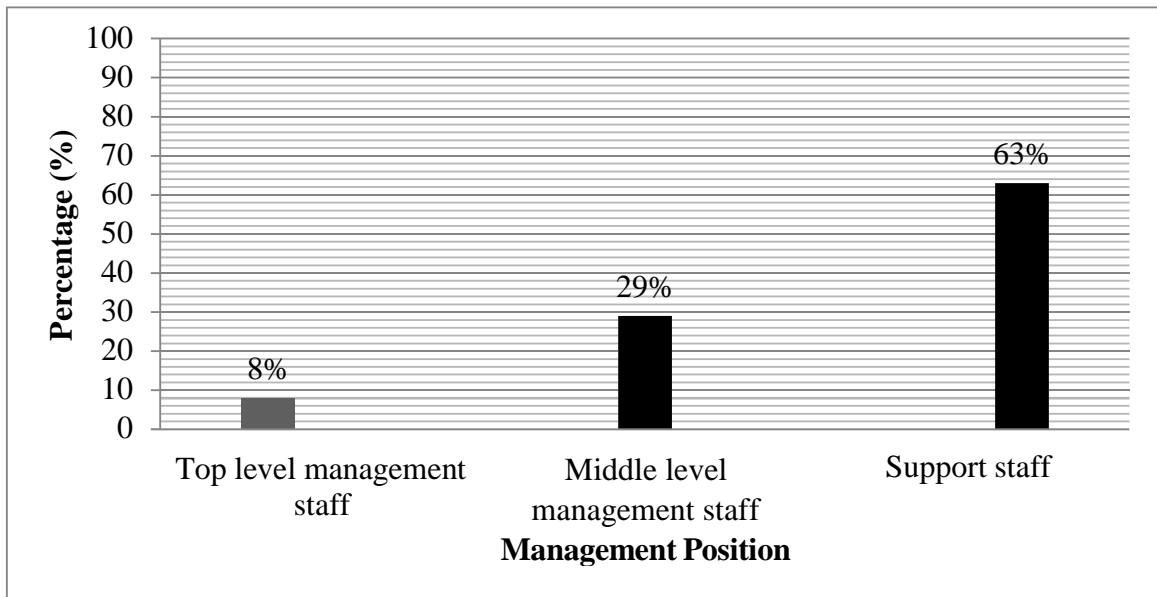
#### **4.2.6 Management Position in the Organization**

**Table 4.6 Management position in the organization**

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

**Source: Author (2020)**

**Figure 4.6 Management position in the organization**



**Source: Author (2020)**

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

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

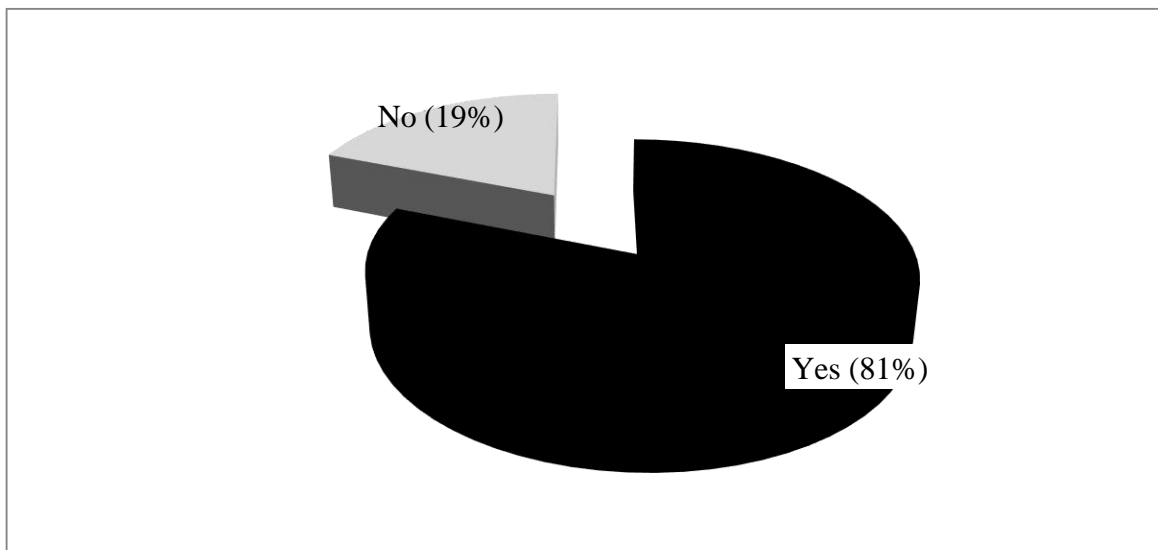
#### 4.2.7 Poor Physical and Mental Due to Teenage Pregnancy

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

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

Source: Author (2020)

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



Source: Author (2020)

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

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

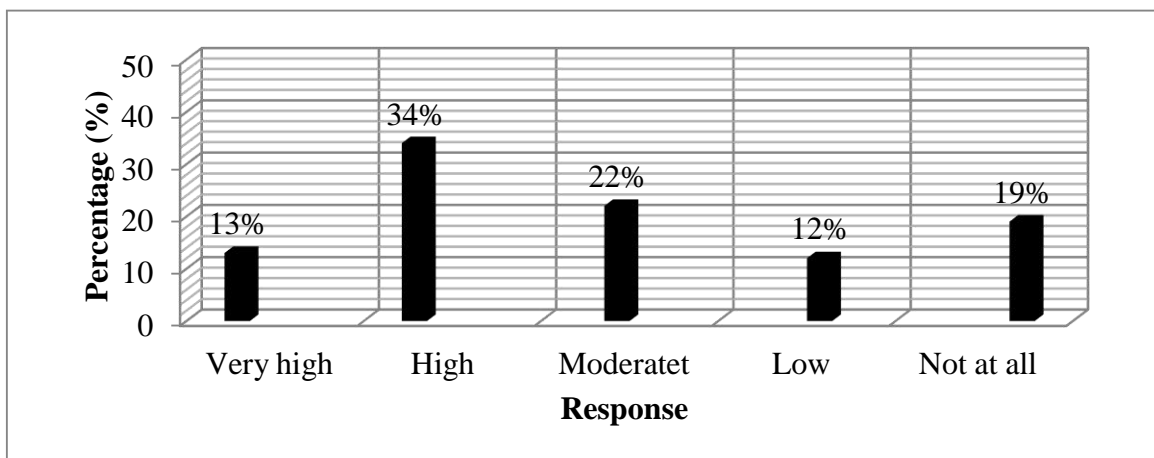
#### 4.2.8 Poor Physical and Mental Due to Teenage Pregnancy

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

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

Source: Author (2020)

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



Source: Author (2020)

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

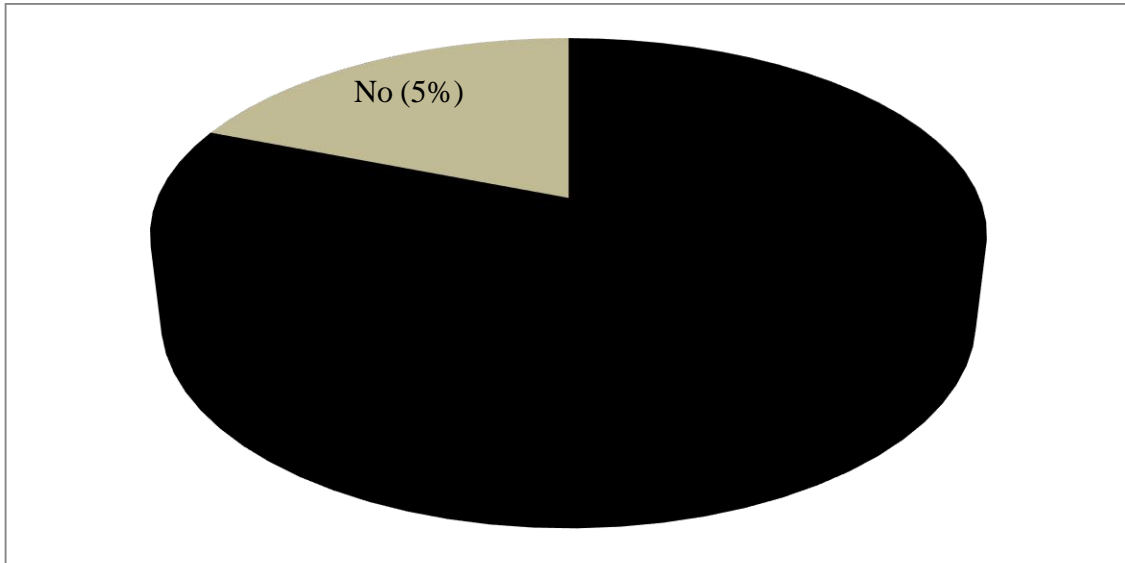
#### **4.2.9 Reduced Self-Esteem Due to Teenage Pregnancy**

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

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

**Source: Author (2020)**

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



**Source: Author (2020)**

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

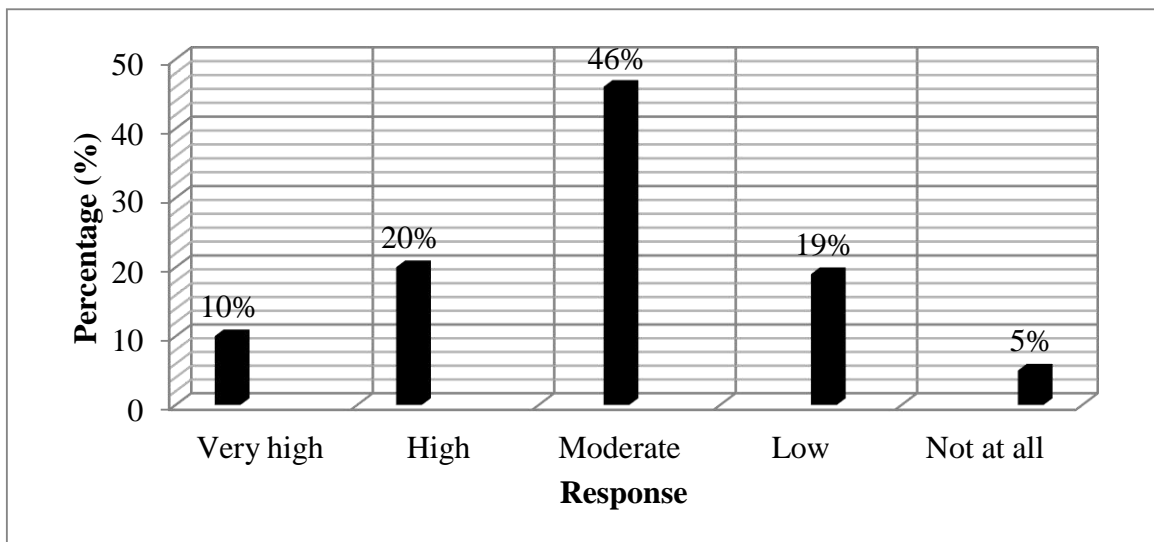
#### 4.2.10 Reduced Self-Esteem Due to Teenage Pregnancy

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

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

Source: Author (2020)

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



Source: Author (2020)

Table 4.10 and figure 4.10 shows the analysis of the effects of reduced self-esteem due to teenage pregnancy on academic performance among secondary school students. According to the analysis, 10% of the respondents indicated that the extent to which negotiating affects SBR is very high. 20% of the respondents stated that the extent to which negotiating affects academic performance among secondary school students is high, 46% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is moderate. 19% of the respondents indicated that extent to which negotiating affects academic performance among secondary school students is low while 5% of the respondents indicated that reduced self-esteem due to teenage pregnancy has no effects at all on academic performance among secondary school students.

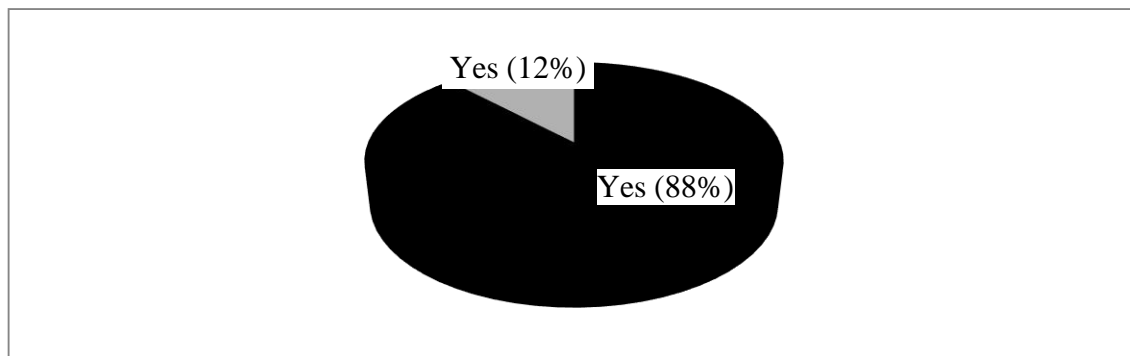
#### 4.2.11 Social Isolation Due to Teenage Pregnancy

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

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

Source: Author (2020)

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



Source: Author (2020)

Table 4.11 and figure 4.11 shows the analysis of the effects of social isolation due to teenage pregnancy on academic performance among secondary school students. Based on the analysis, 88% of the total number of the respondents who participated in the study indicated that tendering has effects on academic performance among secondary school students while 12% of the total number of the respondents' who participated in the study indicated that tendering has no effects at all on academic performance among secondary school students.

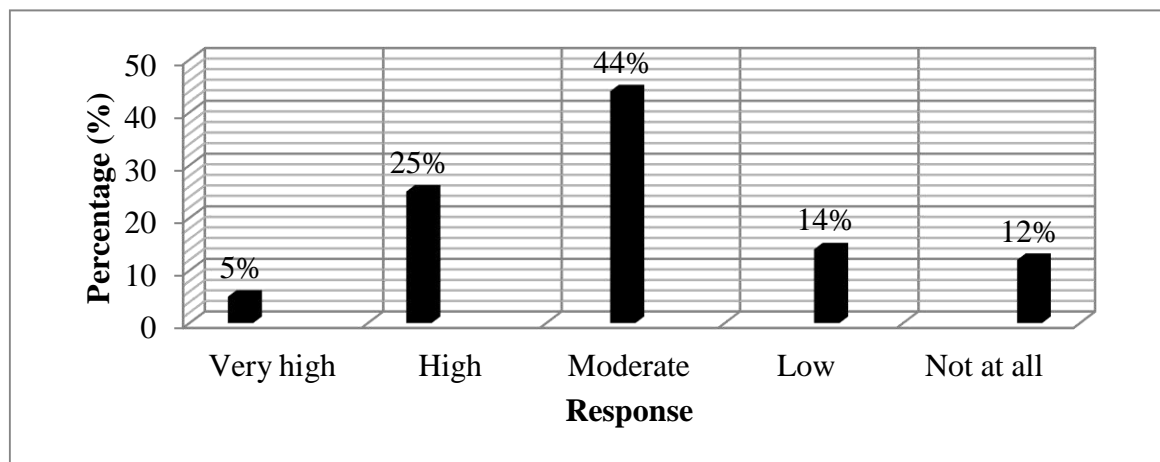
#### 4.2.12 Social Isolation Due to Teenage Pregnancy

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

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

Source: Author (2020)

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



Source: Author (2020)

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

Table 4.12 and Figure 4.12 show an analysis of the impact of social isolation from teenage pregnancy on academic performance in secondary school students. According to an analysis of , 5% of respondents showed that the impact of teenage pregnancy on social isolation was very high on their academic performance, and 25% of respondents were socially affected by teenage pregnancy. We have shown that isolation affects academic performance. School students perform well, 44% of respondents consider the impact of teenage pregnancy on social isolation to be moderate, and 14% of respondents up to teenage pregnancy. The impact of their social isolation is that secondary school students have low academic performance. Last but not least, 12% of respondents said that social isolation caused by teenage pregnancies did not affect academic performance in secondary school students.

#### **4.3.1 General Information**

During the survey, 80 questionnaires were created and distributed to respondents. Of the 80 questionnaires distributed to respondents, 59 were answered and returned, but 21 were neither answered nor returned. The total number of questionnaires created and distributed to respondents, both answered and unanswered or answered, accounted for 74% and 26%, respectively. Of the completed questionnaires, 64% of the respondents were male and 36% of the respondents were female, clearly showing that many women dominate the survey when it comes to answering the questionnaire. increase. Considering the age of the respondents, 10% of the respondents were 18-25 years old, 32% of the respondents were 26-33 years old, and 44% of the respondents were 34-41 years old. Percent of respondents were over 42 years old. For the highest education qualifications, 12% of respondents say they only have a certificate, 44% say they have the best education qualifications, and 29% say they have the highest qualifications. 10% of the respondents answered the master's degree. Is their highest level of education, and 5% of respondents said PHD is their highest level of education. Based on work experience, 14% of respondents in the organization have less than one year of work experience, and 39% of respondents in the organization have one to five years of work experience. 25% have 6 to 5 years of work experience. In 10 years, 17% of respondents in the organization had 11-15 years of work experience, while 5% of respondents had more than 16 years of work experience. Regarding the position of employee leadership within the organization, 8% of respondents said they were in senior management. Twenty-nine percent of respondents said they were middle managers. 63% of the respondents said they were support staff.

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

The maximum number of respondents who participated in the survey 81% showed that physical and mental disabilities due to teenage pregnancy affect academic performance in secondary school students. They (the majority of respondents) pointed out that good physical and mental health as a result of teenage pregnancy is the key to school students' unachieved achievements. 19% respondents said that physical and mental disabilities from teenage pregnancy do not affect academic performance in secondary school students.

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

In respondents' responses, the majority (95%) of respondents stated that the loss of self-esteem due to teenage pregnancy affects their academic performance in secondary school students. The reason the majority of respondents had these effects is that a high level of self-esteem as a result of teenage pregnancy is the key to secondary school students' unachieved achievements. On the other hand, 5% of the respondents who participated in the survey said that low self-esteem due to teenage pregnancy does not affect the academic performance of secondary school students.

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

The majority of respondents (88%) showed that social isolation from teenage pregnancy affects academic performance in secondary school students. The reason the majority of the people surveyed had these effects was that the high degree of social isolation from teenage pregnancies was the key to poor academic performance in secondary school students. Twelve percent of the total number of respondents who participated in the survey showed that social isolation caused by teenage pregnancies did not affect academic performance in secondary school students.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses primarily on responding to survey surveys obtained from surveys. It also contains a summary of results, conclusions, recommendations, and suggestions for further investigation.

#### 5.2 Summary of the Findings

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

The results of the survey show that 13% of respondents have a very high impact of physical and mental disability from teenage pregnancy on their academic performance in junior high school. 34% of respondents said that physical and mental disabilities due to teenage pregnancy had a large impact on their academic performance in junior high school students, and 22% of respondents said that physical and mental disabilities due to teenage pregnancy. However, secondary school students are high and junior high school students are medium. Twelve percent of respondents said that physical and mental disability due to teenage pregnancy had a small impact on academic performance in secondary school students, and 19% of respondents said that physical and mental disability due to teenage pregnancy. Said that did not affect academic performance. The students have junior high school students.

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

Based on the results of the survey, 10% of respondents said that negotiations had a very high impact on their academic performance. Twenty percent of respondents said that negotiations had a high impact on their academic performance, and 46% of respondents said that negotiations had a moderate impact on their academic performance. did. 19% of respondents said that negotiations had a small

impact on their academic performance, and 5% of respondents said that the loss of self-esteem due to teenage pregnancy had no effect on their academic performance. I answered.

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

Based on the survey results, 5% of respondents believe that social isolation caused by teenage pregnancies has a significant impact on academic performance in secondary school students. Twenty-five percent of respondents said that social isolation from teenage pregnancy had a significant impact on their academic performance. Forty-four percent of respondents said that social isolation caused by teenage pregnancies had a moderate impact on academic performance in secondary school students. 14% of respondents said that job advertisements have a small impact on secondary school students' academic performance. Last but not least, 12% of respondents said that social isolation caused by teenage pregnancies did not affect academic performance in secondary school students.

### **Conclusions**

From the data collected, it can be concluded that physical and mental disabilities due to teenage pregnancy affect academic performance in secondary school students. This conclusion is based on 81%, the majority of respondents. The reason for these effects is the low socio-economic status associated with the development of mental illness in children and adolescents. From the results of the research, we can also conclude that the low self-esteem of a teenage pregnancy affects the relationship between the supplier and the buyer. This conclusion is based on a majority of 95% of respondents. The reason for this case is that a high level of self-esteem loss due to teenage pregnancy is the key to poor academic performance in secondary school students. From the data collected from respondents during the survey, it can be concluded that social isolation due to teenage pregnancy affects academic performance in secondary school students. This conclusion is based on 88%, the majority of respondents. In this context, numerous cases of social isolation caused by teenage pregnancies are the key to unachieved secondary school students.

### **5.3 Recommendations**

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

In order to minimize cases of physical and mental deterioration due to teenage pregnancy, which is the key to the unachieved achievement of secondary school students, the Teenager at the beginning of pregnancy. This is not to embrace the teenage pregnancy culture, but to treat the cases that occur, rather than exacerbate the overall situation.

#### **5.4.2 Decreased self-esteem due to teenage pregnancy**

With regard to self-esteem, organizations need to develop guidance and counseling programs to address cases such as diminished self-esteem, which is key to poor academic performance in secondary school. I have. student.

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

Secondary school students need to be counseled about the need for counseling rather than living alone for a teenage pregnancy. Another way to minimize cases of isolation is to approach teenagers and discuss ways to overcome the problems posed by teenage pregnancies. This affects academic performance.

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

When looking at secondary school student performance, further research is needed on how student attitudes affect secondary school student performance. Further research is needed on how student development affects the academic performance of secondary schools students.

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**APPENDIX I**  
**QUESTIONNAIRE**

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

**SECTION A: GENERAL INFORMATION**

**1. Gender**

Male [ ] Female [ ]

**2. Age in Years**

18 years to 22 years [ ]

23 years to 27 years [ ]

28 years to 32 years [ ]

33 years to 37 years [ ]

38 years and above [ ]

**3. Level of Education**

Secondary [ ]

College [ ]

University [ ]

**4. Working Experience**

Below 1 year [ ]

1 year to 3 years [ ]

4 years to 6 years [ ]

7 years to 9 years [ ]

10 years to 12 years [     ]

13 years to 15 years [     ]

16 years and above [     ]

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

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

Yes [ ]

No [ ]

If “yes” explain

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

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

Very high [ ]

High [ ]

Moderate [ ]

Low [ ]

Not at all [ ]

**SECTION C: REDUCED SELF-ESTEEM**

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

Yes [ ]

No [ ]

If “yes” explain

.....  
.....

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

Very high [            ]

High [            ]

Moderate [            ]

Low [            ]

Not at all [            ]

**SECTION D: SOCIAL ISOLATION**

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

Yes [            ]

No [            ]

If “yes” explain

.....  
.....

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

Very high [            ]

High [            ]

Moderate [            ]

Low [            ]

Not at all [            ]

**Thank You for Your Co-operation**

