

SEPTEMBER 2016

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR OF SCIENCE (B.SC) HONS IN SOCIOLOGY

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
SOCIOLOGY FEDERAL UNIVERSITY OYE-EKITI, EKITI STATE.

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SOC/12/0696

TEENAGE PREGNANCY AND SCHOOL DROPOUT AMONG  
FEMALES IN SECONDARY SCHOOL IN OYE LOCAL  
GOVERNMENT, EKITI STATE, NIGERIA

**CERTIFICATION**

This is to certify that **Adesanoye Dorcas Adenike** of the **Department of Sociology, Faculty of Social Science, Federal University Oye-Ekiti, Ekiti State** carried out this research project under my supervisor

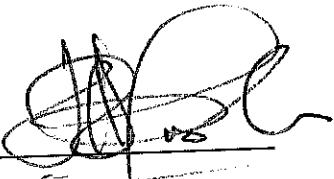


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## **DEDICATION**

I wish to dedicate this project to my parent Mr. and Mrs. Adesanoye and my siblings who bestowed on me infinite mercy during the course of my study in this institution.

## **ACKNOWLEDGEMENT**

I praise the Almighty God for His mercy, loving, kindness and grace which accompanied me during the entire research project.

My appreciation goes to my project supervisor Professor Adewole Akinyemi Atere.

I thank all my lecturers at the Department of Sociology, Federal University Oye-Ekiti from whom I have learned much throughout my training in the field of Sociology. I am deeply grateful to my course mates with whom we shared lectures and experiences.

I would like to thank my entire family starting from Mrs Adesanoye most especially who has been there for me financial, morally and spiritually, Mr Adesanoye who has also supported me and my junior ones.

I would also like to express my sincerely thanks to my friends in institution for their support and commitment to shared my problems during this study.

Finally, I thank all those who in one way or another that have contributed to the success during this study.

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## **ABSTRACT**

The aim of this study was to investigate principals, teachers and students view on pregnancy related school dropout and also pregnant teenagers experience about pregnancy and school dropout in Oye local government, Ekiti state. The study seeks to know the factors predisposing girls to teenage pregnancy, the extent to which teenage pregnancy as lead to dropout among females and the extent to which these girls get re-admitted back after delivery. Four Principals, eight male and eight female teachers, eight male and eight female students from four secondary schools in Oye local government and then eight pregnant teenagers' interviewed for this study. Data was collected using in-depth interviews in order to get a right and less bias answers from the participants about pregnancy related school dropout. The data was analyzed by identifying, note taking and coding as discussed by the participants. The study revealed the main factor contributing to teenage pregnancy is poverty, the extent to which girls dropout of school due to pregnancy in Oye local government is high and the level at which girls get re-admitted back to school after delivery is low. The study recommends that a positive attitude should be shown towards teenage mothers who return to school after delivery; teachers and students should avoid discriminating pregnant teenagers; teenage mothers that wish to go back to school should study hard in order for them to be able to stay back in school; those without sexual experience should be encouraged to delay in engaging in sexual relationship and the use of preventive measures like pills, condoms, contraceptives should be thought in secondary schools.

## CHAPTER ONE

### 1.1 BACKGROUND TO THE STUDY

Pregnancy related school dropouts have become a matter of public concern in the world today. Several studies have shown that age at first intercourse is reducing, suggesting that today's young adults are becoming sexually actives at increasing young ages. In addition, some studies have shown that few adolescent use contraceptives and are at the risk of pregnancy, this result in situations such as dropping out of school, poverty, early marriage and contracting sexually transmitted diseases. As reported in December 2000, edition brief of the National Association of State Boards of Education (NASBE), in the developed countries such as USA, early parenthood is seen to be adding a great burden to the already challenging navigations of adolescents. Each year, it is estimated that some 500,000 female adolescent become parents before completing high school in the United State. The United States was recorder as having the highest teen birth rates in the industrialized world, twice as high as that of the United Kingdom which is the developed nations with the second highest rate of teen pregnancy. The educational stakes are also very high for young parents the developed countries where as a high percentage of young mother's dropout of school, making early motherhood the number one reason for dropping out of school among young girls in these countries.

In Nigeria, there are concerns about high rate of pregnancy-related school dropout also leading to the reported gender disparities in education in developing world. Teenagers who become pregnant while in school have fewer opportunities to complete their education after childbirth and have fewer opportunities for socio-economic advancement. Among policy makers and even the media, pregnancy is increasingly being mentioned as a reason for premature leaving in the region. As Nigerians we should be familiar with the attention given



to "schoolgirl pregnancy" a term which draws attention to the risk teenagers who are still in school face when they stay in school beyond the age of sexual maturity (Lloyd & Mensch, 2005). In some Africa countries like Mali and Zambia, pregnant teenagers who are still in school are required to drop out of school, at least temporarily. In some cases, these pregnant teenagers will either want to go through unsafe abortions or they face official school expulsion because girls who drop out of school due to pregnancy usually never return to school to complete their education after childbirth, their opportunities for socioeconomic advancement are limited, while in many settings, rules are currently being liberalized to provide for possibilities of reentry, the number of those returning to school is still very low, and due to the fact that a pregnant teenager has to choose between dropping out of school and undergoing an abortion in order to remain in school, it poses a high cost associated with becoming pregnant while still in school. On the other hand, boys who get the girls pregnant do not face the same risk.

In Kenya, the youth population of people between ages 15-19 is large, accounting for 25% of the population of the country. As in other parts of Africa and the rest of the world, these young people are faced with tremendous challenges in the transition to adulthood. The challenges are serious such that many young people especially young girls are leaving school due to pregnancy. It is important to note that most of Nigerian young girls in this age bracket are still pursuing education in secondary schools and the pregnancies at this very age definitely interfere with their education efforts at the level. A growth in the percentage of girls attending school after puberty inevitably leads to a rise in the risk of pregnancy among students being that they are already sexually active. Given the fluidity of the traditional African marriage process, the onset of sexual relations and childbearing prior to the formalizing a union was known in the past (Meekers 1992). The rapid expansion in

education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing and schoolgirl dropout.

In Nigeria, government have also included family life education programs in the school curriculum in an attempt to educate adolescent about the use of contraceptives, consequences and responsibilities associated with sexual activity. The high rates of pregnancy related school dropout suggest that these family programs have their shortcomings and indicates that educational policies should be used not only to reduce the incidence of pregnancies but also health problem associated with pregnancy, it can also affect the girls future by delaying or terminating education, decreasing the chance of education beyond secondary school and increasing the chances of a poor marriages, unemployment or a low paying job. It is also noted that rather than pregnancy causing a girl to drop out of school, other factors such as the lack of social and economic opportunities for girls and women in general as well as the domestic demands placed on them, coupled with the gender inequalities of the education system, may result in unsatisfactory school experience, poor academic performance and an acquiescence in or endorsed for early motherhood.

One of the Ministry's strategies to meet educational objectives is to increase the course completion rate through reduction of dropout rates. The ministry is fully aware that the dropout rate of girls is higher that of boys and also that pregnancy and subsequent dropout of the girls from school contributes to the very disparities the educational policy seeks to eliminate.

## **1.2 STATEMENT OF THE PROBLEM**

Teenage pregnancy has a direct implication on the school dropout among girls a subsequent contributor to the disparities experienced in the education of both boys and girls.

Many young women drop out of school as a result of pregnancy. A study conducted in 1985 estimated that about 10% of female's students drop out of secondary school due to pregnancy (Division of Family Health/ GTZ Support Unit, 1988; Barker And Rich, 1990). In 1986, 11,000 Nigeria girls dropped out of school because due to pregnancy (Kiragu, 1988). However, there have been issues raised with regards to teenage pregnancy and its subsequent influence on school dropout, this is because there is no data on the number of girls who get pregnant while in school, but only data on those who leave school because they are about to give birth (Cythia B. Lloyd, Barbara S Mensch, 2006). The wide spread perception is also that girls who dropout due to pregnancy may have to accept a low-paid job, enter a premature marriage, or become the head of an impoverished household, relying on meager assistance from her family, and the father of the child's father.

This study seeks to establish the extent to which teenage pregnancy contributes to school dropout among girls in Oye Local Government.

### **1.3 RESEARCH QUESTIONS.**

- i. What are the factors pre-disposing girls to teenage?
- ii. What are the levels of dropouts among secondary school girls in Oye local government due to pregnancy?
- iii. To what extent do the girls get re-admitted into school after dropping out of school due to pregnancy?

### **1.4 OBJECTIVE OF THE STUDY**

The main objective of this study was to determine the extent to which teenage pregnancy has led to the dropout of female students in Oye local government

### **The sub-objective of this study includes;**

- i. To investigate factors pre-disposing school girls to teenage pregnancies.
- ii. To determine the extent to which teenage pregnancy contributes to school dropout in Oye local government
- iii. To investigate the levels of re-admission of girls who discontinue school due to pregnancy.

### **1.5 SCOPE OF THE STUDY**

This study was carried out in Oye local government targeting pregnant teenagers most especially. Principals, teachers and students from selected schools were also covered in this study in order to know their perceptions, view and opinions regarding teenage pregnancy and school dropout.

### **1.6 JUSTIFICATION OF THE STUDY**

Early sexual debut and pre-marital sex are becoming increasing common features of female's adolescents in Nigeria putting girls at the risk of unwanted pregnancy and even infections such as sexually transmitted infections and HIV/AIDS. In particular, if a girl gives a reason other than pregnancy for discontinuing her education, whether she is pregnant at the time she leaves school is not usually taken into account. Particularly for those who give such dominant concerns as financial constraints, family obligations, or lack of interest in school, pregnancy may serve as an unacknowledged catalyzing force for timing school dropout. Girls' dropping out of school due to pregnancy is a prevalent issue and this had made the issue of pregnancy as a reason for school dropout a subject worth researching on. Pregnancy as a factor in some of the dropout cases may be downplayed, likewise the girls who mention

pregnancy as their reason for leaving school may be influenced by their family financial situation or by potential care giving arrangements that will be available after the child is born. These factors may be significant in determining how a school girl reacts to pregnancy and whether she will resume her education after delivery.

Other reports also show that an estimated 13,000 dropout of school every year due to pregnancy. With all the uncertainties pointed out here, it is evident that the issue of teenage pregnancy as a reason for dropout among school girls is an area worth researching on; singling out the influence that teenage pregnancy has on schoolgirl dropout and the extent to which it is felt.

## **1.7 SIGNIFICANCE OF THE STUDY**

As already seen above in the justification, the outcome of this study is to provide a more precise understanding of how teenage pregnancy influences dropout and how that affects the education of the girl child in this particular region, the causes of teenage pregnancy as well as the possible remedies that can be employed to control the school dropout due to pregnancy. Those most likely to benefit from this study are the Ministry of Education and the school management authorities, especially in the formation and the strengthening of policies that guard teenage pregnancies in schools and the possible re-admission of the affected girls back to school. The civil society is another potential beneficiary of the outcome of this study in their course of championing the rights of the girl child in attaining education, while working towards narrowing down the gender disparities in the education system.

This study will help create an environment of clear understanding of teenage pregnancies in schools, singling it out for clarity as one of the major causes as opposed to the

many reasons that may cause school dropout. It has also given more weight to what has been ignored overtime and in the process is expected to catch the attention of those concerned.

## **1.8 OPERATIONAL DEFINITION OF TERMS**

**Teenage Pregnancy:** Teenage pregnancy refers to female adolescents becoming pregnant between the ages of 13-19.

**School Dropouts:** This can be defined as a student who discontinues school with or without the intention of returning.

**Female:** Is the sex of an organism, or a part of an organism, that produces non-mobile ova (egg cells) of, relating to, or being the sex that bears young or produces eggs.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Recent studies have investigated the degree to which pregnancy related school dropout is a major cause of gender differences in educational attainment (Eloundou-Enyegue and Strokes 2004). The goal of this study is to determine whether reduction in unintended teen pregnancy is a useful policy lever to improve school attendance by girls ensuring gender equity in school participation.

This chapter was concerned with looking at literature related to teenage pregnancy and school dropout among females. This chapter was organized under different sub headings that include;

1. Teenage pregnancy
2. Causes of teenage pregnancy
3. Effect of teenage pregnancy
4. Prevalence of teenage pregnancy
5. Concept of school drop out
6. Causes of school drop out
7. Pregnancy related school dropout
8. Returning to school following a pregnancy related school dropout
9. Theoretical framework

#### **2.1 TEENAGE PREGNANCY**

Teenage pregnancy is pregnancy in human females under the age of 20. A girl can become pregnant from sexual intercourse after she has begun to ovulate which can be before her first

menstrual period (menarche), but usually occurs after the onset of her periods. In well-nourished girls, menarche usually takes place around the age of 12 or 13. In developing countries like Nigeria, teenage pregnancies are often associated with social issues, including lower educational levels, higher rates of poverty, and other poorer life outcomes in children of teenage mothers. Teenage pregnancy in developing countries is usually outside of marriage, and carries a social stigma in many communities and cultures. Teenage mothers find it hard to get married, and their pregnancies are not usually welcomed by family and society. However, in these societies, early pregnancy may combine with malnutrition and poor health care to cause medical problems. Pregnant teenagers face many of the same obstetrics issues as other women.

The children are always considered to be a gift from God, but for some, it is either considered a mistake or a misfortune, especially when it is not planned for. The arrival of the child is usually prepared for, even before it becomes a foetus. In the case of the child giving birth to a child, the preparation is done out of inconvenience, since its coming was not prepared for. When it comes to a child giving birth to a child, teenage pregnancy is always a central idea. Teenage pregnancy, of late, has become a topic of discussion in most of our society and the media (Ghanaian Chronicle, 2009:1).

More adolescents become sexually active at an early age, risking unwanted pregnancies, as well as sexually transmitted diseases (Rice, 1992:395). Society's treatment of pregnant teenagers has improved considerably since mid-century. Formerly, girls who were pregnant out of wedlock were outcasts, banished from their schools, shunned by their peers, often shipped out of town to give birth or to get an illegal abortion.

Today, we encourage pregnant teenagers to give birth, keep their babies, and stay in school. Some schools provide day care for their students' offspring. Pregnant young women



appear on afternoon TV talk shows justifying their choices and life styles, imploring views to not judge them. Critics complain that by being "tolerant" of these young mothers, we are condoning irresponsible sexual behaviour. (Jaffe, 1998:378)

According to Singh (2005:14) teenage pregnancy is a universal problem that affects all the communities. It is not a new phenomenon, but it is strange that in the era of sexual literacy and contraception, teenage pregnancy is still a major problem throughout the world. So we often read in the media of the increasing number of teenage pregnancies. Recently, the mass media reported that teenage pregnancy is escalating at a dramatic pace because the teenagers of today are practicing their democratic right.

## **2.2 CAUSES OF TEENAGE PREGNANCY.**

Many factors in adolescents' lives affect their reproductive health. Gender, age, race and ethnicity, play a role, as do attitudes, involvement in activities, and academic performance. Males are more likely than females to initiate sexual intercourse at an early age and show higher levels of sexual activity.

### **2.2.1 Poverty**

The current socio-economic situation in South Africa means that those who live in poverty are often exposed to more "live" sexual activity because families are required to live in small houses where there is distinct lack of privacy for the parents (Bezuidenhout & Joubert, 2008:32). Children that grow up under that situation can easily engage themselves on sexual activity as soon as they entered the puberty stage. Throughout the developing world, teenage pregnancy is more common among young people who have been disadvantaged in childhood and have low expectation of education or the job market. The

literature shows that youth living in poverty have a teenage pregnancy rate which is five times the average. Socio-economic circumstances seem to play a major role in rates of teenage pregnancy.

The rate of pregnancy and childbirth is high among poorer adolescents. Other scholars found out that 83 percents of adolescents who have babies are from poor families. (Helen, et al, 2006: 43).

The major causes of teenage pregnancy are the educational level and the higher rate of poverty. Poverty is associated with the increased rate of teenage pregnancy. Economically poor countries such as Niger and Bangladesh have far more teenage mothers compared with economically rich countries such as Switzerland and Japan. Some girls fall pregnant just because they want social grant (Wikipedia, the free encyclopedia, 2008: 5).

### **2.2.2 Violence and Coercion**

Gender power inequalities play a significant role in women's vulnerability to early and unprotected sex as well as pregnancy in Nigeria. Sexual and physical violence have come to characterize relationships between men and women in some communities in SA (Moore & Rosenthal, 2006:200).

On many occasions, young women have less power over their own bodies than men, and often required to be more accountable for their actions than young men (Naidoo, 2005:31).

Research has shown that both a history of physical abuse by a partner and current involvement in a physically abusive relationship were associated with becoming pregnant (Moore & Rosenthal, 2006:200).

In schools there is a widespread problem of violence and lack of discipline, which involves both students and teachers. The 1998 South African Democratic and Health Survey found that school teachers were the most common perpetrators of rape of young girls (Jewkes, Vundule, Maforah & Jordaan, (2000) as cited by Panday, et al, (2009:54).

Girls who date gang members are twice as likely to become pregnant as compared to those not seeing boys involved with gangs. Furthermore, girls, whose boyfriends were in jail are also likely to become pregnant. Gang involved youth may be under increased social pressures to have a baby, and the belief that pregnancy strengthens the commitment between couples or influences the status of females within a relationship are strong with gang-involved couples. Women with gang-involved partners may feel less power to negotiate condom use (The Times of India, 2008:1).

According to Wikipedia, the free encyclopedia (2008:4), dating a violent person also leads to teenage pregnancy. Some studies have indicated that adolescent girls are often in abusive relationships at the time of their conceiving. They have also reported that knowledge of their pregnancies has often intensified violent and controlling behaviors on part of the boyfriends. Women under age 18 are twice as likely to be beaten by their child's father as women over age 18. A UK study found that 70% of women who gave birth in their teens had experience adolescent domestic violence. Similar result have found in studies in the U.S.A Washington study that of teenage mothers has been beaten by their boyfriends.

According to 2006 survey, 30 percent of girls in South Africa said that their first sexual experience was forced or under threat of force (Irin, 2007:1).

### **2.2.3 Social Pressures**

Teenage pregnancy is a very big problem here in Nigeria in general and particularly at Oye local government, and there are many factors that lead to pregnancy. According to Albert (2007:1), there are social pressures that push the teens toward falling pregnant. Some girls feel that they will only be accepted as girls once they have proved their fertility, and there are some mothers that want their daughters to become pregnant so that they could have a baby at home again.

According to Moore and Rosenthal (2006: 200) to some teenagers, pregnancy is not accidental and unwanted but having a baby is a planned and deliberate choice. For these teenagers the decision to become a mother is often influenced by social factors such as having a mother who had her own first child earlier than average, having friends who are themselves young mothers and having a stable relationship - which may or may not be marriage with a partner.

In some societies, early marriage and traditional gender roles are important factors in the rate of teenage pregnancy. For an example, in some sub-Saharan African countries, early pregnancy is often seen as a blessing because it is proof of the young women fertility. In the Indian subcontinent early marriage and pregnancy is more common in traditional rural communities compared to the rate in cities (Wikipedia, the free encyclopedia 2005:1).

### **2.2.4 Sexual Coercion**

Teenagers can become pregnant as a result of sexual abuse or rape. This implies the act of forcing or attempting to force another individual-through violence, threats, verbal insistence, deception to carry out any sexual activity against the person's will (Okonofua, 2001). Sexual coercion is a continuum of behaviours ranging from unwanted touch, verbal



intimidation, or any device that requires girls to sexually service men against their will. Much sexual intercourse that occurred through coercion or force can actually lead to pregnancy.

### **2.2.5 Exposure to Pornographic Films and the Mass-media**

The movie industry and the media contribute to teenage pregnancy by glamorizing teen pregnancy in news stories and movies. Movies that depict teen pregnancy as something to be desired encourage teens to engage in reckless sexual activity,

Adegboyega (1986) pointed out that teenage girls had always been influenced by what they had seen on television and cinema screens or read about on the pages of romance and other pornographic materials.

Greathead (1998:95) stated that the media portrays sex as something exciting without risk. Heavy doses of television may accentuate teenagers' feeling that everyone is doing sex except them, and more teenagers engaged them to sexual intercourse earlier. (Strasburger, Wilson and Jordan, 2009:226).

Adedipe (2000) opined that teenagers today are growing up in a culture in which television and movies; music and magazines transmit. The use of pornographic materials as well as knowledge and the use of contraceptives, especially the condom that has been excessively advertised, have contributed immensely to the involvement of teenagers in sexual practices thereby resulting to pregnancy (Onuzulike, 2002).

### **2.2.6 Drugs and Alcohol**

Adolescents who participate in one or other form of risk behavior often partake in other risk behaviors (Essau, 2004, in Panday, et al, 2009: 61). The high rate of drug and

alcohol abuse contributes a lot to teenage pregnancy. When a teenager is being intoxicated with drugs and/or alcohol she may find herself doing unprotected sex which may result in pregnancy or HIV (Teenage pregnancy issue in Our World Today, 2008:2).

According to Morejele, Brook, and Kachieng'a (2006) as cited by Panday et al, (2009:61), the psychoactive effects of alcohol and drugs used are taught to increase sexual arousal and desire, decrease inhibition and tenseness, diminish decision-making capacity, judgment and sense of responsibility, and generally disempowered women to resist sex. The studies have reported on the increased risk of forced sex and the decreased likelihood of using condoms when under the influence of alcohol. These effects are facilitated in a context of high unemployment, and in an environment where peer norms promote heavy drinking, alcohol and drugs are easily assessable and casual sex readily available.

### **2.2.7 The Lack of Education on Safe Sex**

Miller (2006:58) stated that the lack of education on safe sex, either on the side of the parents or the educators, may lead to teenage pregnancy. Many teenagers are not taught about methods of birth control. The cost of living is too high these days, and parents are expected to work to boost the income. Therefore teenagers are left on their own for the whole day. In that case a lot might happen while parents are at work.

Martin (2007:102) girls are allowed to dress like common prostitutes and boys are trained to treat them as such. They are also free to stay out all hours of the night. This shows the high possibilities for the girls to fall pregnant.

Conger (1991:243) states that the most adults feel that sex education, even in secondary school is dangerous and premature for impressionable adolescents and is likely to lead to indiscriminate promiscuity. Furthermore he found that most adults believe that

parents should teach sex education in the privacy of their homes. Surprisingly he found out that the adolescents are in disagreement with adult. The adolescents felt that sex education should be taught in school as a course on its own. They did not want sex education to be slipped into other courses such as health and biology.

## **2.3 EFFECT OF TEENAGE PREGNANCY**

### **2.3.1 TO THE MOTHER**

#### **2.3.1.1 Physical Effects**

Teenage pregnancies involve significant risk for both the babies and the young mothers. When a teenager realizes she is pregnant, the tendency is to try and hide the condition until it becomes obvious. For this reason few babies born to teenage mothers receive adequate prenatal care (Bullock, 1992: 477).

According to Genobaga (2004:138) teenage mothers are more likely to get complications during pregnancy such as pre-eclampsia, increase in blood pressure and early labor. Teenage mothers are more likely to have poor diet and that makes them less likely to gain the proper weight during their pregnancy, and because of poor nutrition they are more likely to have anemia and low bone-mineral content, which can lead to weak bones in later life.

Teenage mother are also likely to have sexually transmitted diseases which can also be passed to the baby. A young teenager is more likely to give birth to an unhealthy, low birth weight infant because the girl's body may not be ready to support pregnancy (Martin, 2003:51)



### **2.3.1.2 Inadequate Mothering**

According to Macleod (1999:15), mothering is a topic that has been thoroughly researched within psychology, sociology, social work etc. He further stated that teenagers found mothering to be difficult, be unclear about as to what 'their children's emotional 'needs' are, and have irrational thoughts and feelings. Most teenagers display high levels of parenting stress and are less responsive and sensitive in interaction with their infants than adult mothers. This is caused by the lack parental skills.

### **2.3.1.3 Social and Psychological Effects**

Teenage mothers are more likely to have poor parental skills and may find it difficult to cope with the pressures of taking care of a child 24 hours a day. They are also less likely to have regular people to help them take care of the baby, such as a boyfriend or parents who are supportive (Genobaga, 2004:138).

The pregnant girl experiences isolation from peers. Emotions experienced as a result of the extreme difficulty of coping with pregnancy may lead to disappointment, anger, depression, and feeling of being trapped, loneliness, anxiety and insecurity. The suicide rate for pregnant teenagers is ten times that of the general population. Girls born to teens mother are up to 83% more likely to become teen mothers themselves, teen sons of adolescent mothers are up 2.7 times more likely to go to jail than those born to mums who were over 20 (Greathead, 1998:158).

A young mother, particularly a single mother, will have less time to socialize, develop as an individual, and learn how to develop health interpersonal relationships (Naidoo, 2005:56). Married adolescent mothers are more likely to experience divorce than those married women who postponed childbearing until their 20s (Loila-Nuahn, 2004:11).

#### **2.3.1.4 Relationship difficulties**

According to Macleod (1999:7) children born to teenage mothers use to experience difficulties in the relationships in different ways. They may have difficult relationship with the family of origin, father of the child and peers. The majority of parents react negatively to the news of the pregnancy. This may be because they are embarrassed or because in poor communities the addition of another family member stretches the family's economic resources. Therefore the feeling of anger and distress are sometimes extended to the child.

#### **2.3.1.5 Disruption of schooling and socio-economic disadvantage**

A pregnant teenager's education is likely to be ended by her pregnancy and those adolescents dropping out of school are also more likely to have repeated pregnancies. Teenage fathers may find themselves forced to leave school and enter the job market earlier than expected. If the couple decides to get married, they may face economic problems because the father probably has not completed his schooling, and he does not have a fixed employment. The teenage mothers from low socio-economic spheres often have to rely on social services for support, either medically or financially (Gouws et al, 2008: 210). Child bearing during adolescence is perceived as a trap that propels young mothers on a downwards spiral in socio-economic terms (Naidoo, 2005:56).

According to Greathead (1998:157), the pregnant girl's secondary and tertiary education may be limited. Approximately only one half of the girls who give birth before the age of 18 complete schools, in that case life span and career goals are disrupted. This result to fewer job opportunities, and then usually for lower-paid jobs the girls earn half as much as one who did not fall pregnant. Pregnant teenagers are more likely to live in poverty or be financially dependent on family members, or public assistance. As they drop out of school

early, they may lack job skills and may find it difficult to find or to keep a job (Genobaga, 2004:138).

The younger the mother, the more likely the children are to have learning problems. Children that have been raised by teenage mothers are 50% more likely to repeat a grade. This is because these children perform worse on cognitive development tests and are more likely to drop out of secondary school (Helen et al, 2006:50).

#### **2.3.1.6 Teenage abortion**

According to Gouws et al (2008:211) abortion is the termination of pregnancy before the foetus is able to live outside the uterus. Some teenagers when they fall pregnant do not want to keep their babies; therefore they decide to abort their babies. Abortion in South Africa is legal according to the choice of termination of pregnancy Act (Act 92 of 1996), but there are some teenagers that may not have easy access to legal abortion clinics. Those teenagers have to face unsafe back street abortion. Some girls carry the baby to term and then simply abandon the baby in hospitals, in open fields or in other convenient places. Back street abortions contain the following risks and problems:

Physical risk: Infections, bleeding, future miscarriages, future premature deliveries and low weight babies, ectopic pregnancies, placental complications, sterility.

Psychological problems: Depression, anger, fear of punishment, nightmares, preoccupied with the baby's birthday or age, grief and regret, thwarted maternal instincts and loss of interest in sex.

### 2.3.2 To The Baby

Those teenagers that fall pregnant under the age of fifteen, less than 36 percent of them seek prenatal care within the first trimester. This puts the infant at risk of being premature and having a low birth weight. Macleod (1999:4), states that 22% of mothers aged 17 years and younger at the King Edward Hospital give birth to infants weighing less than 2.5kg. The offspring of young teenage mothers were significantly smaller than those of mothers over 19 years of age (Macleod 1999:4).

The lack of prenatal care also increases the incident of neurodevelopment problems including cerebral palsy, seizure disorder, and mental retardation. Congenital impairments such as blindness and deafness are also common, as is the increased risk of infant mortality (Bullock, 1992:477).

Babies from teenage mothers would potentially become 'football' children, being passed from one relative to another with no opportunity of bonding with any one individual. There are some cases where the children are abused because their families may be reluctant to receive illegitimate children into their families Macleod (1999:6).

According to Teal (2007:2) children born to teenage mothers are often sicker, poorer, and less educated as a group than those born to parents in their 20's. These children tend to have more behavioral problems because they are raised by teenagers that frequently lack the ability to master parenting skills. Statistically, they perform worse on standardized tests and are more likely to repeat grades in school. Apart from problems I have mentioned above, these children are the most likely group to become teenage parents and repeat the cycle.

## **2.4 PREVALENCE OF TEENAGE PREGNANCY**

Literature shows that 13 million children are born to women under the age of 20 worldwide. It is further indicated that more than 90% of these births occur to women living in developing countries (Wikipedia, the free encyclopedia). In South Africa, media reports indicate that in 2006 over 72 000 girls aged between 13 and 19 years did not go to school because they were pregnant (Sosibo, 2007). A Human Sciences Research Council (HSRC, 2005) study showed that even though total fertility rates in South Africa have been declining over the past few decades, teenage fertility has, in contrast, increased in all racial groups except in the case of Indians (Makiwane & Udjo, 2006). One suggestion here is that overall fertility has been accompanied by a shift in childbearing towards younger women. The high rate of teenage fertility increases the risk of sexually transmitted infections including HIV/AIDS. For example, the 2007 National HIV and Syphilis prevalence survey conducted by the National Department of Health indicated that 12.9% of young women attending antenatal clinics were HIV positive. This suggests that teenage girls are likely to have reproductive health problems including HIV infections.

## **2.5 CONCEPT OF SCHOOL DROPOUT**

A dropout is defined by Ramirez and Carpenter (2008) as a student who has discontinued school before graduation with or without the intention of returning back to school. To adopt Ramirez and Carpenter's definition would be to exclude a girl who drops out of school due to pregnancy. School girls usually do not plan to become pregnant, thus, it is generally not intentional. The pregnancy happens in the majority of cases as an accident as most of them are still underage or teenagers. Teenage pregnancy refers to a girl aged 19 or less becoming pregnant (Chen, Wen, Fleming, Yang & Walker, 2008).

Many students drop out of the secondary level of the school system before completion of the final year, and this is a problem faced in many countries — developed, developing or under-developed. More research attention has been paid in metropolitan countries to determining the causes of secondary school dropout and appropriate preventative measures, although dropping-out from the primary level is likely to have a more deleterious effect.

The greater focus on secondary level dropouts is no doubt due to the accepted tenet of educational philosophy that it is important to extend education for as long as possible within the developmental period from age 14 to age 18. "The more time adolescents have to gain educational experience during the teenage years, the better prepared they will be to face life's challenges" (Battin-Pearson et al, 2000). Battin-Pearson et al maintain that identifying the predictors of high school drop-out is a crucial task for researchers, because understanding the causes and processes of dropping out can help guide the creation of effective approaches to preventing the problem. They also assert that "it is critical to study early dropout as a possible distinct and unique pathway affecting later adult outcomes." Moreover, Claus & Quimper (1991) and Schwartz (1995) found that for those students who entered high school, 10<sup>th</sup> Grade was the year of greatest risk for dropping out.

## **2.6 CAUSES OF DROPOUT AMONG FEMALES**

### **2.6.1 ECONOMIC FACTORS**

#### **2.6.1.1 Parental Investment**

Parental investment for children's well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all.

Glick & Sahn (2000); Kingdon (2005) support the view whereby that, there is gender bias or pro-male bias in case of parental investment in children. In addition, Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited/lower income and resource, causing girls to leave school earlier than boys.

For instance, Fuller and Laing (1999) and Grant and Hallman (2006) found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

#### **2.6.1.2 Schooling Costs**

Schooling costs are important factors for the education of children either in public or private school. Some research indicate that schooling costs especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents sometimes become unwilling to pay school fees for their daughters.

Brown and Park (2002) investigated that in rural China, parents' incapability to pay school fees was the reason for the dropout of 47% of girls while only 33% of boys dropout in elementary schools; in junior secondary school, fees were half for the girls but only 8% for the boys. Hunter and May (2002) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa.

From the families' perspective, Shovan, Ghosh, Susmita & Sengupta (2012) observe that in poor households in India, the costs of schooling for girls are likely to be higher while

the benefits are more tenuous for them than the boys. The authors also observe that though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd et. al. (2000) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls but not for boys.

## **2.6.2 HOUSEHOLD LEVEL FACTORS**

### **2.6.2.1 Female Involvement in Household Chores**

Fuller and Liang (1999) argue that the advantage of having females as household heads may be the result of increased autonomy of the females when males are absent in the decision-making process. Shahidul (2013) examine data in Bangladesh and found that if a mother participates in the household decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show controversial results. This is because, many studies found that single-female headed households face greater financial and time constraints than two-parent households in general which may impact differently on children's academic achievement (Guo & Harris, 2000; Pong et al., 2003). In fact, children in households headed by married women have higher educational attainment while children of widows are more likely to work.

## **2.6.3 SCHOOL LEVEL FACTORS**

### **2.6.3.1 Extra-curricular Activities**

There are several evidence that participation in extra-curricular activities varied by gender and girls are usually less participative than boys. For instance, Jacqueline and Sue. (2012) investigated gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra-



curricular activities of male and female students. Results show that approximately 76% of male students participate in extra-curricular activities compared to only 48% of female students. Sometimes girl's participation in extra-curricular activities are constrained by the lack of facilities in schools.

For instance, in Senegal, participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sports activities in schools (Benn, 2002; Carroll & Hollinshead, 1993). In fact, Muslim culture does not permit some kit requirements of sports or outdoor games such as wearing short skirts, shorts and tee-shirts and public changing and showering.

#### **2.6.3.2 Absenteeism**

Irregular attendance can be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that school absenteeism can be somewhat negatively more effective for early dropout from school female students.

Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girls is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls also can drop out because of absenteeism due to child labour or household work. This is because girls do more household work than boys which may increase non-attendance in schools for girls. Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. Ngales (2005) found

that in Ethiopia, female students were often absent in class during menstruation and frequent absence led them to drop out from school.

### **2.6.3.3 Feminine Facilities in Schools**

Inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Lack of facilities and poor hygiene affect both girls and boys. Sanitation in schools has a strong negative impact on girls. Parents expect safe and separate sanitation for their daughters in schools. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities they would be discouraged being in school and consequently they tend to drop out.

Birdsall et al. (2005) argue that girls' privacy issue in schools is a foremost factor which forces girls to drop out from schools. UNICEF (2009) further notice that separate hygienic toilets should be made available for boys and girls when designing the facilities of a school. UNICEF (2006) observe that in Africa, the lack of basic sanitation is the cause of decreasing enrollment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate. UNICEF (1998) further observe that if the toilets are shared by girls and boys or are closely located in schools, a significant number of girls drop out because of harassment and lack of privacy.

### **2.6.3.4 School Distance**

School distance is an important determinant of school dropout for female students. If school distance is considered too far from home, young girls tend to drop out more due to the

vulnerability to sexual harassment. Parents are afraid for the safety of their children when they have to walk longer distances to school.

Ainsworth et al. (2005) found that the likelihood of attending secondary school for girl's decreases with greater distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major reasons. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school. Ainsworth et al. (2005) found that close proximity to schools had a positive motivating impact on girls.

## **2.6.4 CULTURAL FACTORS**

### **2.6.4.1 Early Marriage**

Regarding the effect of early marriage on girls in most developing countries, girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married.

Mansory (2007) found out that early marriage is the foremost cause of early school dropout of girls in Afghanistan. When girls reach puberty, parents consider it time for them to be married and tend to arrange the marriage instead of allowing them to continue schooling. Some studies argue that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental household after marriage, girls' dropout might be higher in that society (Ackers et al., 2001).

Shahidul (2012) also found that in Bangladesh girls with lower socioeconomic backgrounds drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, the author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls.

#### **2.6.4.2 Cultural Beliefs**

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favor education for boys more than girls.

Kapakasa (1992) studied girls' persistence in school and found that initiation ceremonies (religious ceremony) have significant effect on girls' dropout rate when parents have more propensities to pay for the expenses of the ceremony than their daughters' education.

Abena (1991) and Atayi (2008) observe that in Africa parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals.

Sawada and Lokshin (2009) found that ideal or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing

countries compared to urban areas and people often do not allow girls to leave homes even for schools.

#### **2.6.4.3 Pregnancy**

Several studies also found that teenage pregnancy is a significant cause of school dropout for girls (Boyle et al., 2002). Some studies argue that there are some specific characteristics of girls with dropout status which are: Girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls. Dunne and Leach, (2005) argue that some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system lead to motherhood and consequence dropout from schools.

Dunne and Leach (2005) state that the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls to drop out is pregnancy. Though some countries permit girls after getting pregnant to return to school, research found that the re-entry rate is not much. According to Grant and Hallman (2006), re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their children and if they are able to share or relinquish childcare responsibilities.

### **2.7 PREGNANCY-RELATED SCHOOL DROPOUT**

Even when studies focus on pregnancy-related school dropout, they do not address directly the question of which schoolgirls who become pregnant are likely to drop out of school. In most settings, if a girl becomes visibly pregnant, she is required to withdraw. If a young woman terminates her pregnancy before it is visible, however, school dropout can be

avoided. Despite the high rates of teenage pregnancy and the availability since 1996 of legal termination-of-pregnancy services in South Africa, many adolescents are not aware of such services and availability of these services in public facilities is still lacking (Dickson et al. 2003).

Statistics on use of abortion services among adolescents are not readily available. One hospital-based study in Soweto found the prevalence of legal abortion among pregnant teenagers to be 16 percent in 2001 (Buchmann et al. 2002). Meekers and Ahmed (1999) examine the probability of prior school dropout among pregnant women, but, because of data limitations, provide no control for whether the woman was enrolled in school at the time of her pregnancy. In contrast, Eloundou Enyégué (2004) examines the relative role of pregnancy- and non-pregnancy-related school dropout in shaping the gender gap in educational attainment, but does not address what happens to girls who become pregnant while enrolled in school but do not drop out at that time. The broader literature on school dropout provides many insights that are relevant for determining dropout among pregnant schoolgirls, however; selected studies are discussed below. In South Africa, even though little gender difference is found in educational attainment (Case and Deaton 1999; Lam 1999; UNDFW 2000), some researchers have given attention to the factors associated with female dropout (Fuller and Liang 1999; Hunter and May 2002).

Enyegue and Stokes (2004) argued that adolescent childbearing is particularly problematic in terms of schooling outcomes in settings where it occurs frequently but also at a time when girls would be attending school otherwise (i.e. outside of marriage, or in settings with increasing school enrollment). Countries in the middle of adolescent fertility and cultural transitions around gender are therefore most likely to benefit from a policy focus on schoolgirl pregnancy (Eloundou-Enyegue and Stokes 2004)

Using a non-cause-specific hazard model for the factors associated with school dropout, Fuller and Liang (1999) found an association between a family's financial strength, measured by level of household expenditure and access to credit, and the likelihood that a daughter will remain in school. In an earlier study conducted in Botswana, they found that household-asset ownership and housing quality were also consistently related to girls' educational attainment; these reflected the accumulated wealth and investment attitude of the household better than did short-term measures of consumption (Fuller et al. 1995, cited in Fuller and Liang 1999). Edmonds (2004) finds that receipt among elderly household residents of the state old-age pension in South Africa significantly increases school attendance of co resident children. Although education is a household investment that is often protected from external shocks (Hunter and May 2002), the ability of a household to sustain this long-term investment may be hampered by short- and intermediate-term economic difficulties and labor demands. An adolescent's unwanted pregnancy not only endangers the long-term investment made in a daughter's education (NRC 1993), but also creates additional financial issues that poor households may be unable to handle. Qualitative results from HSRC (2005) rural schooling study in South Africa indicate that among the small proportion of schoolgirls who apply for and receive the state child-support grant after giving birth, even though the money is seen as an important source of poverty relief for the extended family, it causes tension within the household. Some girls reported that the benefit of receiving the grant was more than offset by the additional hardships that having a baby imposes upon their lives.

Household labor demands also influence the likelihood that a young woman will remain in school whether or not she is pregnant. Fuller and Liang (1999) found that a mother's participation in the formal wage sector may depress a daughter's likelihood of

remaining in school, perhaps as a result of increased household labor demands. Hallman et al (2005) found that urban mothers of preschoolers in Guatemala are more likely to work for pay and work more hours when daughters aged 15–18 are co resident. Another analysis from urban Brazil indicates that girls aged 10 and older are a major source of childcare for preschoolers in their household (Connelly et al. 1996). The availability of other adult women in the household to share domestic responsibilities may be even more critical following childbirth to an adolescent when care giving demands for the baby would otherwise make the girl's return to school prohibitively difficult. An ethnographic study in Cameroon indicated that young women sent their children to live in the father's household or otherwise relinquished parental rights to other relatives in order to continue their education (Johnson-Hanks 2002). Qualitative research in South Africa found that some young women marry or move into their partner's home following a pregnancy, and are thereby subject to the financial and labor priorities of their new household, which may not place a priority on their continuing education (Kaufman et al. 2001). Maharaj et al (2000) demonstrate that adolescent mothers whose children are not co resident are more likely to be attending school currently. Although co-residence with parents may be an important indicator of the social support systems available to a young woman, Meekers and Ahmed (1999) found that women who lived with their parents at the time of their first pregnancy were two times more likely than women who lived elsewhere to have dropped out of primary school as a result of pregnancy. This finding may not be entirely clear, however, because the study sample consisted of who are in secondary school and those that dropout because of pregnancy who had ever attended school. Without these controls, the likelihood of pregnancy-related primary-school dropout is a closer proxy to the timing of first birth, because older women



who are no longer living with their parents or enrolled in school when they become pregnant are clearly less likely to have a pregnancy-related school dropout.

## **2.8 RETURNING TO SCHOOL FOLLOWING A PREGNANCY-RELATED SCHOOL DROPOUT**

Although more and more countries now allow girls to stay in and/or return to school after a pregnancy, these policy changes have had little effect so far on behavior (NRC/IOM 2005).

South Africa is among the few countries in sub-Saharan Africa that allow a young woman to return to school after a pregnancy. Although a large proportion of young women continue their education following the birth of their first child, many do not. Many of the same household and family characteristics that influence a young woman's likelihood of dropping out of school in response to her pregnancy also influence her likelihood to resume schooling. Meekers and Ahmed (1999) found that among young women in Botswana who dropped out of school following a pregnancy and subsequently returned to school, the majority of returnees stayed in school until they received their matriculation certificate. They speculate that highly motivated students with good school performance prior to pregnancy are those most likely to return, but also that any student who manages to return to school following a pregnancy is likely to have the impetus to advance her education.

A further factor influencing school continuation may be a young woman's fertility subsequent to the birth of her first child. Although South Africa's total fertility rate is low (2.9 children per woman of reproductive age in 1998) compared with that of other countries in sub-Saharan Africa and the median birth interval for second and third births is nearly 50 months long, young women who have a second child shortly after the first is born may, for

practical reasons, no longer have the option of returning to school. Disentangling a woman's education and fertility objectives is difficult, however; the possibility of returning to school may lead most women to postpone their second birth if they can (Kaufman et al. 2001).

## **2.9 THEORETICAL FRAMEWORK**

Although knowing which student's dropout is important, understanding the reasons why students leave school can help us to prevent dropping out from occurring in the first place.

### **2.9.1 GENERAL DEVIANCE THEORY**

Deviance is any behavior that violates social norms and is usually of sufficient severity to warrant disapproval from the majority of society. People who engage in deviant behavior are referred to as deviants. No society allows for free sexual drive or activity, the family institution is the only approved institution where sexual drive takes place between married couples of opposite sex. Young girls who engage in pre-marital sex are deviant because it is against the norms and expectation of the society. It is not ideal for young girls to engage in pre-marital sex because it takes place between legally married couples.

General deviance or specific aspects of deviant behaviour have direct effects on high school dropout. For instance, Garnier et al (1997) found that teen drug use directly predicted dropout. Pregnancy has also been a predictor, although differences in family background were also found to affect the likelihood of the mother eventually completing secondary school. In addition, early sexual activity has been shown to affect academic failure. Teenagers who are not doing well in school and have lower educational aspirations are more likely to have sex during adolescence than those faring better in school (National Research

Council, 1987) which may lead to pregnancy and when pregnancy occurs there is every tendency the girl would withdraw from school because of stigmatization and discrimination from her school colleagues and also her teacher. In the normal society, the expected procedure for every teenage girl is to finish her education at least finish through a secondary school level, but if she does not because of her indulging in sex at her young age leading to sex then the society will see her as a deviant because she is diverted from the normal forms of the society.

### **2.9.2 LABELLING THEORY**

It was propounded by Howard Becker; this theory holds that behaviors are deviant only when society labels them as deviant. Labeling theory concerns the meanings people derive from one another's labels, symbols, actions, and reactions. When young girls engage in sex without the use of contraceptives will lead to unintended pregnancy which will distort schooling which will eventually lead to dropping out of school, she will be labeled as a dropout by friends, members of the school community. Social research indicates that those who have negative labels usually have low self images, are more likely to reject themselves and may even act more defiantly as a result of the label.

### **2.9.3 STRUCTURAL STRAIN THEORY**

Studies focusing on demographic factors have indicated that dropouts are more likely to be girls than boys and are more likely to be from families of low socio-economic status (e.g., Rumberger, 1987; 1983). The overriding hypothesis is that the structural strain factors of gender, ethnicity and socio-economic status will have a direct effect on school dropout over and above the mediating influence of low academic achievement.

Tesseneer and Tesseneer (1958) have noted, however, that the study of the dropout phenomenon and its causes is difficult because "environmental factors tends to influence different pupils in different ways and even affect the same pupil in different ways at different times (p. 143). Janosz, Le Blanc, Boulerice and Tremblay (2000) also found that while an empirical typology could be useful as a predictive tool with regard to the impact of social risk factors, differential dropout prevention strategies should be adopted for different personality profiles (e.g., the Quiet, Disengaged, Low-Achiever, Maladjusted).

As far as the Caribbean is concerned, Miller (1998) and others maintain that on average the pattern is that boys start their schooling later, attend school more irregularly, repeat more grades, drop out earlier, have lower completion rates and achieve less than girls while in school.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0 INTRODUCTION

This chapter outlines the research design used to collect data. This includes sample selection, instrumentation, data collection procedures, and data analysis procedures.

According to Sarantakos (2005) cited by Biyane (2007:20), the research entails two major stages: one is the stage of planning, and the second stage is the stage of execution. During the first stage the researcher constructs a design, a plan of the research, and during the second stage they collect and analyze the data. The design explains in some details how the researcher intends to conduct the study, namely how the questions asked in each research will be addressed. It indicates that data collected as well as the methods, procedures and instruments used in the study.

#### 3.1 STUDY AREA

##### HISTORICAL REVIEW OF THE STUDY AREA

Oye-Ekiti is the capital town of Oye Local Government in the Northern part of Ekiti State, Nigeria. Oye Local Government Area was carved out from the defunct Ekiti North Local Government on 17th May, 1989. Oye is one of the kingdoms of Ekiti land. Oye-Ekiti people are a group of the south-western yorubas, inhabiting the administrative head-quarters' of the present Oye Local Government area of Ekiti State. The Old Oye kingdom comprises of five villages namely Oye, Ire, Egosi, Eshetta, (Egosi and Eshetta have come together as Ilupeju) and Arigidi Ekiti (now Ayegbaju) and covers an area of about 64 square kilo meters (National Archive, Ibadan) but now it comprises of the following towns and villages: Oye Ekiti, Ilupeju Ekiti, Ayegbaju Ekiti, Ire Ekiti, Itapa Ekiti, Osin Ekiti, Ayede Ekiti, Itaji Ekiti,

Imojo Ekiti, Ilafon Ekiti, Isan Ekiti, Ilemeso Ekiti, Omu Ekiti, Ijelu Ekiti, Oloje Ekiti and a host of others.

There are no distinctive ethnic groups in the Local Government as a greater percentage of the people are of the Yoruba Language race. Nearly all the people speak Yoruba Language with negligible dialectical variations.

(<http://ekitistate.gov.ng/administration/local-govt/oye-lga>)

The population of Oye Ekiti according to the 1952 national census was 13,696, (National Archive, Ibadan), 57,196 in 1963 and in 2006 the population was 168,251 (National Population Commission 2006). Oye-Ekiti is located at a general altitude around 1500 feet with hills and granite outcrops rising to about 200 feet. Topographically, Oye is made up of lowlands and rugged hills which provide her protection in times of war. In fact, the hills were a blessing to the people especially during the Benin invasion in the 19<sup>th</sup> century (Akinyoye 1921). It is a very beautiful part of Ekiti State, and indeed of Nigeria. The Omo Oyes as the people are often called, are very proud of their heritage and cherish the value and richness of their language and culture. The priority given to education has produced, and is still producing for Oye, highly qualified and well placed professionals in all works of life in Nigeria and all over the world. Farming is the major occupation, with cocoa as the major cash crop. The food crops include yam, maize, rice, plantain, cocoyam, cassava and pepper. Majority of Oye indigenes are Christians, but Islam is also practised. There is also a sizeable number of custodian and devotees of various deities and traditional religions such as Sango (the god of thunder), Ogun (the god of iron), Yemoja (the goddess of the river), Eborá (the god of the dead) and Eye/Oro- Ode (the god of harmattan), which is of course the most important festival in Oye- Ekiti. A variety of tourist attractions, most of which have to be modernized, also abound around Oye-Ekiti.

The origin of Oye Ekiti which is also known as Obalatanland is associated with the founder of the town, Oloyemoyin who was born in Imore district of Ile Ife (Owoyomi 1995). Thus, the name Oye was coined from his name 'Oloye-moyin', a name supposedly put together because of the circumstances surrounding the birth of the founder of Oye who was said to have been born during a terrible and 'hostile' harmattan which normally blows from the Sahara desert over and across North African countries and to all parts of Nigeria and to preserve his life, he was kept in a dark room with a female deity called 'Obalatan' for an unspecified period of time. Thus, he was observed as a wonderful prince whose birth had been accompanied by a horrible harmattan, while, traditional lamps were lit and arranged in the room both day and night to keep the room warm, coupled with the harmattan was the attendant dryness of his mother's breast so much that she could not breast feed him and rather he was fed with honey in place of breast milk. This is why he was named Oloyemoyin, meaning a harbinger of harmattan who fed on honey and this is express in the cognomen to the child and by extension all autochthons of Oye as; Omo Oloye, Omo ora ufe ketaana Osangan, meaning that Oloye is an aboriginal son of Ile-Ife who always put on light during the day (Oye Progressive Union 1994).

According to available oral evidence, the prince left Ile-Ife in company of his brother Ogunlire, the acclaimed founder of Ire-Ekiti, with a remarkable entourage, equipped with large armies, crude weaponry, commanders, seers, oracles, priests and subtle counselors. The entourage on their way from Ile-Ife first settled at Ule Oye Ora (National Archive Ibadan). At Oye Odo Ora, the aborigines were not happy with such intrusion and as a result fought and scattered them. They, therefore, moved to a new settlement and called it

Oye Ekiti, while Ogunlire migrated and settled in Ire-Ekiti. Some settled in Egosi, and others conquered Eshetta and Arigidi while, Oye-Ekiti became the head of these towns and Oloye was recognized by them as their leader being the eldest son of their mother, Yeye Aiye (National Achieve, District Officer Diary Ibadan).

### **3.2 RESEARCH DESIGN**

The study assesses the relationship between teenage pregnancy and school dropout. A survey descriptive research method was used for the purpose of this study. Qualitative method was used to collect data from pregnant teenagers, principals/head teachers and teachers from the selected secondary schools in Oye Local government area of Ekiti state that was selected as case study. However, the reason for choosing this design was to allow for details and in depth study of the situation prevailing in secondary Schools.

### **3.3 TARGET POPULATION**

A population is usually defined as, all the members of any well-defined class of people, events or objects. It represents a census or complete enumeration method in which all the units are reached.

The target populations for the research were girls less than 19 years of age that dropped out of school due to pregnancy in Oye local government. Principals/head teachers and teachers were selected as respondents in order to know their perceptions, views and opinions regarding pregnancy related school dropout.



### **3.4 INSTRUMENTS**

The main research instrument was the In-depth Interview guide. It had questions on Teenage pregnancy and school dropout among females. The in-depth interview guide was opted for so that the respondents will be able to read listen to the researcher's questions, give answers to these questions and also add their opinions, views and knowledge about the questions asked.

### **3.5 ADMINISTRATION OF INSTRUMENT**

The administration of instrument was between the researcher and the respondents on a personal interview. Hence, the researcher was able to explain the purpose of the study to each of the respondents and also give the respondents maximum confidentiality and trust.

### **3.6 SAMPLE AND SAMPLING TECHNIQUE**

A total number of eight pregnant teenagers were selected randomly i.e. two from each selected towns, principals/head teachers from each selected schools and also four teachers from each school i.e. two male and two female teachers, two male and female students following the selected secondary schools in Ayegbaju, Oye, Ilupeju and Itapa through purposive and incidental sampling technique.

### **3.7 DATA COLLECTION PROCESS**

An indepth interview was conducted among these four towns which were Ayegbaju, Oye, Ilupeju and Itapa.. The young girls, principals/head teachers and teachers were given detailed information about the purpose, objectives and procedures of the research. They were also assured utmost confidentiality of their information

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **4.0 INTRODUCTION**

The aim of the study was to establish the views of secondary school principals, teachers and students on pregnancy related school dropout, also the view and experience of pregnant teenagers and those teenagers that dropped out of school due to pregnancy and also the re-admission of these teenagers after delivery. This chapter presents the data and also discusses the findings of the study.

#### **4.1 PRESENTATION AND ANALYSIS OF DATA**

Data is presented under the objectives of the study which includes; investigating factors predisposing school girls to teenage pregnancies, determining the extent to which teenage pregnancy contributes to schoolgirl dropout in Oye local government and also investigating the levels of re-admission of girls who discontinue school due to pregnancy.

#### **4.2 FACTORS PREDISPOSING GIRLS TO TEENAGE PREGNANCY**

One of the questions that were asked was the factors that contribute to teenage pregnancy among females.

Some participant were of the opinion that some contributing factors to teenage pregnancy were poverty, peer group (pressure) influence, ignorance/lack of information on safe sex, broken home/divorce, lack of parental care, lack of education on safe sex, bad.

#### 4.2.1 POVERTY

In this study, pregnant teenagers, principal, teachers and even students see poverty as the main contributing factor to teenage pregnancy. Pregnant teenagers, Bukola from Ilupeju Ekiti, Tosin and Adura from Itapa Ekiti and also Bolu from Ilupeju Ekiti stated poverty as the reason they became pregnant at their early stage.

*When parents does not have money to carter for the needs of their children and their female child see a boy that is ready to give her the things that she wants, she will start collecting thing from him and you see no guy now will give a girl something without asking for anything in return, the guy will begin to have sex with her and she will become pregnant*  
**(Male, Principal, Ilupeju High School, 56years).**

*If a girl's parents is poor, a boy can just entice her with anything, a girl is asked to pay a certain amount of money in school and she was unable to pay, and there is an okada rider that say 'I will give you the money don't worry and he gives, gradually like that until the girl becomes pregnant for him.* **(Female, Principal, St Augustine Comprehensive High School, Oye Ekiti, 50+years)**

*Some parents don't have money to give their child and because of these that girl will have boyfriend because he will give her money and the boyfriend will give her pregnancy.* **(Male, Student, St Augustine comprehensive High School, Oye Ekiti, 15years)**

*A girls parents that are not financially buoyant and the girl likes material things and there is no source of making money, she may engage herself to anybody that can provide her money making her have boyfriend or even boyfriends leading to sex and then pregnancy.* **(Female, Teacher, Aiyegbaju Comprehensive High School, 49years)**

*Financially, some of these girls are looking for money because their parents cannot take good care of them. We see some students that come into the school with tore clothes, some may not even eat while coming to school because of these they engage in sex with boys and even men because of money and may lead them to becoming pregnant. (Male, Counselor and School Registrar, Ilupeju High School, 45years)*

*Because some girls need to buy something's and their parents don't have the money to give them to buy that thing, they starts collecting money from guys and these leads to pregnancy (Female, Student, Ilupeju High School, 16years)*

*When some parents do not have money, they cannot provide things for their children, the girl will be entices with the thing guys are giving her and through these, they can lure her into sex, then she can have unwanted pregnancy (Male, Pricipal, Itapa Comprehensive High School, 56years)*

*My parents do not have money, we are poor. I needed money to buy cloth and shoes and I know that my parents won't give me because I know they don't have so I had a boyfriend that was a carpenter, we use to have sex and after the sex he will give me money until he gave me belle ( Bolu, Ilupeju Ekiti, 14years).*

*My father died and my mother was a full time house wife before he died; now she is selling biscuit and sweet. She does not even have money, even sometimes me and my younger ones we don't use to eat but one boy use to give me money for food and I use to collect it and it was these guy that give me pregnancy. (Tosin, Itapa Ekiti, 18years)*

*My daddy is a pastor, my mummy sells bread, and I have 5 small ones, eating was hard gidigan, sometimes we normally drink garri in the morning and eat small food in the night*

*when mummy now sell her bread, there is this barbar that my younger brother normally help to barb hair, he now tell me that he likes me and he normally give me 100 to take to school in the morning, there was a day he tell me to come to his house and I go there, he now tell me if I open my body, he will give me 200 naira to take school and I show him and that is how I start sleeping with him and he normally give me 200 naira like that to school like that till I saw that I was pregnant* **(Adura, Itapa Ekiti, 16years)**

*Money good o sister, if my mummy and daddy gimme money anytime I tell them, I won't be pregnant, and you know now as a girl I want to fine and my daddy is farmers he won't give me money, that was how why I have my boyfriend and he normally give me money then o, until when I told him I was pregnant and he say no be him* **(Bukola, Ilupeju Ekiti, 18years)**

#### **4.2.2 PEER GROUP (PRESSURE) INFLUENCE**

Some of the participants also viewed peer group as an influence contributing to teenage pregnancy.

*Some girls their friends have boyfriend and also engage themselves in sex with these boyfriends and these girls do not want to look odd, they want to feel among so they experiments what their friends have done, they want to see how it is like to have a boyfriend and sex which may lead to them becoming pregnant* **(Female, Teacher, Ilupeju High School, 49years)**

*Some girls join their friends to have boyfriend so that he will take good care of them and at the end of the day, they become pregnant.* **(Male, Counselor and School Registrar, Ilupeju High School, 45years)**

*When some girls their friends are into these 'Agbere' and they too they will copy their friends. (Male, Teacher, Aiyegbaju Comprehensive High School, 56years).*

*It was even one of my friends then, now she is not my friend even when she sees me she use to carry her face away. She bought a new phone when I were in SS1, I wanted to be like her so she introduced me to one boy then and he promised me a phone too but only if I can let him sleep with me and these is what caused the pregnancy now (Sefunmi, Oye Ekiti, 15years).*

*When I was in Ayegbaju Comprehensive High School then, some of my friends had boyfriends and they were telling me that 'Ooja Jasi', I didn't want it to look like 'mio jasi' so I had a boyfriend he was not even giving me money gan we just use to sleep with ourselves in my mummy's shop and this is the result of it now sha (Funmilayo, Ayegbaju Ekiti, 17years)*

#### **4.2.3 SEXUAL COERCION**

Sexual coercion like rape can also lead to teenage pregnancy, although none of the pregnant teenagers interviewed stated sexual coercion as a cause of their pregnancy.

*Not all girls get pregnant through involvement in relationships. Hawking should be discouraged because if you ask a girl to hawk and sell banana she may be deceived by the all these street bad boys and they will forcefully sleep with her which can lead to pregnancy (Male, Principal, Ilupeju High School, 56years)*

*I think rape is a cause of teenage pregnancy, some girls get raped by boy or even more than one boy and these can lead to pregnancy for the girl if she is not careful (Female, Teacher, Ayegbaju Comprehensive High School, 46 years)*

*I heard of a girl in this school, her step father force her to have sex with him and these sex continued like that, he was always forcing her every time to have sex with him and now the girl is pregnant, she and her mother had to leave Ilupeju patapata because of the shame (Female, Teacher, Ilupeju High School, 49 years).*

#### **4.2.4 IGNORANCE/LACK OF EDUCATION (INFORMATION) ON SAFE SEX**

Ignorance or lack of information about sex can lead to teenage pregnancy. Some pregnant teenagers interviewed found these as a reason they got pregnant at their age.

*You see when a girl is up to 11 years, parents most especially we mothers, they should start teaching them certain things about herself and the opposite sex, most Nigerian mothers don't do that, they hide under culture and religion. It's not suppose to be so let her know the reality teach her about sex in order for her not to fall victim, don't hide under religion or culture, some cultures or religion may not permit these but it is dangerous (Female, Principal, St Augustine Comprehensive High School, 50+)*

*When a girl is ignorant, she goes around with boys and you will just discover that she is pregnant, she does not know what will happen to her (Female, Principal, Ayegbaju Comprehensive High School, 54 years)*

*Me ehen I started having boyfriends since when I was in JSS 3, I do not there are drugs to prevent pregnancy I was only using salt and water, nobody told me salt and water use to work o I just taught of it. It was later when I discovered I was pregnant and I told my friend she now told me I would have use prostinur 1 or 2 after the sex but it was already late*

**(Damilola, Ayegbaju Ekiti, 15years)**

*I did not even know anything, I was a virgin, I just wanted to feel how the thing is like. I never knew there was drugs. It was my first sex that lead to this pregnancy am carrying 'I for don comot am sef if I quick know say drugs they and I no fit do DNC, I no wan die' (Bose,*

**Oye Ekiti, 18 years old)**

#### **4.3.5 BROKEN HOME/DIVORCE**

Absence of a parent or the two parents is also a contributing factor to teenage pregnancy as suggested by the participants in these findings.

*We have parents that they have already divorce, it can cause it, you know, nobody will take care of the children like their own mother, if the mother is not there the child will be free to do anything which can lead to pregnancy (Female, Teacher, Aiyegbaju Comprehensive*

**High School,45years)**

*When the children are not well taken care of by the two parents, when she comes back late from school no father or mother to tell her that what she did is bad or good, or ask her why she comes back from home in the night because her father and mother are not together, she*



*can become pregnant, a child's care is in the hand of the two parents. (Male, Principal, Itapa Comprehensive High School, 56years)*

#### **4.3 THE EXTENT TO WHICH TEENAGE PREGNANCY AS LEAD TO DROPOUT OF FEMALES IN OYE LOCAL GOVERNMENT**

In order to know the level in which female's dropout of school due to pregnancy i.e pregnancy related school dropout among females, the following questions were asked from the participants. The Principal and teachers of the selected schools in Oye local government were asked how many girls they think dropout of their school due to pregnancy, the pregnant teenagers interviewed were asked if she was still in school when she discovered she was pregnant, while student were asked if they have friends, class mate or sibling that dropout of school due to pregnancy.

Although during the interview principals, some teachers and students find these questions embarrassing and because of these they became bias with the answer but still I got the appropriate answers from few of them. The following verbal quotes reflect the above questions asked:

*One was in JSS2, infact when we heard the one of JSS 2 everybody marveled, it happened last year, she was pregnant she had to dropout. Another one also in SS1, this particular one was made known to everybody. Also in SS1b infact this class is a notorious class these is where all these notorious students pack themselves 3 girls left school because they were pregnant, 1 of them after delivery wanted to come back the principal said NO we don't keep mothers as students. This year, 2 of them in SS3, they registered for WAEC and NECO they*

were pregnant, they were able to deceive people because it was not that exposed and they wrote WAEC but before NECO the pregnancy has shoot-out so they missed NECO.

**(Female, Teacher, Ilupeju Comprehensive High School, 49years).**

This year at least we have recorded almost 4 female students dropping out of school due to pregnancy, one in JSS2, another one in JSS3, and two I think in SS3 **(Male, Counselor and School Registrar, Ilupeju High School, 45years).**

We have students like two female students that dropped out of school because of pregnancy, one was even in JSS3 and another one in SS2B **(Female, Teacher, Itapa Comprehensive High School, 37years).**

The year before last year during their final class, like 5 of them like that got pregnant during their WAEC exam and because of this they could not write NECO exam and after the WAEC they went away with their pregnancy. I learnt that some of them that are pregnant during that time, two of them are in the university now. **(Female, Teacher, St. Augustine Comprehensive High School, 50+years).**

Most times the ones that gets pregnant are the ones in SS3 about to write WAEC, but I could remember a girl in SS1 year, her parents where my church members in Methodist, she became pregnant and because of the shame she left school but I still see her in church **(Male, Teacher, Ayegbaju Comprehensive High School, 50years).**

*Two girls like that in my class (SS1B), one of them was my friend I just saw that she did not come to school again and I went to her house she now told me she is pregnant, the second girl because we know that she is pregnant because she normally sleep in the class and she use to vomit she did not now come to school again* **(Female, Itapa Comprehensive High School, Student, 16years)**

*'Egbon mi' i.e my elder sister, she as now given birth to the baby, she leave school when she was in SS2, it was my mummy that told her to leave school because she has pregnancy* **(Male, Ayegbaju Comprehensive High School, 17years).**

During the interview with the pregnant teenagers, it was discovered that out of the 8 teenagers interviewed only five of them became pregnant while in school, the three others became pregnant after they've left school.

*Yes, I was in SS1C then in Oye Igbo (a secondary in Oye Ekiti)* **(Sefunmi, Oye Ekiti, 15years).**

*No, it was after I have finish school, after I have write my WAEC and NECO exam that I get this pregnant* **(Tosin, Itapa Ekiti, 18 years).**

*Yes, but I have write my WAEC exam and it is now remaining for me to write NECO that I now know that I am pregnant and because of that I did not write my NECO again* **(Funmilayo, Ayegbaju Ekiti, 17 years).**

*Yes, I dey JSS3 then* **(Bolu, Ilupeju Ekiti, 14years).**

*Yes, I was still in school, I was in SS2B* **(Bukola, Ilupeju Ekiti, 16years).**

*No o, thank God I even finish school gan and I have my WAEC and NECO result (Bose, Oye Ekiti, 18 years)*

*Yes o, I was in school, in SS1 in Itapa C.H.S and I leave school and now I born the baby and I have go back to school but I went to the SS1 instead SS3 that my mates are (Adura, Itapa, 16years).*

*No, I have finished secondary school (Funmilayo, Ayegbaju Ekiti, 17years).*

#### **4.4 RE-ADMISSION OF GIRLS WHO DISCONTINUE SCHOOL DUE TO PREGNANCY**

In an an interview with the Principal of Ilupeju High School, he said that most secondary school do not allow pregnant teenager to come back to school after delivery i.e Most secondary schools kick against the re-admission of pregnant teenagers back to school. Other principals, teachers and students were also in support of this policy because they believe that if this pregnant teenager returns to school she will influence others and this had made it hard for pregnant school girls to return to school after delivery.

*No, we won't re-admit her to the school other students will look at the person that since they allow such a thing in school, then they too they can do it and they will allow it. (Female, Teacher, Ilupeju High School, 49years).*

*No, she is not allowed back because somebody with experience about sex can influence others if not properly checked (Male, Teacher, Aiyegbaju Comprehensive High School, 50 years).*

*No, in this school we don't allow this, because if we encourage such thing, it is like we are encouraging students to get pregnant and come back after delivery so that they can turn this school to nursing mothers school* (**Male, Counselor and School Registrar, Ilupeju High School, 45years**)

*No, the school does not accept such a thing that is the school rule because she will corrupt the others. Others knew what happened but for her to put the child at home then come back things cannot be the same with her. Allowing her is like encouraging that type of thing. In order not to encourage such thing, we don't allow* (**Principal, Itapa Comprehensive High School, 56 years**).

*The parents of some of these girls come to beg but the school authority did not allow these girls to come back so that other students will not emulate them* (**Male, Teacher, St Augustine Comprehensive High School, 54 years**).

*No, this school does not allow, I don't know why I just know that they don't allow* (**Male, Student, Ilupeju Comprehensive High School, 16 years**).

*The school does not allow for such a thing to happen, a pregnant girl that now gives birth and comes back, No o. I think it is because they don't want other girls to copy her behaviour* (**Female, Student, St Augustine Comprehensive High School, 16 years**).

On the contrary, others believe that being pregnant at an early stage is not the end of life and that these pregnant teenagers still have the opportunity of being re-admitted to school after delivery.

*There is nothing bad if after delivery you say you want to come back to school. Firstly, I will ask you why you think you want to come back, if you can convince me that well, it was a mistake, it's part of greed, I don't know that will be the outcome of it but now you have learnt your lesson, am ready to face my studies am very sure such a person will be given a second thought, although none of them has come back for readmission (Male, Teacher, St Augustine Comprehensive High School, 56 years).*

*Yes, why am saying yes is that we do not rubbish any human being, you might think that is the end for her but if she comes back to be serious with her academics she can still make it, but she might have learnt her lesson in a very hard way, I will now sit down, talk to her, and advice her so she won't go back to her old ways (Male, Principal, Ilupeju High School, 56 years)*

*Yes, though the school rules do not allow, the parents of these girls come to beg and sometimes the principal will re-admit the girl back to school. One girl in SS1 Adura and one other girl in SS2. (Female, Teacher, Itapa Comprehensive High School, 37 years).*

The interviewed teenagers that dropped out of school due to pregnancy were also asked if they think they can return back to school. Only 5 out of 8 pregnant teenagers interviewed dropped out while schooling due to pregnancy, the three others teenagers became pregnant

after they've left school. During the interview, it was discovered that one of these teenagers had already been readmitted back to school.

*Yes, I am back to school but I went to the SS1 instead SS3 that my mates are (Adura, Itapa Ekiti, 16years).*

*I don't think I can go back to school after giving birth because sometimes I will take care of the child (Sefunmi, Oye Ekiti, 15years)*

*Go back keh, no o, my friends and teachers will laugh at me; I won't even concentrate in the class. My mummy already said I will go and learn tailor (Bolu, Ilupeju Ekiti, 14 years).*

*My WAEC result is good, am not going back to write NECO, when I give birth I will write JAMB and POST JAMB, I want to go to the university (Funmilayo, Ayegbaju Ekiti, 17 years)*

*For now, I don't think I can go back, but I don't know what may later happen in the future (Bukola, Ilupeju Ekiti, 16 years).*

#### **4.5 DISCUSSION OF THE FINDINGS:**

##### **4.5.1 Research Question 1: What are the factors pre-disposing girls to teenage pregnancy?**

The study revealed that Poverty has illustrated in the literature review, is the major cause of teenage pregnancy as viewed by the participants. This finding is supported by (Wikipedia, the free encyclopedia, 2008:5) which argues that the major causes of teenage pregnancy are the educational level and the higher rate of poverty. Poverty is associated with

the increased rate of teenage pregnancy. Economically poor countries such as Nigeria and Bangladesh have far more teenage mothers compared with economically rich countries such as Switzerland and Japan. Some girls fall pregnant just because they want social grant. Related findings was established by (Bezuidenhout & Joubert, 2008:32) who established that the current socio-economic situation in Nigeria means that those who live in poverty are often exposed to more "live" sexual activity because families are required to live in small houses where there is distinct lack of privacy for the parents. In a research conducted by Helen et al. (2006: 43) the rate of pregnancy and childbirth is high among poorer adolescents.

Another factor is the influence of peer groups, two of the interviewed pregnant teenagers were influenced by their friends, although the principal of Ilupeju High School in his interview believes that peer group can also be a contributing factor to teenage pregnancy but it can be caution by the parents most especially the mother, she is suppose to call the down to advice her and also tell her the danger to it but when the mother does not caution the girl, it can lead to pregnancy. Moore and Rosenthal (2006: 200) argued that pregnancy is not accidental and unwanted but having a baby is a planned and deliberate choice. For these teenagers the decision to become a mother is often influenced by social factors such as having a mother who had her own first children earlier than average, having friends who are themselves young mothers and having a stable relationship - which may or may not be marriage with a partner.

It emerged from this study that ignorance or lack of education (information) on safe sex is also a pre-disposing factor leading to teenage pregnancy. Two of the pregnant teenagers became pregnant because they lack educations on safe sex e.g. contraceptives etc.



The study conducted by Miller (2006:58) stated that the lack of education on safe sex, either on the side of the parents or the educators, may lead to teenage pregnancy. Many teenagers are not taught about methods of birth control. A teacher in Ayegbaju Comprehensive High school stated that now a-days the girls themselves are bad, the way girls dress too is bad, and this will make guys have urge for them. Martin (2007:102) agreed with this opinion that girls are allowed to dress like common prostitutes and boys are trained to treat them as such. They are also free to stay out all hours of the night. This shows the high possibilities for the girls to fall pregnant.

The findings of this study that sexual coercion is a cause of teenage pregnancy concur with (Okonofua, 2001) which advocates that sexual coercion is a continuum of behaviours ranging from unwanted touch, verbal intimidation, or any device that requires girls to sexually service men against their will. Sexual intercourse that occurred through coercion or force can actually lead to pregnancy.

**4.5.2 Research Question 2:** What are the levels of school dropouts among secondary school girls in Oye local government due to teenage pregnancy?

The study established that the level of school dropouts among secondary school girls in Oye local government due to teenage pregnancy is high. These centered on the reaction of some teachers during the interview like 'as many as possible', some teachers even said that its only notice that some girls dropout of school and that it is after the school conducts its research that they gets to know that it was due to pregnancy. During the interview with the pregnant teenagers, five out of eight pregnant teenagers interviewed dropout of school because of pregnancy. These teenagers gave their reasons for dropping out like shame, inability to assimilate well again after they discovered they werè pregnant, problem within

families and the father of the baby. Enyegue and Stokes (2004) noted that adolescent childbearing is particularly problematic in terms of schooling outcomes in settings where it occurs frequently but also at a time when girls would be attending school otherwise, in concur with this is a Qualitative research in South Africa done by (Kaufman et al. 2001) which found that some young women marry or move into their partner's home following a pregnancy, and are thereby subject to the financial and labor priorities of their new household, which may not place a priority on their continuing education. Meekers and Ahmed (1999) found that women who lived with their parents at the time of pregnancy were two times more likely than women who lived elsewhere to have dropped out of school as a result of pregnancy.

**4.4.3 Research Question 3:** To what extent do the girls get re-admitted into schools after dropping out of school due to pregnancy?

The extent to which these pregnant girls get readmitted back to school after delivery is low. The laws of most secondary schools does not allow for a pregnant teenager to come back to school after delivery, this has made it very difficult for them to go back to school after delivery even if they want to, it is believed that there is a possibility they influence other female students if not properly checked. Most pregnant teenagers also do not have the intention of going back to school because of the shame they would encounter among their teachers and mates, some of these pregnant teenagers do not want to repeat classes which is not possible and because of these they won't want to return to school. Kaufman et al. (2001) noted that disentangling a woman's education and fertility objectives is difficult, however; the possibility of returning to school may lead most women to postpone their second birth if they can. Meekers and Ahmed (1999) in a research in Botswana found out that among young

women who dropped out of school following a pregnancy only few return to school while others find it hard to return back to school.

#### **4.6 CONCLUSION**

The focus of this chapter is to present the findings of the in-depth interviews conducted in Oye local government. The findings suggests that pre-disposing factors to teenage pregnancy include poverty, ignorance/ lack of education on safe sex, peer influence, broken home/ divorce.

Teenage pregnancy leads to the dropout of female students in secondary schools because these pregnant teenagers find it hard to cope with school activities once they discover they are pregnant which will eventually lead to their dropout, some even drop out due to the shame of pregnancy at a tender age.

Pregnant teenagers find it hard to return to school after delivery. Some of these girls see pregnancy at that age as a shameful thing and because of this they do not want to get insulted by their teachers and mates, some secondary schools also do not re-admit teenage mothers to school because they may influence female students since they already have experience about pre-marital sex. All these put together make it hard for a pregnant teenager to return to school after delivery.

## **CHAPTER 5**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

The study deals with secondary school principals', teachers' and students, view on pregnancy related school dropout, also the view and experience of pregnant teenagers and those teenagers that dropped out of school due to pregnancy and also the re-admission of these teenagers after delivery. This chapter summarises the findings and discussions made, produces a conclusions on teenage pregnancy and school dropout among secondary school females and the recommendations on how to deal with or to prevent future occurrences of pregnancy related school dropout

#### **5.2 SUMMARY**

The findings of this study revealed various factors predisposing girls to teenage pregnancy, the level of dropout among secondary school girls due to pregnancy and the extent to which these girls get re-admitted to school after dropping out due to pregnancy. The following factors contributing to teenage pregnancy emerge from the participant's perception:

Parents that are low income earners may find it hard to support their child financially which may prompt a female child from such family to seek for financially support from any means even if it means giving out her body to men or boys in exchange for money. Females get easily influenced, mostly because of material things and sometimes they feel inferior when their friends are doing something's and they are not doing it not minding if it's going to result to a positive or negative outcome. Sexual coercion like rape can be a contributing factor to teenage pregnancy. Although none of the pregnant teenagers interviewed were

victims of sexual coercion. Lack of education or information can be a cause of teenage pregnancy, due to cultural and religious belief, some parents most especially mothers finds it hard to talk about sex education to their children most especially females and this as contributed to an increase in teenage pregnancy. Divorce contributes to teenage pregnancy. The absence of a parent or both parents can make a female child misbehave which are act won't be questioned by anybody.

#### **5.2.6 THE LEVEL TO WHICH TEENAGE PREGNANCY AS CONTRIBUTED TO SCHOOL DROP OUT:**

The findings revealed that the level of dropout among secondary school females due to pregnancy is high. Out of eight pregnant teenagers interviewed five of them dropout due to pregnancy which implies that only few teenagers become pregnant after leaving school, this is because most teenagers still in school are restricted from things like contraceptive use and they lack some knowledge on safe sex unlike a girl who has left secondary school.

#### **5.2.7 THE LEVELS OF RE-ADMISSION OF GIRLS WHO DISCONTINUE SCHOOL DUE TO PREGNANCY:**

The level at which pregnant teenagers get re-admitted into school after delivery, this is because most secondary schools do not re-admit teenage mothers to school and this has made it really hard to teenagers that which to continue their education after delivery. Some teenagers also see these as a shameful act and they decide not to go back to school because of mockery from their mates and also teachers.

### **5.3 CONCLUSIONS**

The following conclusions were drawn from the findings of this study:

There are some factors that contribute to teenage pregnancy which have been listed above as poverty, broken home, peer group influence, ignorance. It is believed that all these factors can make a teenager become pregnant at an early stage i.e. below 20 and pregnancies like these are usually seen as mistakes or unplanned for by such girls because they are usually girls that are still schooling and because of this, they drop out of school.

In this study, the participants believe that the rate at which teenage pregnancy has contributed to school dropout is high. The general perception of secondary schools with higher rates of teenage pregnancy in the Oye Local Government was also reported by the principals and teachers to be a negative effect on the school because most of these teenage girls are usually academically brilliant.

The level at which pregnant teenagers get re-admitted into school after delivery is low because pregnant teenagers are not usually welcome with open arms back to school. Most of these girls find it hard to survive and cope with the child after delivery and with this they won't have the thought of going back to school, some of these girls also feel discriminated by their mates and teachers even when they want to go back to school but because of this they won't return.

## **STRATEGIES TO PREVENT OR REDUCE TEENAGE PREGNANCY WHICH LEADS TO DROPOUT:**

The ways in which pregnancy related school dropout can be reduced or prevented were suggested by the principals, teachers, students and also pregnant teenagers during this research.

In order to prevent pregnancy related school dropout, this should first start from the family itself. Parents most especially mothers should educate their children mostly the female child on the effect of sex at a tender age and also the consequences of premarital sex which may lead to pregnancy and also dropout.

The school could also help in preventing this by, dramatizing teenage pregnancy and its effect; they can also introduce sex education in secondary schools and also create a link with Social workers, Doctors and Nurses to come to secondary schools in order to educate and enlighten the students on sex and teenage pregnancy.

### **5.4 RECOMMENDATIONS**

The following recommendations emerged from the study of these findings;

1. Secondary schools should create a positive attitude towards teenagers who dropout due to pregnancy in order for them to continue school after delivery. Parents, Principals and teachers should tell these teenagers the disadvantages of discontinuing their education due to pregnancy and also make them that this can have a negative effect of their future.

2. Teachers and students should avoid discriminating teenager's mothers so they won't be discouraged to back to school or drop out of school.
3. Students who have not started having sexual intercourse or sexual relationships should be encouraged to keep themselves, wait for the right and appropriate time.
4. The use of preventive measures like pills, injections, condoms and contraceptives should be introduced to secondary schools.
5. Further research on teenage pregnancy and school dropout should be conducted to determine the influence of teenage pregnancy on school dropout in secondary school learners as perceived by the pregnant teenagers. The present study was only limited to four secondary schools in Oye local government, Oye Ekiti. There may be need to carry out this kind of research in other countries and Nigeria as a whole.



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**APPENDIX**

**Department of Sociology,  
FEDERAL UNIVERSITY OYE EKITI,  
Ekiti State.**

**INDEPTH INTERVIEW GUIDE**

***TEENAGE PREGNANCY AND SCHOOL DROPOUT AMONG FEMALES IN SECONDARY  
SCHOOL***

***(A CASE STUDY OF OYE LOCAL GOVERNMENT)***

**TO THE TEACHERS/PRICIPALS**

**SEX:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

Can you please tell me your age?

Can you please tell me your religion?

Can you please tell me your position in this school?

For how many years have you been teaching?

Sir/ Ma, please tell us a little about this school?

What in your opinion is meant by dropout?

Can you please tell me the causes of teenage pregnancy?

How many girls do you think dropout due to pregnancy?

How does the school find out about a pregnant school girl?

Are pregnant teenagers allowed to return to school after delivery?

**TO THE STUDENTS**

**SEX:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

1. Can you please tell me your age?
2. Can you please tell me your religion?
3. Can you please tell me your class?
4. Do you hold any position in your school (head girl/boy, class captain, timekeeper, student etc)
5. Do you have a friend, sibling, class mate that became pregnant while in school?

What do you think are the causes of teenage pregnancy?

Has there been any case of teenage pregnancy in your school?

Can you please tell me the reasons you think girls drop out of school?

9. Since when you have been in school, how many girls do you think have dropped out of school due to pregnancy?

10. In this school, do you think pregnant teenagers are allowed to return to school after delivery? (If No, why do you think they do not return to school)