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# Teenage Pregnancy Factors on Completion Rate Of Female Students In Public Secondary Schools In Nyamasheke District-Rwanda

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**Abstract:**

***Background:*** *This study aimed at examining the effects of teenage pregnancy on Completion rate of female students in public secondary schools in Nyamasheke District, Rwanda. It was guided by three specific objectives: to identify the teenage pregnancy factors in secondary schools in Nyamasheke District, Rwanda, to analyze the effects of teenage pregnancy factors on the completion rate of female students in public secondary schools, and to determine the completion rate of female students in secondary schools of Nyamasheke District Rwanda.*

***Materials and Methods****: It used quantitative research approach, which employs a descriptive survey to generate deeper meaning as compared to other research approaches. The targeted population of this study was 117, which included Head teachers, teachers, and students from five secondary schools of Nyamasheke District, Rwanda. The sample size was 91 respondents. The technique of sampling was purposive, and data were collected from the field by use the questionnaire. The findings were analyzed by using IBM/SPSS software version 21 and presented by using tables and frequencies. This study will benefit the teenagers in as much as the prevention of unwanted pregnancies is concerned; it will also benefit the schools, parents, policy makers and the local community in the matters of putting all the efforts together to set strategies, which will contribute to the eradication of the problem and its consequences.* ***Results:*** *On the teenage pregnancy factors in secondary schools, the overall mean was 4.225, which shows that the economic factors influence the teenage pregnancy in secondary schools. According to Oke (2010), poverty has a dual dynamic on teenage pregnancy, presenting both as determinant and a consequence of teenage pregnancy. On social cultural factors, the overall mean of 4.13 indicated that social-cultural factors gave high effect on teenage pregnancy. On school factors, the overall mean of 3.795 showed that there were the scholar factors that affect the students and cause teenage pregnancy. On the effects of teenage pregnancy factors on the completion rate of female students in public secondary schools, the results showed the school dropout with the mean of 4.36, the repetition of grades with the mean of 4.30 and the examination failure with the mean of 4.24. The overall mean of 4.306 indicated that the teenage pregnancies affect the completion rate of female students in public secondary schools in Nyamasheke District. The correlation between teenage pregnancies and completion rate of female students was r=0.889, this shows that there was a positive correlation and there was the significant relationship between teenage pregnancies and low completion rate of female students in secondary schools.*

***Conclusion**: According to the results, this research concluded that; the teenage pregnancies affect the completion rate of female students in public secondary schools in Nyamasheke District based on the overall mean of 4.036. The study recommends that the Parliament should reinforce the laws punishing people who appear in actions of impregnating young girls. It also recommends that teenage education for sex and preventive measures, be strengthened in schools where this will increase the level of knowledge about sexual activities, especially fertility; and put in place re-entry educational policy for girls after teenage pregnancy.*

***Key Words:** Teenage Pregnancy, Female Students, Completion Rate, Public Secondary Schools, Nyamasheke District, Rwanda.*

## I. Introduction

Education is considered as a human right and very crucial to socio-economic growth and development of the humankind. A big number of international conventions have recognized it as a basic human right. Some of those conventions include The African Charter on the Rights and Welfare of the Child, Article 11 on the right to free and compulsory basic education. Beside this, the United Nations International Convention on Social and Economic rights, Article 13, declares the recognition of the right of all to education (Kato, 2015).

As ordained by God, it is known that one of the outstanding responsibilities of women is the procreation; but there are conditions to be met before a woman could start procreating. This is because the act of procreation is a responsibility of grown-up young adults who have been found to be physically, economically, emotionally, spiritually, and psychologically mature. As outlined in different studies, the observed situation in both developed and underdeveloped world, is such that, there are young girls who are sexually active and occasionally become pregnant and give birth at early age, between thirteen and nineteen (Alabio, 2017).

One of the major contemporary social problems confronting most countries all over the world is teenage pregnancy. From the first world countries such as the United States to the third world countries, this problem has been a source of worry for policy makers, social workers, and other human service providers due to its negative repercussions on the girl-child. Florence, (2015) argued that teenage pregnancy is a public health concern both in developed and developing world. Her study shows evidence that poor parenting, poverty, dating, violence, age discrepancy in relationship, child environmental factors, medical and so on, are the major causes that lead to the consequences of teenage pregnancy. The study also revealed that most of the teenage mothers, dropout of school.

In their article, Acharya et al (2010), mentioned that, globally 15 million women under the age of 20 gave birth, and this represents up to one-fifth of all births; and 529, 000 women die due to pregnancy and childbirth related complications every year. The risk of death due to pregnancy related causes is double among women of 15 to 20 years as compared to that of women in their twenties. According to Alabio (2017), the teenage pregnancy is a major concern to the world communities with the United States being at the top with almost one million teenage pregnancies each year. Based on the profound impact of this problem on the lives of the girls and their children, this has attracted the attention of religious leaders, the public, policy makers, and social scientists.

In the same article, it is articulated that in the developed countries such as the United States, Mexico, Canada, teenage pregnancy results in lower educational attainment, increased rate of poverty, and worse life outcomes for children of teen mothers as compared to children of young adult women. In the Western Europe, UK has the highest rate of teenage pregnancies; between 1998 and 2006 the under 18-conception rate in England and Wales remained higher than other western European countries, three times higher than in Germany, Bangladesh has almost 16 per cent of fifteen-years old girls who are pregnant or already have children and over half of all girls in Afghanistan and Bangladesh are married before the age of 18.

In the Indian subcontinent, early marriage sometimes means adolescent pregnancy, particularly in rural regions where the rate is much higher than it is in urbanized areas. The rate of early marriage and pregnancy has decreased sharply in Indonesia and Malaysia, although it remains relatively high in the former (Makiwane, 2010). In the African context, the proportion of teenage girls who are mothers or who are currently pregnant in especially sub-Saharan African countries is staggering. Approximately 16 million teenage girls become mothers every year. The highest concentration is in sub-Saharan Africa, where 20%–40% of teenagers are mothers or currently pregnant. Pregnancy and childbirth are the leading causes of death among adolescents in sub-Saharan Africa.

The report said that in Ghana, nearly 33.4% of recorded childbirths occurred to teenagers between ages thirteen (13) and nineteen (19). This report was based on childbirths that were reported in public hospitals. The situation is worse in the rural areas where traditional birth attendants are used, and no statistical records are kept. More disheartening is the finding, which says that one out of three girls aged between 15 and 19 residing in the northern region of Nigeria had a child. Ghana has one of the highest child marriage prevalence rates in the world. Twelve percent of girls aged between 15–19 years are either pregnant or have already given birth. The adoles-cent birth rate in Ghana in 2011 was 60 per 1,000 women (Cecilia et al 2018). In Nigeria, a 2000 statistic reports indicated that, nearly 30% of recorded childbirths occurred to teenagers between ages of 13 and 19. This report was based on childbirth that was reported in public hospitals. Increasingly, the problem of teenage pregnancy is by no means an easy topic to discuss. It is often said that the teenage years are the "best years of one's life". If not properly reared by parents and other adults, life becomes useless after adolescence period due to the lack of values and solid formation. In Sierra Leone, teenage pregnancy accounted for 40 per cent of maternal deaths, where early marriage is supported by traditional practice (Tamramat et al, 2013).

Adolescent pregnancy trends in percentage terms are quite worrying in Sub Saharan Africa because of the health, social, economic, and educational consequences. Niger is the worst affected at 51%, and Chad at 48% (Loaiza & Liang, 2013). The teenage pregnancy as a growing concern in many countries hinders the educational attainment on the side of girls. As asserted by Alabio (2017), in 2013, in South Africa, approximately 30% of teenage girls were reported of having been pregnant with a devastating impact on their secondary schooling. East African countries have not survived the devastating phenomenon of teenage pregnancy either; Uganda being the worst in region by 33%, Tanzania at 28% and Kenya at 26% (Loaiza & Liang, 2013). In their article, Callixte et al (2017) asserted that teenage pregnancy occurs in all societies, with considerable variation in consequences among different countries. Thye found that teen pregnancy and parenting are significant contributors to high school dropout rates among teen girls. In Kenya 14.8% of 15-19 years old were either pregnant or mothers according to Kenya Demographic and Health Survys (KDHS, 2009); in another study by the Kenya Human Rights Commission/Reproductive Health and Rights Alliance (KHRC/RHRA, 2010), it was revealed that unwanted pregnancy and abortions were prevalent among school going youth, which implies that teenage pregnancy is among factors contributing to gender disparity in school completion rates (KHRC/RHRA, 2010).

Rwanda is not exceptional in crumbing to the teenage pregnancy. With significant variation in magnitude and consequences among different countries within the East African member states, the ministry of Gender and Family Promotion (MIGEPRO, 2014) noted that in each case, the variety of complex socio-economic factors are involved including poverty, inequality, sexual violence, lack of education and information among others, account for teenage pregnancies which significantly affects the education cycle of female students both at secondary and primary levels of education.

In the report on early/unwanted pregnancy for under 18 years in 10 districts of Rwanda, done by CLADHO, it is postulated that adolescent pregnancy does not only affect female student's health, but it is an impediment to human rights and development since it undermines a girl's ability to exercise her rights to education, health and autonomy; denying a girl-child from realizing her potential and adversely impact the baby, hence hampering the country's economy directly.

As outlined in the report, the teenage pregnancy also affects the child 's education since the teen mothers tend to quit school to attend to the children, hence affecting their future abilities to compete with their counterparts on the job market. According to RDHS 2010 (Rwanda Demographic and Health Survey), six percent of student girls aged between 15 and 19 years old have started bearing children; similarly, in 2011, the figures from the Education Ministry indicate that Western province had the highest number of adolescent pregnancies with 177 recorded cases, it was followed by Northern Province with 141 cases, South Province had 130 cases, Eastern Province had 110 cases while Kigali had 56 case (Callixte et al, 2017).

According to the report on the Socio – economic status of children, (2014) from the fourth Rwanda Population and Housing Census (RPHC4), it is said that a total of 5,775 female children countrywide between the ages of 12 to 17 had given birth at the time of the census. This would mean that, on average, childbearing affects around 0.8% of all female children aged 12–17 which makes this adolescent fertility a big concern to the country and a risk to the health of both the mother and the child, the emotional development of the mother, and her ability to pursue her education (CLADHO, 2016). The evolution of teenage pregnancy in Rwanda since 2013 as shown by the assessment, reveals that many cases were recorded in 2015, where they represent 265 among 818 cases identified in four years, 242 cases were identified in 2013, 201 cases in 2014 and 103 cases were identified in 2016 (CLADHO, 2016).

All the girls who got pregnant and gave birth have attended school, the majority of 63% attended primary education, and 37% were in secondary schools. The assessment revealed that Nyamasheke District which was part of the exercise among ten sampled districts had 85 girls who were engrossed across four years from five sectors. The proportion of unintended pregnancies among teenagers, especially in the rural Districts of Rwanda remains a serious challenge to the schools as learning institutions, the Department of Education, and various community stakeholders. It is against this background that this study seeks to carry out an investigation on teenage pregnancy factors on completion rate of female students in public secondary schools in Nyamasheke District, Rwanda. The general objective of this study is to examine the effects of teenage pregnancy on Students' completion rate of female students in secondary schools in Nyamasheke District – Rwanda. The specific objectives that guided this thorough research are:

i. To identify the teenage pregnancy factors in secondary schools in Nyamasheke District, Rwanda
ii. To analyze the effects of teenage pregnancy factors on the completion rate of female students in public secondary schools of Nyamasheke District, Rwanda
iii. To determine the completion rate of female students in secondary schools of Nyamasheke District, Rwanda.

## ii. Theoretical Literature

### Teenage pregnancy and schooling

Teenage pregnancy and its' escalation are viewed as a social problem. In many developing countries, teenage pregnancy is a major disturbance to teenager's schooling and career achievement; and teenage pregnancy incidents and disruptions to schooling are counted internationally. It can be defined as an act whereby a female aged between 13-18 years old becomes pregnant, and this is referred to a young woman who becomes pregnant before having reached legal adulthood (Mkhwanazi, 2006). Revisionists further argue that teenage pregnancy occurs due to a collapse of socioeconomic status, values and moral, but it is an adaptive strategy that a group of teenagers adopts. These scholars state that in developing countries, teenage pregnancy is related to social issues associated with high rates of poverty, long term dependency and low education, and are known to constitute medical and physical concern for young parents and their infants.

Teenage pregnancy predicaments emanate from individual, familial, and social factors which involve culture, religion, moral values, belief, low education, economic constrains and lack of support structures; thus, teenage pregnancy is influenced by various factors for each society (Mkhwanazi, 2006). Studies show that young women fall pregnant due to factors that include lack of knowledge, access to preventive measures that they are too ashamed to seek, drug abuse and rape. Studies show that in the U.S and in most countries, teenage pregnancy emanates from lack of education on safe sex; either parents or schools don't supply teenagers with proficient knowledge about sex practice. Therefore, they lack cognition about sexuality and its central facts (Mkhwanazi, 2006). Most studies show that teenage pregnancy increases the risks of low birth weight, premature babies and it accounts for several maternal deaths. It carries a social stigma in many cultures, especially in developed countries and it happens out of wedlock (Marteleto; et al, 2009).

Pregnancy and schooling have been an outstanding predicament to policy makers, education departments, schools, and society at large, from third to first world countries including South Africa. Pregnancy is viewed as a disturbance to school going teenagers, the problem ranges from ignorance, moral collapse to gender violence. The responsibilities that accompany pregnancy and parenting impact negatively on a young woman's schooling, which have its own burdens, that is, peer pressure, schoolwork, and school spaces. Chetty (2007) concurs that pregnancy is disruptive to teenage girl's education process. Moreover, teenage pregnancy and teen motherhood are the main grounds for young girls' dropping out of school.

Chetty (2007) further emphasized on the challenges faced by pregnant teenagers at school. The study highlighted parental and peer pressure which are more dominant than support and understanding. Additionally, dealing with pregnancy and its complications, relationships, adult decision making and schoolwork, seem to be the burdens to young girls. Hence, some opt to leave school. In most cases, in South Africa, the birth of a child means the end of schooling for the young mother (Grant & Hallman, 2006).

### Relationship between teenage pregnancy and completion rate

Van Pelt, (2012) observed that in the United States, only 50% of teen mothers have a high school diploma as compared to 90% of girls who did not have a teen pregnancy, whereas fewer than 38% of teen girls who have a child before turning 18 years old, earn their high school diploma. Further, she states that less than 2% of teens who have a baby before 18 years old, ever earn a college degree. In analyzing Demographic Health Survey data from Cameroon, Eloundou and Enyegue (2004) said that in Cameroon, teenage pregnancies account for 13% of female dropouts in

grade 6, 33-41% in grades 7-10 and 4-22% in grades 10-13. According to his estimation, pregnancies increased the gender gap by six percentage during primary, which increases to thirty in secondary schools in contrast to 11 percent of difference with other factors.

Falling pregnant while still at school or at an educational institution generates a set of problems for which the teenager must find a solution (Bezuidenhout, 2004). She must decide if she carries the unborn baby to full term or to have an abortion. Should she decide to carry the unborn baby to full term, her studies are obviously going to be interrupted and she would immediately be placed in a disadvantaged position, especially when having to rear her own baby. When pregnancy interrupts an adolescent's education, a history of poor academic performance usually exists (Ogori, et al; 2013). They further state that having repeated births before 18 years of age has a negative effect on high school performance and completion.

In the Daily News (23 July 2011) Allen quotes a statement by Thompson (2009) that teenage pregnancy is associated with poor high school performance and decreased earnings later in life. Moyagabo (2013) maintains that once the baby is born, the teenage mother needs more time of parenting the baby and much of the responsibility is carried out during the night, which leaves the teenager with less time to study and do homework. The ultimate consequence of this being a teenage mother, failing to concentrate in the classroom because she would be feeling drowsy and exhausted, leading to poor performance in school subjects and failure. This study tried to establish whether educators perceive teenage pregnancy as having a negative effect on school performance.

According to Ashcraft (2006), teenage pregnancy can have a profound impact on young mothers and their children, by placing limits on their educational achievements and economic stability, and predisposing them to single parenthood and marital instability in the future. Studies have shown that early motherhood is associated with low educational achievement, long-term benefit receipt, low or no income, low occupational status, or unemployment and this can affect teenage girl's well-being (Tsai, 2013).

Teenagers who give birth tend to complete fewer years of schooling than those who delay parenthood, and every additional year that passes without a life birth, positively corresponds with an increase in educational achievement (Alabio, 2017). Manis (2010) maintains that teen parents are likely to do more poorly in school and repeat grades more often than teens that are not parents, and that high-risk sexual behavior among teenagers, such as multiple partners and not using protection, can also lead to HIV/AIDS, other STIs and impaired school performance or eventual dropout.

Normally after giving birth, the young mother finds it difficult to keep up with her peers, where academic performance is concerned and she is forced to repeat classes and exhibit poor scoring in standardized tests. The present study wished to establish whether educators in Mankweng area believed that teenagers who fall pregnant in rural secondary schools, do perform adequately in the classroom situation as compared to their peers. Teenage pregnancy is part of the "cycle of poverty" in which very young mothers stay poor, and their children go on to experience teen pregnancy, poverty, and lower academic outcomes (Alford, 2010). Most teenagers face years of regret for their decisions to have sex, their potentiality as young adults are never realized, and they become a burden on their families and society because their poor performance at school placed a limit on their educational and economic stability. According to Mpaza (2006) in Moyagabo (2013), educators believe that when pregnant schoolgirls absent themselves from school to attend ante-natal clinics, this occasional disruption of schooling may lead, in the long run, to underachievement, which will lower the school's pass rate.

Adolescents do not usually plan to get pregnant when they engage in sexual behavior, that is why teenage pregnancies that are unplanned may lead to impulsive decision-making, and pressure from parents, peers, society; and school may have an impact on the decisions that the teens make. Their inability to see future consequences for their behavior as well as psychological immaturity puts them at risk (Mokwena, 2003). Adolescents who have suffered the death of a loved one, separation or divorce of their parents or a major change such as moving or changing schools, may have depression and a subsequent increased vulnerability to teen pregnancy (Varga, 2003). Early sexual activity, teenage pregnancy and multiple partners are also associated with pain and suffering from broken relationships, a sense of betrayal and abandonment, confusion about romantic feelings, altered self-esteem, depression, and impaired ability to form a healthy long-term relationship (Seabela, 1990).

Joelle (2016) maintains that teenage mothers often face consequences such as social isolation, poor life habits, low education level, maltreatment, stress, and depression. In the line of Acharya et al (2010), emphasized that pre-delivery, foetal distress, birth asphyxia; anemia, low birth weight, and pregnancy-induced hypertension (PIH) are encountered as consequences of teenage pregnancy. Apart from the above-mentioned consequences as argued by Dev (2010), there are many adverse social consequences such as lower access to higher education, weak and unhealthy children and an emotional effect of single motherhood, which hinder the teen mothers and lowers their daily life.

### iii. Theoretical Framework

### Human Capital Theory

The study: teenage pregnancy factors on completion rate of female students in public secondary schools in Nyamasheke District, Rwanda, will be analyzed using the human capital theory. This theory views human beings as critical elements of economic production alongside land, capital, and entrepreneurship. According to DeSousa and Gebremedhin (1999), the human capital theory was developed by Shultz (1961) and Becker (1962) to take account for the increase in productivity that could not be explained by improvements in technology or fiscal capital. In this regard, education is seen as crucial to human capital development on the basis that it improves the quality of labor force, and therefore, the value of labor input in the production process.

The human capital theory was considered appropriate for this study because education is used to develop human capital, and the more the education progresses the better the manpower is available. However teenage pregnancy causes girls to drop out of schools, and this would mean that their resourcefulness as human capital is diminished with limited education. Without skills and training that schooling offers, then fewer women as compared to men would manage to penetrate the labor market. Normally the labor market requires increased literacy, more education, enhanced technical skills and lifelong learning that comes at tertiary levels (Lamm; et al, 2005). Since human capital sees education as a form of investment with future benefits both to the society and to the individuals, then it is used to justify the massive expenditures incurred by governments and societies over the world. It is used to come up with policies intended at increasing human capital, which include using the human capital of women, investing in higher education, and supporting higher education programs.

### iv. Conceptual Framework

As opined by Miles and Hatfield (1994) the conceptual frameworks can be graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them, that is why, graphically we can present our conceptual framework as follows:

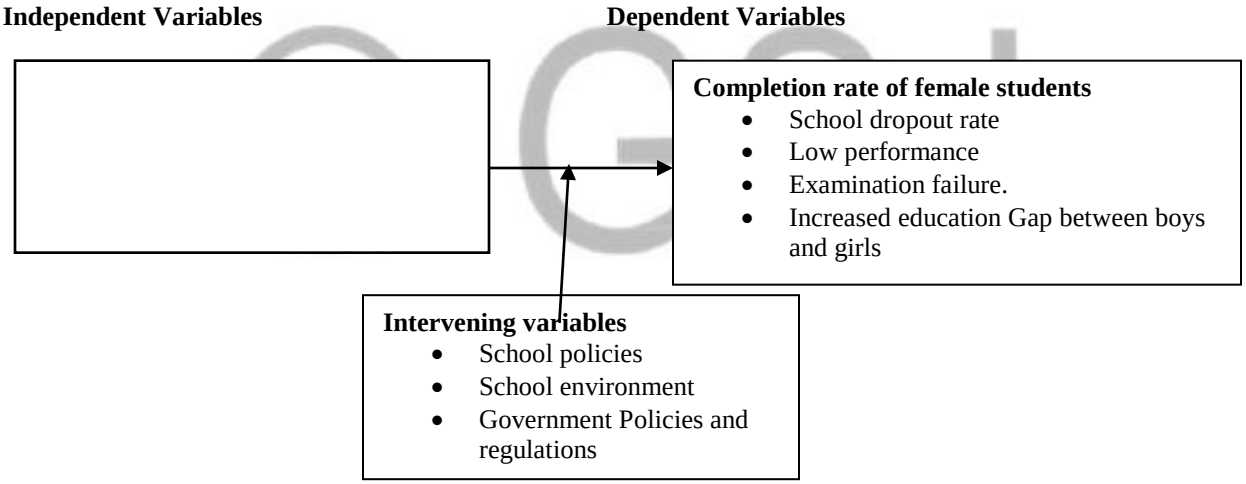


**Figure: 2. 1 Conceptual Framework**

Figure 2.1: Shows the causes of teenage pregnancy, effects of teenage pregnancy and strategies in place to fight against teenage pregnancy indicators as independent variable and dependent variables of Completion rate of female students that are characterized by girl's school dropout and girl's academic performance. School policies and Government policies are intervening variables that serve as other sub variables, which were introduced to help interpret the relationship between the two main variables.

### v. Research Materials and Method

### Research design

For this study, the descriptive research survey design was used, the quantitative method was applied to generate deeper meaning of research objectives. A descriptive survey seeks to describe a unit in detail, in context and holistically. It is a way of organizing educational data and looking at the object to be studied. The case study is more than simply conducting research on a single individual or situation. This approaches has the potential to deal with simple through complex situations. It enables the respondents to answer the questionnaires, while taking into consideration how a phenomenon is influenced by the context within which it is situated (Mugenda and Mugenda, 2003).

## Target Population

According to Kombo (2006), a population is a group of individual objects or items from which samples are taken for measurement. The study targeted 30% of the sectors that constitute the District of Nyamasheke, and in each sector, a day school with a whole complete cycle of twelve basic educations was chosen to be part of the study. The target population was 117 person. Nyamasheke is composed of 15 sectors, which means that 30% of them is five sectors. These five sectors were purposefully chosen; and so far, each sector has at least one school with a complete system of twelve-year basic education (12YBE).

## Sample Design

According to Khan (2008), sampling is the selection of a part of group or entirety with the sole aim of collection of complete information; and the selected or chosen part, which is used to determine the feature of the entire population, is known as the sample. In this regard, the purposive sampling was used to help the researcher have respondents who provided the relevant data.

## Sample Size

To determine the sample size of the targeted population, the researcher used the Sloven's formula ($n=N/(1+N(e)^2$), this is the formula used to calculate an appropriate sample size from a population. The population from which the sample was drawn comprises five head teachers, 31 teachers and 81 students of senior six; this made the total population of 117 people from five secondary schools of Nyamasheke District.

Using the above formula, the number of people in the sample is: $n = N / (1 + N (e)^2)$

Where: **n**= Number of samples **N** = Total population
**e** = Level of precision **1** = Constant number

To data analysis procedures and the time constraints, the present study used 5% as a level of precision for information.

Therefore, the number of sample size is $n = \frac{117}{1+117(0.05)^2} = 91$

The sample size was 91 that is, 4 head teachers, 24 teachers, and 63 students. Every member in the target population was said to have a significant role to play in as much as the completion of students in secondary schools was concerned.The head teacher was selected because of being the executive head of the schools and is believed to be supervisor of all school program. He might be able to give the right information required by the researcher. The teachers were selected because, apart from their role in the formation of students by providing all necessary basic knowledge to students, assisting, and guiding them throughout, and assessing their performance, being acquainted with skills and knowledge on the issues that the students face during their schooling period; they are specifically aware of the struggle that girls undergo in their relationship with males due to the nature of their health. Finally, students were selected because the study concerns them, and they are aware of the problems they face.

## Sampling Techniques

According to Mugenda and Mugenda (2003), purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. It is also referred to as a sample selected for a specific purpose. In this study the researcher selected respondents purposively because they were believed to be with the best quality information in relation to the study; and this regarded the teen mothers who were available in the school despite their level of study. To complete the sample size of the female students, the stratified random sampling was used.

**Table 1 Target population and Sample size determination**

| Category | Target population | Sample Size |
|---|---|---|
| Head teachers | 5 | 4 |
| Teachers | 31 | 24 |
| Students | 81 | 63 |
| **Total** | **117** | **91** |

**Source: Nyamasheke District**

### Data Collection Methods

During this study, the researcher used two sources of data, namely primary and secondary data. Primary Data also called First-hand/ Field Data refer to the information the researcher obtained from the field, that is, from the subject in the sample; it is original in nature. For the researcher to do the primary data collection, he contacted the respondents' right in the field by using one method of data collection, that is, self-administered questionnaires. Secondary Data also known as Desk Documents or Library Data collection, refer to the information the researcher obtained by consulting the existing resources that are from library, documents, research articles, internet, newspapers, journals, and government annual reports. Reviewing the existing literature on the subject helped to answer the questions of the study.

### Data Collection Instruments

The data collection instruments used were the questionnaires, which comprised close ended questions, as well as attitudinal questions, that the respondents were required to answer to the best of their knowledge. The questionnaires were administered to the sampled students, teachers and the headteachers. The researcher designed the close ended questions, which have predetermined responses. The questionnaires were administered by the researcher and directed at five selected schools. The questionnaire, which was used in this study, is divided into two sections based on variables and objectives. The section A comprises the close ended questions related to the demographic profile of the respondents, while sections B comprises questions that respond to the objective of the study whereby respondents indicated their level of agreement on a five points scale: Strongly Disagree (SD)=1, Disagree (D)=2, Undecided (UD)=3, Agree (A)=4, and Strongly Agree (SA)=5.

### Administration of data collection instruments

As noted earlier, the questionnaire was used to collect data; and this was conducted within the period of two weeks. The research prepared a schedule and communicated with the concerned schools. To ensure smooth running of this exercise, the school administrators were requested in advance to avail a place that is calm for the respondents to concentrate and answer to the questions freely. The instrument was preceded by the introduction on the side of the researcher to explain the purpose of the study to the respondents, hence showing them the importance of their involvement in it.

### Data analysis Procedure

In data analysis processes the findings from the respondents were put in tables and edited according to themes from the objectives of study and research questions. In this research project, data analysis was done using IBM/ SPSS version 21, to get the significant correlation between variables. The tables were used for the process of frequencies presentation. This makes it easy to researcher to summarize and analyze the finding according to the purpose of the study. To identify the correlation between dependent variable and independent variables, researcher used the inferential statistics, for data analysis, the researcher used the Pearson correlation coefficient. The multiple linear regression analysis was used, the following formula was applied.

$Y = \beta 0+\beta 1x1+\beta 2x2+\beta 3x3+ e$

Where: Y = Completion rate of female students

βi; i=1,2,3 = The coefficients representing predictors

variables. B0 = the Y intercept

Xi; i =1,2,3} = Values of the various independent (Covariates) variables

e = the error term which is assumed to be normally distributed with mean zero and constant variance, X= Teenage pregnancy factors. The findings were the base of make recommendations and conclusions.

## vi. Results

### Demographic characteristic of Respondents

The demographic profile of the respondents that were considered in this study includes those of gender, age, and category of the respondents. The aim of this is to know different perceptions from different people in order to have coherent interpretation.

**Table 2Gender of the Respondents**

| | Frequency | Percent |
|---|---|---|
| Male | 48 | 52.75 |
| Female | 43 | 47.25 |
| **Total** | **91** | **100.0** |

**Source: Primary data, 2022**

According to the Table 2, majority of participants in this study were found to be female people with the percentage of 47.25% while males were found to be 52.75%. This is reliable for this study where respondents may be aware of the issues related to pregnancy and its consequences especially for teenage girls.

**Table 3: Age of the Respondents**

| | Frequency | Percent |
|---|---|---|
| Below 20 years | 56 | 61.54 |
| 20-25 years | 7 | 7.69 |
| 26-30 years | 12 | 13.18 |
| 31 years and above | 16 | 17.59 |
| **Total** | **91** | **100.0** |

**Source: Primary data, 2022**

The Table 3 shows the distribution of respondents by the age. Majority of the respondents who have participated in this study were found to be in age range of below 20 years with the percentage of 61.54% of the total respondents and the second group is that of respondents with the age ranging from 20 to 25 with the percentage of 7.69%, range of 26 to 30 years with 13.18% and range of 31 to above with 17.59% of the total respondents. Having a big number of people with adult age is an advantage to the study since they can be aware of the issue of pregnancy.

**Table 4: Category of the Respondents**

| | Frequency | Percent |
|---|---|---|
| Teacher | 24 | 26.37 |
| Head teacher | 4 | 4.39 |
| Student | 63 | 69.24 |
| **Total** | **91** | **100.0** |

**Source: Primary data, 2022**

According to the Table 4, as it was calculated in the sample size, it was found that the number of students is bigger than other categories with the percentage of 69.24% of the total respondents; teachers take the second place with the percentage of 26.37% of the total respondents, but for Head Teacher, the percentage of 4.39% representing the others in their categories were selected than others.

## Presentation of Findings

This section is about the results that were collected to respond the objectives of the study. The causes of the teenage pregnancy, effects of teenage pregnancies and strategies that could be taken to fight against teenage pregnancies compose it.

### Teenage pregnancy factors in Nyamasheke District

The first specific objective of this study was to identify the teenage pregnancy factors in Nyamanasheke District. To reach this, different categories of respondents have participated where they delivered their opinions where mean was used as the main statistical technique to perform the interpretation.

### Economic factors for teenage pregnancies in Nyamasheke District

When people are deprived from basic economic advantages, they are vulnerable of many challenges. Previous authors have found that economic factors may influence teenage pregnancies in various forms. Below table shows the perceptions of respondents on that.

**Table 5:Economic factors of teenage pregnancies in Nyamasheke District**

| Statement | SD N | % | D N | % | UD N | % | A N | % | SA N | % | Total N | Mean | Sd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lack of parental care due to employment character of parent | 0 | 0 | 4 | 4.40 | 0 | 0 | 46 | 50.55 | 41 | 45.05 | 91 | 4.36 | 0.631 |
| Inability of family to have access to all basic needs | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 70.33 | 27 | 29.67 | 91 | 4.29 | 0.582 |
| Desire for wealth and other material things for young girls | 0 | 0 | 3 | 3.29 | 4 | 4.40 | 51 | 56.04 | 33 | 36.27 | 91 | 4.25 | 0.926 |
| High price of contraceptives pills | 4 | 4.39 | 3 | 3.29 | 0 | 0 | 66 | 72.53 | 18 | 19.79 | 91 | 4 | 1.027 |
| **Overall Mean** | | | | | | | | | | | | **4.225** | |

**Source: Primary data, 2022**

*Legend: SD (Strongly Disagree) = 1; D(Disagree)=2; UD(Undecided)=3; A(Agree)=4; SA (Strongly Agree) =5*

According to the Table 5, the economic factors that were revealed to influence teenage pregnancy are the following: employment characteristics of parents considering the mean of 4.36 which is interpreted as high mean, inability of families to all basic needs considering the mean of 4.29 which is interpreted as high mean, and desire for wealth and other material things for young girls considering the mean of 4.25 which is interpreted as very high mean. But the high price of contraceptives was not taken as a serious cause considering the mean of 4 which is interpreted as moderate mean.

The grand mean of 4.225 shows that the influence of -economic factors on teenage pregnancy is high. According to Oke (2010), poverty has a dual dynamic in teenage pregnancy, presenting as both a determinant and a consequence of teenage pregnancy. A qualitative study conducted in South Africa by Nkwanyana (2011) revealed that teenage pregnancy is more common among young people brought up in poor families who have a low expectation of education or the job market.

Looking on the employment, nowadays parents are busy for work and due to that their children miss them for basic education and care. Their life especially is in the cities is in the hand of domestic employees while in rural areas parents struggle to mix the livelihood chore and providing basic education to young children. This can be the prime issues in the development of young girls because of missing their parents to have communication on functioning of sex organs especially in genital and puberty period where children can fall in sexual activities for curiosity.

Inability of family of having or providing all needs to young girls is a character of poverty. This may be the reason why predators use to influence young girls to do sex with them since they give them basic needs that cannot be afforded by their parents.

The wealth incapacity of families also could be a reason for not providing information during prosecution where predator may bribe them. Asked to provide her views on what cause the teens to fall pregnant, the headmistress of one school revealed the following: There are several factors behind that: the first I can say is manipulation from adult people who are commonly called sugar daddies. Those people use to give little basic needed by girls and lead them into unprotected sexual intercourses due to their advanced psychological manipulation. On the other side, there are girls who don't feel sufficient with what they receive form their family. To this they may decide to get additional for sugar daddies that provide them whatever they need but they fail to care about the consequences. The study found that social and economic factors are important predictors of teenage pregnancy rate in Africa. Evidence from their study suggests that a practical approach to reducing the current teenage pregnancy rate is to develop strategies and policies that support and promotes female literacy, (Opeyemi & Denise, 2016).

### Social Cultural factors of Pregnancy in Nyamasheke District

Socio-cultural factors are among the factors that influence the teenage pregnancies among young girls in various forms. Below table shows perceptions of respondents on what they consider as socio- cultural factors that influence teenage pregnancies.

**Table 6: Social cultural factors of pregnancy in Nyamasheke District**

| Statement | SD N | % | D N | % | UD N | % | A N | % | SA N | % | Total N | Mean | Sd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Peer pressure | 4 | 4.39 | 6 | 6.59 | 5 | 5.50 | 46 | 50.55 | 30 | 32.97 | 91 | 4.01 | 0.934 |
| Culture belief for not talking about of sex | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 58.24 | 38 | 41.76 | 91 | 4.42 | 0.625 |
| Sexual permissiveness in the society | 7 | 7.69 | 5 | 5.50 | 0 | 0 | 61 | 67.03 | 18 | 19.78 | 91 | 3.86 | 0.961 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rape and sexual harassment | 2 | 2.20 | 4 | 4.39 | 0 | 0 | 52 | 57.15 | 33 | 36.26 | 91 | 4.21 | 0.798 |
| Broken home (Divorce) | 2 | 2.20 | 11 | 12.08 | 3 | 3.29 | 49 | 53.85 | 26 | 28.58 | 91 | 3.94 | 1.021 |
| Drug and substance abuse | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 79.12 | 19 | 20.88 | 91 | 4.21 | 0.683 |
| Influence of social media and firms | 0 | 0 | 9 | 9.89 | 4 | 4.39 | 31 | 34.07 | 47 | 51.65 | 91 | 4.27 | 0.579 |
| **Overall Mean** | | | | | | | | | | | | **4.13** | |

**Source: Primary data, (2022)**

*Legend: SD (Strongly Disagree) = 1; D(Disagree)=2; UD(Undecided)=3; A(Agree)=4; SA (Strongly Agree) =5*

According to the Table 6, the main socio-cultural factors influencing teenage pregnancies are the following: peer pressure considering the mean of 4.01 which is interpreted as high mean, cultural belief for not talking about sex considering the mean of 4.42 which is interpreted as high mean, broken home or divorce considering the mean of 3.94 which is interpreted as high mean, rape and sexual harassment considering the mean of 4.21 which is interpreted as high mean, and influence of social medial and firms considering the mean of 4.27 which is interpreted as high mean. Drug and substance abuse with the mean of 4.21, and sexual permissive in society with the mean of 3.86 in this study were taken as influencer of teenage pregnancies since their means were interpreted. The overall mean was 4.13 which indicated that social-cultural factors gave high effect on teenage pregnancy.

Even if most factors to be the main causes of teenage pregnancy, peer pressure continues to influence teens to involve in a relationship or sexual activity. This may happen through sexual abuse resulting from unauthorized outs with other young people. Adolescents who have been also involved in sexual activities my incited other to do sex by telling them how good it is. Similarly, in South Africa, a quantitative study conducted to explore secondary school girls' the knowledge, attitudes and behavior regarding emergency contraception, teenage pregnancy and sexuality among secondary school, the girls confirmed peer pressure as one of the factors influencing teenage pregnancy (Ramathuba, 2013).

There are some families in Rwandan culture, where talking about sex in the family is considered as taboo. This may let young girls grow with any knowledge about sex. Sometime families remember talking to that where the child is impregnated in the family. In few years in Rwanda the extent of rape was high and there have children who have been impregnated in that ways some time rape results from relatives or other people who are responsible for child development. Maputle (2012) conducted a study in Capricorn district in Limpopo province and found that some parents were reluctant to make sex education and contraceptives available to their teenagers, as they were afraid that their teenagers might interpret this as permission to engage in sexual activities.

We can't clause this section without talking about divorces and social media. Divorce may influence the teenage pregnancies for young girl due to the lack of motherhood education from young girls. Sometime children suffer from that where parents have broken d their relationship. Social media especially pornographic firms also may be source of teenage pregnancies since children may start to explore their sex teenage. A qualitative study conducted in South Africa on socio-cultural influences in decision making among adolescent in Khayelitsha revealed that female adolescents are expected not to argue about the number of sexual partners their partner has nor argue about condom use (Ncitakalo, 2011). The study participants further revealed that tradition somehow privileged males and put females under male control (Ncitakalo, 2011). This may result in females being unable to negotiate for safe sexual practice such as condom use putting them at risk for pregnancy.

**Scholarly factors for teenage pregnancies in Nyamasheke district**

School factors also were listed as the causes of teenage pregnancies among children by different authors. Sometime people use to say that school authorities and teacher abuse their students. Below table shows the perceptions of respondents on that.

**Table 7: Scholarly factors for teenage pregnancies in Nyamasheke district**

| | SD | | D | | UD | | A | | SA | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Statement** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **Mean** | **Sd** |
| Sexual abuse and harassment by teachers | 8 | 8.79 | 17 | 18.68 | 5 | 5.49 | 39 | 42.87 | 22 | 24.17 | 91 | 3.55 | 1.024 |
| Absence of comprehensive sex education in schools | 0 | 0 | 9 | 9.89 | 0 | 0 | 68 | 74.73 | 14 | 15.38 | 91 | 3.96 | 0.952 |
| Lack of contraceptives at schools | 0 | 0 | 6 | 6.59 | 0 | 0 | 59 | 64.84 | 26 | 28.57 | 91 | 4.15 | 0.986 |
| Need to have good grade for inapt girls | 7 | 7.69 | 14 | 15.39 | 2 | 2.19 | 61 | 67.04 | 7 | 7.69 | 91 | 3.52 | 1.017 |
| **Overall Mean** | | | | | | | | | | | | **3.795** | |

**Source: Primary data, (2022)**

*Legend: SD (Strongly Disagree) = 1; D(Disagree)=2; UD(Undecided)=3; A(Agree)=4; SA(Strongly Agree)=5*

According to the Table 7, the main school factors that were revealed to be the causes of teenage pregnancies among young girls include absence of comprehensive sex education in schools considering the mean of 3.96 which is interpreted as high mean. Other were revealed to be moderate including need to have good grade for students considering the mean of 3.52 which is interpreted as moderate mean, sexual abuse and rape by teachers considering the mean of 3.55 which is interpreted as moderate mean. Another factor is lack of contraceptives at schools considering the mean of 4.15, which is interpreted as high mean also. Overall mean was 3.795 that is interpreted as high mean showing that there were the scholar factors for teenage pregnancy.

Discussing the above results, first, the absence of comprehensive sex education in schools is a matter. Educators use to talk less about sexual functioning about and consequences of doing sex at young age. Cultural reason also may hinder the way by which sex education is delivered. This finding agrees with the observation by Lamn et al. (2005) when he stated that lack of sex education on safe sex, either on the side of the parents or the educators may lead to teenage pregnancy. What it means is that most children are not receiving sex education from their parents and as such they do not know methods of birth control. Okonkwo (2004) also associates teenage pregnancy with lack of adequate sex education.

In schools there are teachers who don't apply the education ethics as it should be, and they may ask sex for young children by promising the provision of good points and other basic needs for children. And here girl themselves may be engaged in sexual intercourse with teachers to be well performer front of parents' supporters.

**Effect of teenage Pregnancy on Female completion rate in Nyamasheke District**

The second specific objective of this study was to identify the effects of teenage pregnancy on girls' completion rate in Nyamasheke District. The term teenage pregnancy itself is societal problem. However, it may engender different problems in in society including malediction of young girls in their family, facing challenges related to parenthood without appropriate maturity and among others but in this study the focus is on educational effects. Below are the views of respondents on how teenage pregnancies affect the education of young girls.

**Table 8: Effect of teenage pregnancy on female completion rate in Nyamasheke District**

| | SD | | D | | UD | | A | | SA | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Statement** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **Mean** | **Sd** |
| Irregular school attendance/Absenteeism | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 51.65 | 44 | 48.35 | 91 | 4.48 | 0.624 |
| Repetition of grades | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 69.23 | 28 | 30.77 | 91 | 4.30 | 0.797 |
| School dropouts | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 63.74 | 33 | 36.26 | 91 | 4.36 | 0.802 |
| Examination failure | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 75.82 | 22 | 24.18 | 91 | 4.24 | 0.813 |
| Lack of chance to attend higher education | 0 | 0 | 0 | 0 | 3 | 3.29 | 71 | 78.02 | 17 | 18.69 | 91 | 4.15 | 0.982 |
| **Overall Mean** | | | | | | | | | | | | **4.306** | |

**Source: Primary data, (2022)**

*Legend: SD (Strongly Disagree) = 1; D(Disagree)=2; UD(Undecided)=3; A(Agree)=4; SA (Strongly Agree) =5*

Table 8 shows the perceptions of respondents on the effects of teenage pregnancy to education of girls where the main effects were revealed to be the following: irregular school attendance or absenteeism considering the mean of 4.48 which is interpreted as high mean, school dropouts considering the mean of 4.36 which is interpreted as high mean, repetition of grades considering the mean of 4.30 which is interpreted as high mean, examination failure considering the mean of 4.24 which is interpreted as high mean, and small chances of continuing higher education considering the mean of 4.15 which is interpreted as high mean.

The overall mean was 4.306 which indicated that there were the effects on teenage pregnancies at schools in Nyamasheke District. Absenteeism in the school for impregnated girls is imperative because of some complications related to the pregnancy. First pregnancy always for young brings complication and sickness. In first days, girls may miss schools. Pregnancies may diminish the level of girls who finish the secondary schools or high schools. They may create persistent gap between highly educated girls and boys.

Studies have found the similar results in different parts of the words for example Maemeko et al (2018) in Namibia found that the impact of teenage pregnancy on academic performance included poor academic performance after the pregnancy, increase dropout because of pregnancy related issues and negative feeling on schooling. Study conducted by Gyan (2013) in its major findings revealed that most of the teenage mothers drop out of school. The study therefore recommended that teenage mothers should be helped in their psychosocial development and job skills development.

**Completion Rate of Female Students**

Lastly this study determined the completion rate of female students in public secondary schools of Nyamasheke District. The term completion rate itself is considered as dependent variable of the study. Thompson et al (2009) identified that teenage pregnancy is associated with poor high school performance and decreased completion rate of

female students. In this study the following factors (Dropout rate, low performance, examination failure and education gap between boys and girls) were analyzed and findings are presented in Table 9 as follow.

**Table 9: Completion Rate of Female Students**

| Statement | SD N | SD % | D N | D % | UD N | UD % | A N | A % | SA N | SA % | Total N | Mean | Sd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School dropout rate for girls is high rather than boys | 0 | 0 | 4 | 4.4 | 3 | 3.3 | 72 | 79.1 | 12 | 13.2 | 91 | 4.01 | 0.587 |
| Girl students complete their studies with Low performance | 5 | 5.5 | 4 | 4.4 | 4 | 4.4 | 70 | 76.9 | 8 | 8.8 | 91 | 3.79 | 0.876 |
| Girl students fail National examination rather than boy students | 9 | 9.9 | 4 | 4.4 | 2 | 2.2 | 72 | 79.1 | 4 | 4.4 | 91 | 3.64 | 1.006 |
| Increased education gap between boy and girl students | 2 | 2.2 | 2 | 2.2 | 0 | 0 | 71 | 78.0 | 16 | 17.6 | 91 | 4.07 | 0.680 |
| **Overall Mean** | | | | | | | | | | | | **3.87** | |

**Source: Primary data, (2022)**

Table 9 presents the responses of respondents on the completion rate of female students in secondary schools of Nyamasheke District. The results were found as follow: On the school dropout, the mean of 4.01 of respondents, this means that high percent is for those who agreed that school dropout rate for girl students is high. On the low performance, the mean of 3.79 of respondents was found; it means that many respondents agreed that girl students complete their studies with low performance due to the teenage pregnancy. On examination failure, the mean of 3.64 of respondents was identified; it means that many respondents agreed that girl students fail National Exam due to the teenage pregnancy. On the side of education gap between boy and girl students, the mean of 4.07 of respondents found; it means that the high number of respondents agreed that teenage pregnancy increases an education gap between boy and girl students.

The overall mean was 3.87 which shows that big number of respondents agreed that teenage pregnancy affects the girl students in their studies, and this results in low completion rate of female students and brings a gap between girl and boy students in education completion. Makiwane et al (2010) explored the experiences of pregnant teenagers within the schooling spaces and places of a high school in South Africa. Pregnant teenagers valued their education and enjoyed schooling, except the factors which altered their commitment to overcome resistance that prevented them from attending school. Such obstacles included their lack of participation in class and ignorance displayed by teachers during lessons.

**Table 10:Correlation between Teenage pregnancies on Students' Completion rate of female students**

| | | Teenage pregnancy factors | Completion rate of female students |
|---|---|---|---|
| Teenage pregnancy factors | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| | N | 91 | |
| Completion rate of female students | Pearson Correlation | .899** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 91 | 91 |

**. Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary data, (2022)**

Table 10 presents the correlation between teenage pregnancies and completion rate of female students in secondary schools of Nyamasheke District, Rwanda. The statistical package for social sciences IBM/SPSS software version 21 was used to determine the results of pearson coefficients. A pearson coefficient correlation is between -1 and 1 where -1 to 0 present negative correlation (-1 to -0.5 indicates high negative correlation and -0.5 to 0 indicates low negative correlation); and 0 to 1 present positive correlation (0 to 0.5 indicates low positive correlation and 0.5 to 1 indicates high positive correlation). The results presented that correlation between teenage pregnancies and low completion rate of female students was r=0.889, it shows that there was a positive correlation and there was the statistically significant relationship between teenage pregnancies and low completion rate of female students in secondary schools of Nyamasheke District, Rwanda.

**Table 11: Model Summary of teenage Pregnancies and Students' Completion rate of Female Students**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .899[a] | .808 | .805 | .414 |

a. Predictors: (Constant), Teenage pregnancy factors

**Source: Primary data, (2022)**

Table 11 shows the Model Summary; the results show that the R Square equals 0.808. It was clear that 80.8% of all variables of completion rate of female students can be explained by one of all the variables related to the teenage pregnancy and completion rate of female students in secondary schools.

**Table 12: ANOVA[a] of teenage pregnancies and Students' completion rate of female students**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 63.917 | 1 | 63.917 | 373.605 | .000[b] |
| | Residual | 15.226 | 89 | .171 | | |
| | Total | 79.143 | 90 | | | |

a. Dependent Variable: Completion rate of female students

b. Predictors: (Constant), Teenage pregnancy factors

**Source: Primary data, (2022)**

Table 12: presents the ANOVA[a], the results showed that the variables were statistically significant with F (63.917)=373.605 and P value=0.000[b], it means that there was a significant relationship between the teenage pregnancies and low completion rate of female students in schools of Nyamasheke District, Rwanda.

**Table 13: Coefficients[a] of teenage pregnancies and Students' Completion Rate of Female Students**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -.393 | .224 | | -1.753 | .083 |
| | Teenage pregnancy factors | 1.083 | .056 | .899 | 19.329 | .000 |

a. Dependent Variable: Completion rate of female students

**Source: Primary data, (2022)**

Table 13: presents the constant of independent variable of the causes of teenage pregnancies. It is statistically significant when P value is less than 0.05. The results presented that variables of teenage pregnancies were statistically significant with p value =0.000.

## vii. Discussions

### Summary of findings

This section is about the summary of findings per specific objectives where it is about the main factors causing teenage pregnancy, the completion rate of female students in secondary schools and the effects of teenage pregnancy factors on the completion rate of female students in public secondary schools of Nyamasheke District, Rwanda.

### Demographic characteristics of respondents

This research, the sample size was 91 respondents of 4 head teachers, 24 teachers and 63 students participated. Demographic characteristics were gender, age, and categories of respondents. Out of 91 respondents, the study found that females represented the percentage of 47.25% while male were represented by the percentage of 52.75%. Majority of the respondents who have participated in this study were found to be in the age range of below 20 years with the percentage of 61.54% of the total respondents, and the second group is that of respondents with the age ranging from 20 to 25 with the percentage of 7.69%; the respondents between 26 to 30 years represented the percentage of 13.18%, while those of 31years and above represented the percentage of 17.59% of the total respondents. The number of students is bigger than other categories with the percentage of 69.24% of the total

respondents, the teachers take the second place with the percentage of 26.37% of the total respondents whereas the head teachers come last with the percentage of 4.39%.

**Teenage Pregnancy Factors in Secondary Schools**

The economic factors that were revealed to influence the teenage pregnancy were found to be: employment characteristics of parents, inability of families to afford all basic needs, and desire for wealth and other material things for young girls; but the high price of contraceptives was not taken as a serious cause. According to Oke (2010), poverty has a dual dynamic in teenage pregnancy, presenting both as a determinant and a consequence of teenage pregnancy.

The main socio-cultural factors influencing teenage pregnancies were found to be peer pressure, cultural belief for not talking about sex, broken home or divorce, rape and sexual harassment, and influence of social medial and firms, drug, and substance abuse, and sexual permissive in society. The main school factors that were revealed to be the causes of teenage pregnancies among young girls include absence of comprehensive sex education in schools, need to have good grade, sexual abuse, and rape by teachers. Another factor is the lack of contraceptives at schools.

The above-mentioned factors were found to be the direct causes of teenage pregnancy, which in return causes the low completion rate of female students in secondary schools in Nyamasheke District.

**Effect of Teenage Pregnancy factors on the Completion Rate of Female Students**

The effects of teenage pregnancy to education of girls were revealed as follows: irregular school attendance or absenteeism, school dropouts, repetition of grades, examination failure, and small chances of continuing higher education. The overall mean was 4.306, which indicated that there were the effects on teenage pregnancy factors on the completion rate of female students at schools in Nyamasheke District, Rwanda.

**Completion Rate of Female Students**

Normally the teenage pregnancy affects the completion rate of female students in schools. Moyagabo 2013, maintains that once the baby is born, the teen mother needs more time of parenting the baby and much of the responsibility is carried out during the night, which leaves the teenager with less time to study and do homework. The study analyzed the factors, and the results were found as follow: On the school dropout, the mean of 4.01 of respondents, which means that the high percent of respondents agreed that school dropout rate for girl students, is high rather than that of the boys. On the low performance, the mean of 3.79 of all respondents agreed that girl students complete their studies with low performance due to the teenage pregnancy. On examination failure, the mean of 3.64 of respondents agreed with the statement. On the side of education gap between boy and girl students, the mean of 4.07 of all respondents agreed with it. The overall mean of 3.87, which shows big number of the respondents, agreed that teenage pregnancy affects the girl students in their studies which results in low completion rate of female students and bring a gap between girl and boy students in education results.

## viii. Conclusion

The research examined the effects of teenage pregnancy on students 'completion rate of female students in secondary schools in Nyamasheke District, Rwanda. The areas that were examined are: factors of teenage pregnancy in public secondary schools, the effects of teenage pregnancy on completion rate of female students, and the correlation between teenage pregnancy and completion rate of female students. According to the results, this study concludes that; the overall mean of 4.225 shows that the influence of economic factors on teenage pregnancy is high in secondary school. According to Oke (2010), poverty has a dual dynamic in teenage pregnancy, presenting as both a determinant and a consequence of teenage pregnancy.

The socio-cultural factors influencing teenage pregnancies were found to be cultural belief for not talking about sex, influence of social media and firms, and drug and substance abuse. The effects of teenage pregnancy to education of girls were found to be examination failure, and small chances of continuing higher education among others. The results showed the correlation between teenage pregnancies and low completion rate of female students was r=0.889, it shows that there was a positive correlation and there was the statistically significant relationship between teenage pregnancies and low completion rate of female students in secondary schools of Nyamasheke District, Rwanda.

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