

TEENAGE MOTHERHOOD AND GIRL CHILD EDUCATION IN UGANDA

A CASE STUDY OF MAKINDYE WEST DIVISION,

KAMPALA DISTRICT

BY

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DECLARATION

I, **Ebinshaba Samanther** declare that this research dissertation is my original work and to the best of my knowledge and has never been submitted to any academic institution for any award

Signed: 

Date: 22nd/09/2017

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APPROVAL

This research report was done under my supervision and guidance as the university supervisor and is due for submission to the College of Humanities and Social Sciences.

Signature: 

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DEDICATION

I dedicate this piece of work to my dear brothers; Ivan Abinsinguza, Akampa Obed and my lovely sisters; Ahumuza Grace, Komugabe Julia, Nimusiima Clare, Nasasira Racheal for their endless love, support and encouragement during my whole academic career. May the Almighty God bless you all.

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LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NPC	National Population Commission
UDHS	Uganda Demographic Health Survey
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USA	United States of America
WHO	World Health Organisation

ABSTRACT

The study sought to examine teenage motherhood and girl child education in Uganda: A case study of Makindye West Division, Kampala District. The study objectives were; to establish how teenage motherhood affects girl child education in Makindye West Division, Kampala District, to examine the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda and to establish the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District. The study applied a descriptive research design to reflect aspects of perception, feelings, experiences, facts and emotional feelings of the study respondents on the study topic. This is because the data collection allowed for gathering in-depth information. This allowed for a multifaceted approach to data collection and analysis. This was an investigation into an issue or topic that looked at the effect of one thing or variable on another. The study population was the selected teenage mothers (10-19 years) because these teenagers were believed to have vital information regarding teenage motherhood. The researcher also targeted schools, health workers especially mid-wives since they also had important information regarding girl child education. There were approximately 409,500 people in the informal settlements of Makindye West division (UBOS, 2016). Data was collected from primary and secondary sources using questionnaires and interviews. After collecting data, the researcher organized well-answered questionnaire, data was edited and sorted for the next stage. The data was presented in tabular form, pie charts and bar graphs with frequencies and percentages. The study findings revealed that the sample constituted of 400 respondents of which 27.8% were males and the 72.3% remaining were females. This implies that women are the always the majority since it is believed that women have more vital information regarding teenager motherhood and girl child education. The study concludes that one major contemporary social problem confronting most countries in 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. The study recommends that there is also need to alert teenagers who are not yet mothers to the difficulty of going to school and rearing a child, so that they might realise in advance that teenage motherhood is 'a no go area'. This study should also sensitise them to take pre-cautionary measures before they engaged themselves in sexual matters

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and assumptions, scope of the study, significance of the study, the justification of the study and the operational definitions of terms and concepts as applied to suit the context of the study.

1.1 Background of the Study

Globally over 16 million adolescent girls every year give births (UN, 2012). Because of this high rate of teenage motherhood, many of these pregnancies end up into abortion. Over 3 million unsafe abortions are reported every year among girls aged 15-19 years (UN, 2012). Each year, 200 million pregnancies are recorded globally from all age groups. Of these, 75 million are unwanted and end up aborted. 89% are from girls below 20years, and due to lack of access to safe abortion services in health facilities and legal consequences, these girls end up aborting under untrained personnel leading to death and infertility (UNFPA, 2013). 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 active at an increasingly younger ages. In addition, some studies have shown that few adolescents use contraceptives and are at risk of pregnancy (Kiragu, 1991; McCauley and Salter, 2009; Kiragu & Zabin, 2009). This results in situations such as dropping out of school, poverty, early marriage and contracting sexually transmitted diseases (DHS Charter book, 2010; Kane et. al., 2013; Ilinigumugabo, 2009).

In Africa, adolescents engage in sexual activities early before they are 15 years (UDHS (2008). According to UDHS (2011), 14% of young women and 16% of young men had their first sexual intercourse before 15 years. According to (Garry, 2010), 15% to 20% of births occur to mothers below 20years. In Africa, especially the sub-Saharan Africa countries, there are concerns about high rates of pregnancy-related school dropouts, also leading to the reported gender disparities in education in the developing world (Mensch et. al.). Schoolgirls who become pregnant have fewer

opportunities to complete their education after childbirth and have fewer opportunities for socioeconomic advancement. A report from UNICEF (2007) showed that a number of poorer families in Africa, the potential rewards of educating daughters are too far off and therefore their education is not recognized as an investment. Families perceive that a girl's education will only benefit her husband's household, and not her parents. Additionally, some parents believe that girls do not need an education for their roles as wives and mothers, that education undermines cultural practices, and it teaches the girl to reject tradition.

In Uganda, a recent report revealed that over 97 percent of Ugandan children lack the adequate early childhood care necessary for proper growth (Eremu, 2000). This finding was consistent with Rutare's report (2014) that revealed that teenagers are struggling to find their identity apart from their parents. In developed countries, teenage motherhood are often associated with social issues, including lower educational levels, higher rates of poverty, and other poorer life outcomes in children of teenage mothers. In most cases, schoolgirls who become pregnant in countries like Uganda either had to resort to unsafe abortions or they face official school expulsion. Because girls who dropped out of school due to pregnancy usually never returned 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 possibility of re-entry, the number of those returning back to school is still very low. And due to the fact that a pregnant schoolgirl 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 risks. Educated women are more likely to have a say in decision-making regarding the size of their families and the spacing of their children. They are also likely to be more informed and knowledgeable about contraception and the healthcare needs of their children. Adolescent girls who marry outside their communities tend to lose the close friendships they had formed in their parental homes, and often become quiet and subdued (UNICEF, 2007).

In Uganda, the youth population with young 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 early due to

pregnancy. 23% of young women aged between 15 – 19 years are pregnant with their first child and 50% of young people have begun child bearing by age 20 years (CSA Uganda, 2007). It is important to note that most of the Ugandan 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 that level. The introduction of free primary school education by the Uganda government has also led to increased numbers of school enrolment including those already in the sexually active age groups. 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 formalizing a union was not unknown in Uganda in the past (Meekers 2010). The rapid expansion in education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing and schoolgirl dropout.

Uganda's education policy also fully embraces the "Education for all" notion irrespective of sex, religion, ethnic and social background, economic status and color. The Ministry of Education and Sports endeavors to eliminate gender disparities and promote social equity through provision of basic education to all, including females (MOE 2013:55). 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 for girls is higher than that of boys and also that pregnancy and subsequent drop out of the girls from school contributes to the very disparities the educational policy seeks to eliminate. The statistics on school drop out of the teenage mothers in Uganda reveal that the problem has been demanding urgent solution. It was against this that the researcher attempted to examine the relationship between teenager motherhood and girl child education in Makindye West Division, Kampala District, Uganda.

1.2 Statement of the problem

Teenage motherhood has a direct implication on school dropout among girls and a subsequent contributor to the disparities experienced in the education of both girls and boys. A number of studies concur that many young women drop out of school as a result of pregnancy (Gyepi-Grabrah, 2013). In Uganda, a study conducted by WHO (2016) estimated that about 17% of female

students drop out of secondary schools because they were pregnant. In 2016, 121,000 Ugandan girls dropped out of school because of pregnancy (WHO, 2016).

Teenage pregnancies in Uganda are associated with many social issues, including early forced marriage, lower educational levels, higher rates of poverty, basic education in the fundamentals of sexual and reproductive health, access to affordable contraceptive options and other poorer life outcomes in children of teenage mothers. In Uganda 24% of teenagers aged 15-19 years old are either pregnant or have had a child already. Uganda has one of the highest child marriage prevalence rates in the world. (Statistics: Women age 20-29, 15% were married by age 15 and 49% were married by 18), (UBOS, 2011)

As a result, teenage pregnancies are associated with a number of consequences on girl child education for instance most teenage mothers often drop out of school and the few who manage to stay in school often perform poorly. MoES (2015) reported that majority of the teenage mothers often perform badly in their examinations due to psychological torture, stress, stigma, rejection from their parents and friends. This significantly affects their academic performance in school hence most of them resort to drop out. However, whereas there has been issues raised with regard to teenage motherhood and its subsequent influence on school dropouts, the literature available is really not about schoolgirl pregnancy at all, but instead on the relationship between school exit and subsequent childbearing. This is the case 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 (Cynthia B. Lloyd & Barbara S. Mensch, 2006). The widespread perception is also that girls who become pregnant and drops out 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 child's father.

1.3 Purpose of the study

The purpose of the study was to assess the impact of teenager motherhood on girl child education in Makindye West Division, Kampala District, Uganda.

1.4 Objectives of the study

1.4.1 General Objective

To examine the impact of teenager motherhood on girl child education in Makindye West Division, Kampala District, Uganda.

1.4.2 Specific Objectives

- i. To establish how teenage motherhood affects girl child education in Makindye West Division, Kampala District
- ii. To examine the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda
- iii. To establish the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District

1.5 Research questions

- i. How does teenage motherhood influence girl child education in Makindye West Division, Kampala District?
- ii. What are the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda?
- iii. What are the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District?

1.6 Scope of the Study

1.6.1 Content Scope

The study focused on how teenage motherhood affects girl child education in Makindye West Division, Kampala District, the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda and the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District

1.6.2 Geographical Scope

The study was carried out in Makindye West Division, Kampala District. Makindye Division is in the southeastern corner of the city, bordering Wakiso District to the south and west. The eastern boundary of the division is Murchison Bay, a part of Lake Victoria. Nakawa Division lies to the northeast of Makindye Division. Kampala District. However, Kampala District is situated in the heart of Kampala. Its bordered by Mukono District in the East and Wakiso to the south, north and west.

1.6.3 Time Scope

The study covered information from 2010-2016 because it was during this period that Makindye West Division experienced highest level of teenage motherhood cases which had significantly affected girl child education in the Division

1.7 Significance of the Study

To the researcher

Having undertaken the study, the researcher will build good experience and attain deeper insight of not only research but also public issues in relation to girl child education

To other Researchers

The study will help other researchers that will be interested to acquire knowledge about the teenager motherhood and girl child education

To the Community

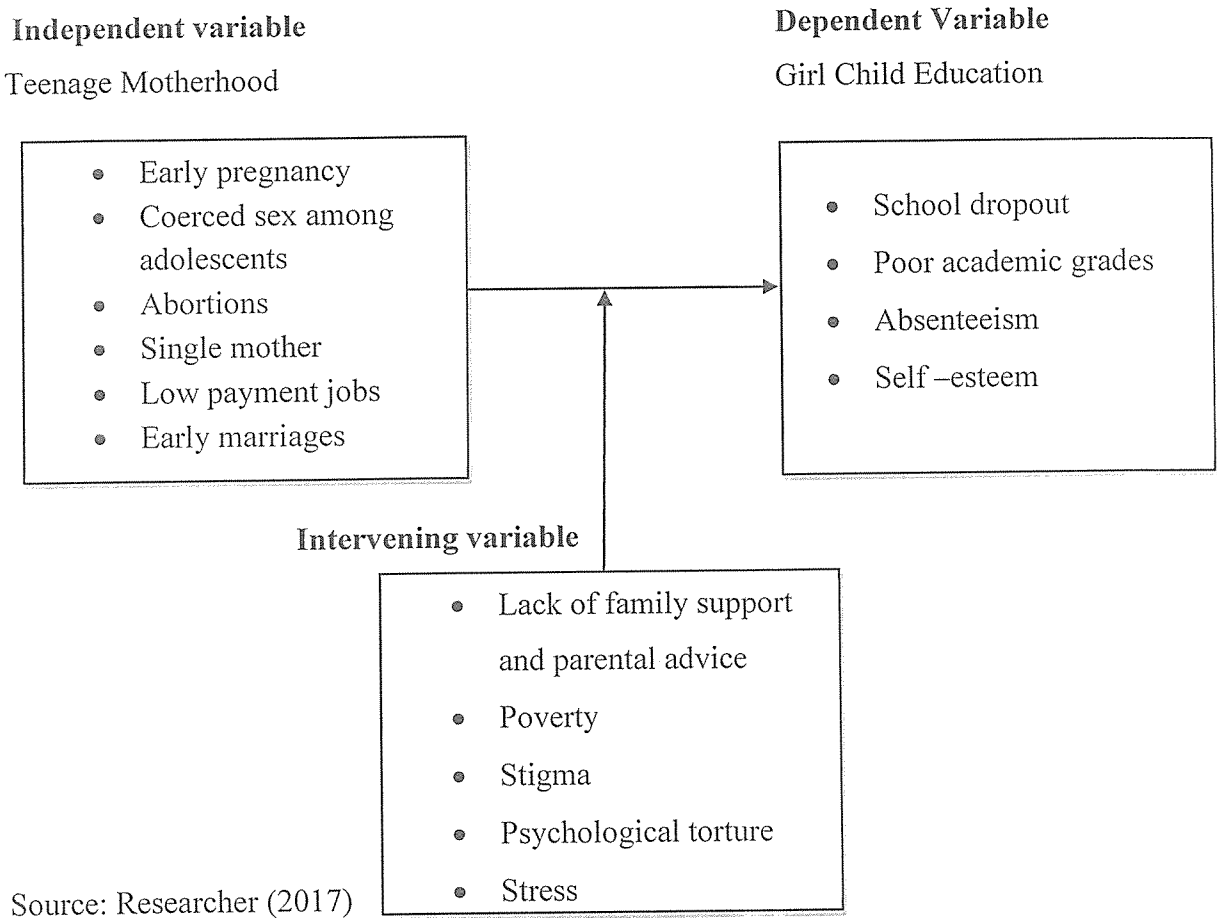
The study will ensure that girls or women be empowered since they will be enlightened, since most girls still show signs of inferiority complex in class and out which makes old men to man prate and capitalize on their weakness.

To the Government

The study findings will act as an evidence for the government through district local government in teenager motherhood and girl child education

1.8 Conceptual Framework showing independent and dependent variables

The conceptual framework diagrammatically shows the relationship between the different variables in the study. The independent variable was perceived as teenage motherhood and dependent variable was the girl child education.



The independent variable was perceived as teenage motherhood and this focuses on; early pregnancy, coerced sex among adolescents, abortions, single mother, low payment jobs and early marriages and the dependent variable was girl child education which is girl child education which concerns; school dropout, poor academic grades, absenteeism and self –esteem. However it can be intervened by Lack of family support and parental advice, Poverty, Stigma, psychological torture and stress.

1.9 Definition of Key terms

Teenage motherhood is defined as a teenage girl, usually within the ages of 13-19, becoming pregnant. The term in everyday speech usually refers to girls who have not reached legal adulthood, which varies across the world, who become pregnant

Girl child education refers to kind of education offered to a girl/ female. This is a catch-all term of a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women

Motherhood is the state or experience of having or raising a child. Giving birth to and raising a child is an example of motherhood. Adopting and raising a son is an example of motherhood.

A **mother** is someone who nurtures – someone who cares for the deepest places of your heart. Anyone can throw a meal at you or give you a bed to sleep on, but a mother makes a place for you

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study reviewed literature from various scholars on the major variables of the study included; how teenage motherhood affects girl child education in Makindye West Division, Kampala District, the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda and the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District

2.1 Effects of teenage motherhood on girl child education

One major contemporary social problem confronting most countries in 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 (Grunseit, 2007).

In 2014, Grunseit found that the USA had the highest rate of adolescent pregnancy. In addition, he stated that every year more teenage girls become pregnant, many younger than 17 years old. Xinhua (2013) also reported 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 a report from Xinhua (2013) that one out of three girls aged 15 to 19 residing in the central region of Ghana has had a child.

Most authors have linked poverty to teenage pregnancy and its subsequent motherhood. They see poverty as a cause at the same time an effect of teenage pregnancy. For instance, Keller, Hilton & Twumasi-Ankrah (2014) opined that in rural communities, family financial exigencies and social custom induce girls to stay out of school and enter into early sexual relationships which lead them into getting pregnant at early stages of their lives thereby making them continue to be in the cycle

of poverty. This presupposes that tackling teenage pregnancy would have a trickling down effects on poverty and vice-versa.

Teenage pregnancy is one of the social ills that affect society. The existence of teenage pregnancy do not auger well for the development of the girl-child. This is attributable to the girls' age and the absence of any consistent means of support to care for the children and themselves when they should have been in school. It is alleged that teenage pregnancy and its associated motherhood are characterized with shame, disgrace, school dropout and sometimes end of the individual's dreams of achieving higher pursuits. According to Yampolskaya, Brown, and Greenbaum (2002), "...approximately 60% of adolescent mothers live in poverty at the time of the birth of their babies, and approximately 73% go on welfare within 5 years of giving birth."(p8)

Cunningham and Boulton (2013) asserted that teenage pregnancy has a lot of social consequences which include school drop-out or interrupted schooling, falling prey to criminal activity, abortion, ostracism, child neglect, school adjustment difficulties for their children, adoption, lack of social security, poverty, repeated pregnancy and negative effects on domestic life.

It is suggested that school drop-out is a "uniquely predictive factor" of teenage pregnancy and a precursor to, rather than a consequence of, becoming pregnant (Bonell et al, 2004). Difficulties with school are accounted for in three inter-linked ways: firstly a strong dislike of school that leads to truancy, dropping out or formal exclusion (Hosie, 2007), secondly a lack of educational attainment (Hobcraft & Kiernan, 2014), and thirdly low aspirations and expectations of the education system as being relevant for their future employment (Luker, 2013).

Teenage pregnancy involving girls between 10 to 19 years of years has continued to attract local and global attention as a result of early engagement of teenagers in sexual activities without recourse to its health implications and the realization of their dreams (Barnet B, Arroyo C, Margo Devoe MS & Duggan AK, 2004).

These unplanned pregnancies usually result in early mother-hood problems due to absent of adequate information, education and communication on reproductive health. Available data reveal that, out of 1.2 billion young adult in the world, some 16 million girls gave birth yearly. According to National Population Commission (NPC) in July, 2013, Kat-sina State recorded the highest number of teenage pregnancy and motherhood in the country with over 65 per cent while

Edo state recorded lowest percent-age with 2.9 per cent within the same period (Boulden K, 2001). In 2008, another report says, one in every three teenage girls in Northern Nigeria had started child bearing compared to one in ten in Southern Nigeria, indicating disparities within the geopolitical zones as follows: Northwest (36 percent); North-east (32 percent); North Central (19 percent); South-South (12 percent); South East (8 percent); and South West (8 percent).

Teenage mortality amongst female teenagers has been largely attributed to teenage pregnancy and teenage child birth even as they are both seen as the number one killer among girls and young women between the age of 10 to 19 years with about 50,000 teenage girls dying yearly. However, while several factors may have been adduced as reasons for teenage pregnancy, factors such as poverty, illiteracy, peer pressure, early marriage, lack of adequate reproductive health awareness and systemic failure serve as catalyst that encourage teenage pregnancy.

In a well published Demographic and Health Survey in 2013, which shows that, about 23 percent of women between 15 to 19 years would have begun childbearing, 17 per cent of which have had their first child and 5 percent are pregnant with their first child. The same survey also reveals that, 32 per cent of female teenagers in rural areas have begun childbearing, as opposed to 10 per cent in the urban areas in the country, putting their education in the balance (Chevalier A & Viitanen TK, 2003)

The statistics reveal a direct relationship between level of education and rate of early pregnancies. The northern parts of Nigeria, allegedly assumed to having the lowest literacy rates, have the highest rates of early pregnancies, buttressing the fact that, the higher the level of education, the higher the level of contraceptive use and awareness about risks and complications associated with early pregnancy (Chigona A & Chetty R, 2008) With over 70 per cent of Nigerian population allegedly reported to living in abject poverty, experts in adolescent development said, poverty is one of the major factors contributing to the high rate of teenage pregnancy in Nigeria as the children from less privileged families are said to be more predisposed to the menace of teenage pregnancy than the children of the rich elites who may be busy with their education.

Illiteracy has also been identified as another factor encouraging high rate of teenage pregnancy even as over ten million Nigerian children are said to be out of school (Chigona A & Chetty R, 2007) If the trend of school dropout remains unchecked among Nigerian children, the females

among the victims may be exposed to the danger of teenage pregnancy thereby spelling doom on the future of their educational ca-reer.

Creswell JW (2003) argued that more worrisome is the re-ports coming from some of our educational institutions, estab-lished to mold young girls and inculcating sound moral values to them but have become home to the victimization of young girls as some Teachers at differ-ent levels of education are fond of demanding sex from inno-cent girls and those who refuse to yield were always victimized. This however, is akin to the situation in the work places, as male bosses exert pressure on girl employees for sex, leading to dismissal should the girls in questions refuses to dance to the tone of her bosses' amorous directive.

In my own view, female teenagers should know that they have future with a beautiful destiny. They should not allow tempo-rary pleasure to deny them of what God has in stock for them. They should see themselves as queens and great women in the future (Davies S 2000). They should disas-sociate themselves from bad friends and be consumed with the pursuit of their dreams and purposes. A re-habilitation centre for teenage mothers who could not return back to schools, adding that, financial independence for the teenage parents will go a long way in meeting their needs. Apart from health implica-tions of teenage pregnancy, emergence of baby factory and girl child trafficking as lucrative ventures constitute more risk to female teenagers. To this end, stakeholders in adolescent development are calling for sound moral and sex education as well as regular religion teaching as measures to reducing the rate of teenage pregnancy in the society.

2.2 Challenges of teenage mothers in accessing education

When a girl leaves community early, her career opportunities is limited and she may fail to establish her independence (De Villiers FPR & Kekesi J 2004). It appears that at least half of South Africa girls that fall pregnant hope to return to community. Some studies say they all do but, is that hope fulfilled? The issue of completing high community education has to be seen in the light of what is normal. Since so many young people drop out of community, it is quite likely that these pregnant young women who did not finish community would have dropped out anyway.

Researchers have found that many teenagers are already out of community, when they fall pregnant. Most of them fall pregnant because of alcohol abuse in the family, poverty, being expelled from community and deciding that community was pointless because there aren't any

jobs anyway (Denzin NK & Lincoln YS 2000). More and more we need to ask whether having a child is not a positive and rational decision from the viewpoint of certain teenagers, especially if they feel that education has little to offer. A lonely neglected girl may long for the love and security that she imagines a baby will bring.

At the same time, being a mother provides a sense of importance and purpose which many young people lack. Despite all the causative factors of pregnancy, the pregnancy itself disrupts the educational chances and even destroys the future of some girls. The fact that she will be away from community for a certain period before the birth is not in itself the only disturbance in the girl's academic journey. When time comes to become a parent even an adult who has given birth to her first child, faces some difficulties and confusion brought about this new role of parenting, now what about a child who is supposed to be a learner and a parent at the same time. Clearly the chances of success decrease because of the increase in responsibility (Davies, 2000).

The lack of concentration by teenage mothers was also brought to light by the principals of the two schools in the study conducted by Shaningwa (2007) when she mentioned that teenage mothers are often pre-occupied thinking of what might be happening to their children. The lack of concentration lowers their educational performance. She further explained that the lack of concentration is greater on teenage mothers, who leave their children with neighbours and care givers, because they do not fully trust them as compared to those, who leave their children with relatives and parents. Hopane (2008:23) adds that teenage mothers "easily fall asleep in class". When they fall asleep in class it means that they do not concentrate well and obviously miss most of the teaching and as a result they perform very low.

Zeck et al (2007) is of the opinion that there is evidence that teenage pregnancy and early parenthood can lead to poor educational achievement, poverty and social isolation, while Moore, Driscoll and Lindberg (2013) believe that low academic performance is a predictor of non-marital adolescent births. According to Dlamini et al (2005), teenage mothers envisaged problems in achieving educational qualifications, because they were no longer accepted by their peers or by their school teachers and they had the extra burden of caring for their babies

Polit and Kahn (2015) comment that teenage parenthood includes high rates of educational deficits and economic hardship for the mother. Hopane (2008:24), when talking about teenage

mothers says, “The girl knows her future is destroyed and could not care less about anything at school”.

Kernway (2013) explains that low self-esteem is a problem and prevents certain individuals from making the best in their schooling and lives. Teenage mothers have low self-esteem, they do not believe in themselves anymore. “I doubt myself now, I don’t think that I will be able to finish school”, related one teenage mother respondent in the study by Dlamini et al (2005:7). McCauley-Brown (2005) confirms the low esteem of teenage mothers when he explains that they have low self-confidence and are no longer certain of their ability to master academic skills. Teenage mothers no longer fit in well in group discussions or activities, because they feel like they do not belong at school anymore; this has a negative result on the quality of their work or performance thereof (Canadian Ministry of Education, 2013).

Teenage mothers need to be motivated as much as possible so that they succeed with their education. This will enable them to take care of their children and in turn make a meaningful contribution to the economy of the country.

Giving birth to a child while still at school does not grant a girl a high status; instead she is looked down upon and disrespected by men. In Nigeria, men believe that anyone, who is silly enough to get pregnant in her teenagers, must be sexually loose, stupid and ill-bred. Teenage mothers are seen as a means of sexual gratification and men will not spare her a second thought when they have satisfied themselves (Chapati; 2009).

Teenage mothers in the study by Ritcher and Mlambo (2005:65) explained, “Teenage motherhood does not give any teenager a high status. It is a big stumbling block in our education and gives parents more financial burden”. Another teenage parent in the same study (Ibid:64) elicited, “giving birth to an illegitimate baby while at school is a disgrace to me and my parents”. She added, “The stigma attached to teenage pregnancy tended to cling to the young mother and her family”. Two teenage mothers in the same study related that their parents insisted they should terminate their pregnancies as they regarded it as a disgrace. The notion that teenage motherhood is a disgrace was also confirmed by the findings of Tanga and Uys (2013).

The matter of teenage motherhood not being a status, but a disgrace was taken further by Dlamini et al (2003). Motherhood is a disgrace to the community (according to Swazi culture), which

deprived them of many opportunities like participating in the traditional reeds dance and reduced their bridal price.

Non-marital child bearing is still not acceptable to the majority of Americans, but almost half of black and white women aged 20 – 29 find it acceptable (Hofferth et al, 2001). In many countries, having children outside marriage is considered to be a social problem and the children are termed illegitimate, when this happens to teenagers, the matter is considerably worse (De Villiers & Kekesi, 2004). According to Boulden (2001) teenage mothers portray a bad image on non-parenting learners and also degrade the image of the school.

Many teenagers become mothers at an early age, because they thought that it is a good sign of womanhood and it would give them a high status in the community (Preston-Whyte, 1991). Ritcher and Mlambo (2005) agree that many teenagers became pregnant because they wanted to prove their womanhood. Ritcher and Mlambo (2005) also explained that teenage mothers had the impression that child bearing gives a woman a high status and they were therefore bound to have children. They engaged themselves in unprotected sex despite the high spreading of Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). The high risk of engaging in unprotected sex clearly indicates that teenage pregnancy and motherhood is no longer a mistake, unintended and unplanned as said by Magwetshu (2013) but it is a purposeful act.

Teenagers saw motherhood as a positive choice and a way to a more adult role (Bryant, 2006), no wonder the report that detailed the case of one school that had 144 pregnant pupils in 2007 (Sunday Times as cited in Chigona and Chetty 2008). Some parents saw child bearing as a status and encouraged their children to have babies. In their study, Ritcher and Mlambo (2005:67) quote one teenage mother saying, “My mother said she wants to see my first born before she dies”. Such words inspired teenagers to have babies hoping that they would become respected members of the community, only to find that they were faced with a nightmare. Instead of enjoying their new found role, they were now considered adults and had to mix with elderly members of the community. Motherhood caused teenagers to be old before their time (Dlamini et al, 2003). De Villiers and Kekesi (2004) explained that in some societies premarital fertility is widespread and culturally acceptable and unmarried woman may use sexual relations and pregnancy to achieve marriage.

They added that in certain South African communities, there is a custom that a woman needs to prove her fertility by having a baby before marriage can be considered.

Teenage mothering was seen as a passage to adulthood, especially where middle class aspirations did not apply. It is clear that every teenager wants to meet the expectations of the society she finds herself in and as a result become a teenage mother in order to be an acceptable member of the society, not knowing or understanding what is awaiting her. In the study conducted by Tabi (2002) teenage parents perceived motherhood as a sign of independence from parental control and authority. The independence brought by early child bearing made teenage mothers to be labelled as a bad influence and therefore, must not attend school because they are now adults (Shaningwa; 2007). When talking about the causes of teenage pregnancy for teenage mothers delivered in her clinic in Diepkloof, Sister Yedwa in Mkhwanazi (2006) identified amongst others 'proving womanhood' as a major cause. This confirms that teenage motherhood was considered as a passport to womanhood and every woman would strive to be one.

The researcher believes that there are more sorrows than joys in being a teenage mother. That teenage motherhood will give a girl recognition or status of some kind is a myth, which is only rectified at a point of no return (after being a teenage mother). The comments given by a number of respondents in different studies (herein above) clearly indicate that teenage motherhood is far from granting teenage mothers the expectations they hoped for, the only thing that awaits them are ridicules and frustrations on their way to and from schools. Therefore, this study advocates that girls must be informed as early as possible of the hardships of being a teenage mother.

One of the challenges that teenage mothers face is balancing the two responsibilities (that of being a learner and being a parent at the same time). This is evident when teenage mothers are unable to do or finish their homework or prepare for the next day's test or task. Teenage mothers have a problem in striking a balance between schooling and motherhood (Kaufman et al, 2001).

The findings in the study by Chigona and Chetty (2007) also indicate that teenage mothers did not have enough time to complete their homework and to study at home, because when they return from school, their relatives, who take care of the children, want to be free of the child care chores. The babies also want the attention of their mothers when they return from school. The teenage mother respondent in the study by Shaningwa (2007:64-65) confirmed the above, "There is no way a mother can be free at home compared to those who do not have children".

Teenage mothers cannot really get down studying and most of them are not ready for the tests or exams, and these in turn lead to poor performance and ridicule by educators in front of other learners.

Lowenthal and Lowenthal (2014) assert that mastering developmental tasks of adolescence and becoming a parent at the same time is especially demanding. These two tasks can easily conflict with each other, meaning that a teenage mother often will compromise one role or fail at both. Adolescent parenthood can be described as an “off time” in the transition to adulthood. By becoming parents, teenagers disrupt the expected sequence of first finishing school, second finding employment, next marrying, and last having children.

According to Arlington Public school (2004), managing to care for the infant and devoting adequate time to do school work is a great challenge for teenage parents. Hofferth et al (2001) assert that teenage motherhood and caring or rearing children consumes time and energy that could otherwise be spent on schooling, work and leisure time activities. A teenage mother respondent in Mengo (2010) confirmed that it was difficult to be both a student and parent at the same time. Teenage mothers face a strong battle when rearing their children as well as fulfilling their roles as students. Shaningwa (2007) elicits that although teenage mothers have problems, they are not as absent as they are thought to be, but their commitment is reflected in their inability to honour afternoon lessons and extra study time scheduled beyond normal teaching hours. Teenage mothers fail to honour such, because they cannot afford to pay baby sitters or care givers and other people, who are prepared to look after babies, beyond the normal school time as the latter wanted to be child free after school.

According to me, from the above it is clear that teenage mothers experience difficulties in paying attention to their studies satisfactorily and caring for the baby at the same time.

2.3 Solutions to the challenges of teenage mothers in accessing education

Firstly, given the educational, social, economic, and employment histories common among teenage parents, career development is a priority for helping this group make the transition from adolescence to economic independence (Fergusson DM, Woodward LJ., 2010). These early parents are in special need of psychosocial development, life skills development, career awareness,

and job skills development. Governments should prioritize the career development of teenage mothers.

Again, a number of psychosocial factors can affect the education and training of teen parents. These factors include low self-esteem; low aspirations, motivation, and expectations; unrealistic goals and ambitions; limited emotional resources for support and maintenance; and lack of role models (French RS, Mercer CH, Kane R, 2007). To help teen parents overcome the ramifications of their disadvantaged backgrounds, attention should be given to the building of their self-concept and support systems; learning how to meet the challenge of combining work and family roles; learning how to give and receive emotional support and enhancing interpersonal communication and relationships.

Also, in addressing teenage parenthood there should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already (or soon will be) parents. These strategies would provide viable and effective avenues for giving students a better chance to complete their education, while also offering training in responsible parenting (Furstenberg FF, Jr, 2011).

Moreover, as stated earlier, pregnant teenagers who drop out of school have fewer opportunities for themselves, and their children are also less likely to succeed in school or careers (Garblah OB 2009). For this reason, it is important to support and encourage pregnant teenagers in getting their education. In addition to the formal education system, there are also some other options for pregnant teenagers in some areas: Special schools for pregnant or parent teenagers, programs to help pregnant teenagers finish school and non-formal education.

Furthermore, they also need someone to encourage them through the hard times and help them reach their goal. Parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs (Garwick AW, Rhodes KL, 2008).

There is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools. It should also alert them that policies relating to pregnant and parenting learners are not correctly implemented in schools. Therefore, they should ensure that such policies are

adhered to in schools by conducting workshops or in-service training for educators to prepare them in turning schools into a 'teenage mother friendly zone' (Geronimus AT, 2013).

There is also need to alert teenagers who are not yet mothers to the difficulty of going to school and rearing a child, so that they might realise in advance that teenage motherhood is 'a no go area'. This study should also sensitise them to take pre-cautionary measures before they engaged themselves in sexual matters (Grant M & Hallman K 2006). Therefore, this study strives to renew and revive the hopes of teenage mothers, because they will know that they have a right to learn and that should diminish their low self-esteem and consequently they should believe in their potential and succeed with schooling. Through this study teenage mothers should be able to report any mockery, teasing or marginalization, by both peers and educators, to departmental officials.

This study should be an eye opener to those educators, who insult and embarrass teenage mothers, because they will realise that these teenage mothers also belong at school. The study should assist educators to accommodate teenage mothers and support them when and where necessary. Educators should be flexible and willing to attend in-service training on how best to support teenage mothers in schools and also to refer them to other structures, such as clinics, social services etcetera, to obtain help (Hanson SL, Myers DE, Ginsburg AL, 2011).

In my view, the importance of supporting teenage mothers should be brought to the attention of the parents through this study (Hetherington EM., 2012). Parents will be all out to help their children (teenage mothers) cope with the challenges that come with being a mother while still very young and at school. They should also provide counselling to their children before going back to schools after birth. In addition, the community should strive to make sex education a community issue. In addition, teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the methods the researcher used to collect data. It focused on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1. Research Design

The study applied a descriptive research design to reflect aspects of perception, feelings, experiences, facts and emotional feelings of the study respondents on the study topic. This is because the data collection allowed for gathering in-depth information. This allowed for a multifaceted approach to data collection and analysis. This was an investigation into an issue or topic that looked at the effect of one thing or variable on another.

3.2 Study Population

The study population was the selected teenage mothers (10-19 years) because these teenagers were believed to have vital information regarding teenage motherhood. The researcher also targeted schools, health workers especially mid-wives since they also had important information regarding girl child education. Other community members also were involved in the study because they were believed to have sufficient information on teenage motherhood. There were approximately 409,500 people in the informal settlements of Makindye West division (UBOS, 2016).

3.3 Sample Size

The researcher used the Sloven's formula (1978) to determine the minimum sample size.

$$n = \frac{N}{1 + Ne^2} = n = \frac{409500}{1 + 409500(0.05)^2} = 400 \text{ respondents}$$

whereby; n = sample size

N = the population size

α = level of significance, fixed at 0.05

3.4 Sampling Procedure

Purposive sampling

The researcher used purposive sampling to select teenage mothers and mid-wives were purposely selected because they were believed to have vital information regarding teenage mothers and girl child education in Uganda.

Simple Random Sampling

Other community members were randomly selected to give each an equal chance of representation. All respondents were assumed to have vital information on the subject matter of the research. Respondents who were willing to participate were approached.

3.5 Method of Data Collection

Questionnaire guide

Both open and close ended questionnaires were used in the collection of data and these were distributed to some of the community members to provide answers. The instrument was purposely selected because it sought personal views of the respondents and thus enabled the respondents to use their knowledge in providing a wide range of data as they would never shy away in any way.

Observation guide

The researcher used observation guide to gather information. Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. Observation of a field setting involves: prolonged engagement in a setting or social situation

3.6 Validity and reliability of research instruments

3.6.1 Validity

Validity of the instrument was ensured through expert judgment and the researcher made sure the coefficient of validity to be at least 70%. The researcher consulted her supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind of the objectives of the study. The formula that was used to calculate the validity of the instrument was

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Muganda & Mugenda, 2003). Reliability of the instrument was established through a test-retest technique.

3.7 Data Analysis

The quantitative data involved information from the questionnaires only. Data from the field was too raw for proper interpretation. It was therefore vital to put it into order and structure it, so as to drive meaning and information from it. The raw data obtained from questionnaires were cleaned, sorted and coded. The coded data was entered into the Computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential statistics. Descriptive analysis was applied to describe the primary variable and associated indicator items related to the study objectives.

The data was analyzed and organized based on patterns, repetitions and commonalities into themes based on the study variables. The data then was used to reinforce information was got from questionnaires to draw conclusion and recommendations.

Measurement of variables

The variables of the study were measured using the four Likert scale. Different variables were measured at different levels. The variables were measured at nominal and ordinal scale. The nominal scale measurement was used in the first part of the questionnaire (demographics) which comprised items with some common set such as sex, age, marital status, designation and level of education of respondents.

According to Mugenda and Mugenda (1999), nominal scales are assigned only for purposes of identification but do not allow comparisons of the variable being measured. The researcher used ordinal measurement which categorizes and ranks variable, being measured like uses of statements such as strongly agree, agree, disagree and strongly disagree (Amin 2005). The numbers in the ordinal scale represented relative position or order among the variable (Mugenda and Mugenda 1999; Amin 2005).

Both nominal and ordinal scales were used to measure discrete variables and only the specified numbers such as 1, 2, 3 and 4 were applied (Amin 2005, P. 11).

3.8 Ethical Consideration

The researcher carried out the study with full knowledge and authorisation of top administrators of Makindye West Division, kampala. The researcher first of all acquired an introductory letter from the University which she would use to eliminate suspicion. The researcher thereafter went ahead to select respondents, and arrange for dates upon which she would deliver questionnaires as well as pick them in addition to making appointments for interviews to be conducted. The researcher was charged with a task of ensuring that she would assure the respondents of their confidentiality as this was paramount to research.

3.9 Limitation of study

The researcher encountered problems of financial difficulties, especially in areas of printing, transportation, internet costs and feeding among others, this constraint was averted by seeking financial sponsorship from friends and well wishers

Some respondents were too busy with their daily schedule and failed to spare time for the questionnaire. In such circumstances the researcher gave ample time to those respondents. This was made it possible by serving them the questionnaires in time.

CHAPTER FOUR

PRESENTATIONS, INTERPRETATIONS AND ANALYSIS OF DATA

4.0 Introduction

This chapter covers the presentation of the findings according to the themes of the study which were; to establish how teenage motherhood affects girl child education in Makindye West Division, Kampala District, to examine the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District, Uganda and to establish the solutions to the challenges of teenage mothers in accessing education in Makindye West Division, Kampala District

4.1 Demographic characteristics of respondents

Under this section, the researcher was interested in finding out the demographic characteristics of the respondents. They are presented as follows:

4.1.1 Gender of Respondents

The researcher wanted to know the gender or sex distribution of the respondents and this is shown in the following table and illustration. This section indicates the both sexes with the community.

Table 1: Gender distribution of the respondents

Gender	Frequency	Percentage (%)
Females	289	72.3
Males	111	27.8
Total	400	100.0

Source: Primary Data, (2017)

In the above table 1, the study findings revealed that the sample constituted of 400 respondents of which 27.8% were males and the 72.3% remaining were females. This implies that women are the always the majority since it is believed that women have more vital information regarding teenager motherhood and girl child education.

4.1.2 Age of the respondents

The study went on to establish the different age groups of the respondents and the findings were as presented in table 2. The study also involved all respondents who are responsible and with mature understanding. For example all the respondents were 20 years and above.

Table 2 showing age distribution of the respondents

Age	Frequency	Percentage (%)
Below 20	200	50
Between 20-39	120	30
Between 40-59	54	13.5
60 and above	26	6.5
Total	400	100

Source: Primary Data (2017)

The study revealed that the majority of the respondents fell in the age category below 20 years were 50% of the respondents, 30% of the respondents were between 20-39 years, 13.5% of the respondents were between 40-59 years and the remaining 6.5% of the respondents were above 60 years. This implies that the majority were teenagers since these were believed to have sufficient information regarding teenage motherhood and girl child education.

4.1.3 Marital Status of the Respondents

The study further went on to establish the marital status of the respondent and the findings were as represented in table 3. The researcher was also interested in finding out the marital status of respondents.

Table 3 showing marital status of the respondents

Marital Status	Frequency	Percentage
Single	330	82.5
Married	56	14.0
Divorced	10	2.5
Widowed	4	1.0
Total	400	100.0

Source: Primary Data (2017)

The study established that the majority of the respondents were single at 82.5% of the respondents, 14% of the respondents were married, 2.5% of the respondents were divorced and the remaining 1% were widowed. This implies that majority of the respondents were single since these were mostly teenage mothers.

4.1.4 Education Levels of the Respondents

The study also sought about the educational levels of the respondents and the findings were as represented in table 4. Under this section, the researcher was interested in finding out the education status of all respondents involved in the study. This was partly essential in order to enrich the findings of the study since education level had a significant relationship with level the knowledge about the study topic.

Table 4: Educational Level of the respondents

Education level	Frequency	Percentage
Primary	306	76.5
Secondary level	56	14
Tertiary	26	6.5
University	12	3
Total	400	100

Source: Primary Data (2017)

Study findings in table 4 revealed that the least represented level of education was the university graduates at 3% and 6.5% of the respondents were at tertiary level, 14% of the respondents were

at secondary school level and the majority were at primary school level since most of the respondents were teenage mothers who often still in primary schools.

4.2 Findings on how teenage motherhood affects girl child education in Makindye West Division, Kampala District

To achieve this objective, the respondents were asked how teenage motherhood affects girl child education in Makindye West Division, Kampala District. These are presented as follows:

Table 5: Teenage mothers often drop out of school after pregnancy

Response	Frequency	Percentage
Strongly Disagree	2	0.5
Disagree	7	1.8
Not sure	9	2.3
Agree	179	44.8
Strongly Agree	203	50.8
Total	400	100

Source: Primary Data (2017)

The table above indicates that 0.5% of the respondents strongly disagreed, 1.8% of the respondents disagreed, 2.3% of the respondents were not sure, 44.8% agreed and the remaining 50.8% of the respondents strongly agreed that teenage mothers often drop out of school after pregnancy. This implies that most of the respondents were aware that teenage motherhood often contributes to the ever increasing levels of school drop outs within the community

Table 6: Teenage pregnancy and early parenthood can lead to poor educational achievement

Response	Frequency	Percentage
Strongly Disagree	1	0.3
Disagree	3	0.8
Not sure	8	2.0
Agree	199	49.8
Strongly Agree	189	47.3
Total	400	100

Source: Primary Data (2017)

The study results revealed that 0.3% of the respondents strongly disagreed, 0.8% of the respondents disagreed, 2% of the respondents were not sure, 49.8% of the respondents agreed and the remaining 47.3% strongly agreed that teenage pregnancy and early parenthood can lead to poor educational achievement. This implies that most of the respondents were of the view that often teenage pregnancy forces girls to perform poorly in class.

Table 7: Teenage mothers often tend to ignore schooling due to stigma associated with early pregnancy

Response	Frequency	Percentage
Strongly Disagree	6	1.5
Disagree	4	1.0
Not sure	11	2.8
Agree	209	52.3
Strongly Agree	170	42.5
Total	400	100

Source: Primary Data (2017)

The table above indicates that 1.5% of the respondents strongly disagreed, 1% of the respondents disagreed, 2.8% of the respondents were not sure, 52.3% of the respondents agreed and the

remaining 42.5% of the respondents strongly agreed that teenage mothers often tend to ignore schooling due to stigma associated with early pregnancy. This implies that teenage motherhood often makes girls feel inferior and out of place thus develop stigma which often makes them miss classes at school.

Table 8: Lack of support from families makes teenage mothers leave school

Response	Frequency	Percentage
Strongly Disagree	10	2.5
Disagree	21	5.3
Not sure	45	11.3
Agree	168	42.0
Strongly Agree	156	39.0
Total	400	100

Source: Primary Data (2017)

The study results presented in the table above indicate that 2.5% of the respondents strongly disagreed, 5.3% of the respondents disagreed, 11.3% of the respondents were not sure, 42% of the respondents agreed and the remaining 39 strongly agreed that lack of support from families makes teenage mothers leave school. This further implies that teenage mother had also associated with lack of support from parents since sometimes teenage mothers are believed to be a disgrace in families and hence often discriminated and denied any help thus resort to dropping out of school

Table 9: Lack of attention and poor concentration among teenage mothers in class lead to poor academic performance

Response	Frequency	Percentage
Strongly Disagree	34	8.5
Disagree	36	9.0
Not sure	45	11.3
Agree	145	36.3
Strongly Agree	140	35.0
Total	400	100

Source: Primary Data (2017)

It was revealed that 8.5% of the respondents strongly disagreed, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 36.3% of the respondents agreed and the remaining 35% of the respondents strongly agreed that lack of attention and poor concentration among teenage mothers in class lead to poor academic performance. This implies that teenage motherhood can also lead to lack of concentration and attention in class hence leading to poor performance in academics.

4.3 Findings on challenges of teenage mothers in accessing education

To achieve this objective, the respondents were asked challenges of teenage mothers in accessing education. These are presented as follows:

Table 10: When a girl leaves community early, her career opportunities is limited and she may fail to establish her independence

Response	Frequency	Percentage
Strongly Disagree	24	6.0
Disagree	36	9.0
Not sure	45	11.3
Agree	120	30.0
Strongly Agree	175	43.8
Total	400	100

Source: Primary Data (2017)

According to the table above, 6% of the respondents, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 30% of the respondents agreed and 43.8% strongly agreed that when a girl leaves community early, her career opportunities is limited and she may fail to establish her independence. This implies that most of the respondents were aware that after teenage pregnancy, most girls' careers are affected thus might not be successful in their future.

Table 11: Many teenagers are already out of community, when they fall pregnant

Response	Frequency	Percentage
Strongly Disagree	24	6.0
Disagree	36	9.0
Not sure	45	11.3
Agree	189	47.3
Strongly Agree	106	26.5
Total	400	100

Source: Primary Data (2017)

The table above illustrates that 6% of respondents strongly disagreed, 9% disagreed, 11.3% of the respondents were not sure, 47.3% of the respondents agreed and the remaining 26.5% of the respondents strongly agreed that many teenagers are already out of community, when they fall pregnant. This implies that most teenage mothers feel out of community and thus resort to school dropout.

Table 12: Discrimination from the society affects teenage mothers in accessing education

Response	Frequency	Percentage
Strongly Disagree	18	4.5
Disagree	43	10.8
Not sure	48	12.0
Agree	159	39.8
Strongly Agree	132	33.0
Total	400	100

Source: Primary Data (2017)

The results presented in the table above indicate that 4.5% of the respondents strongly disagreed, 10.8% of the respondents disagreed, 12% were not sure, 39.8% of the respondents agreed and the

remaining 33% of the respondents strongly agreed that discrimination from the society affects teenage mothers in accessing education. This implies that majority of the respondents were aware that discrimination of teenage motherhood mostly affects them in accessing education

Table 13: Low self-esteem hinders teenage mothers from accessing education

Response	Frequency	Percentage
Strongly Disagree	8	2.0
Disagree	32	8.0
Not sure	20	5.0
Agree	200	50.0
Strongly Agree	140	35.0
Total	400	100

Source: Primary Data (2017)

The study results presented in the table above indicate that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 5% of the respondents were not sure, 50% of the respondents agreed and the remaining 35% of the respondents strongly agreed that low self-esteem hinders teenage mothers from accessing education. This implies that most of the respondents that low self-esteem is another hindrance to accessing education in the community.

Table 14: Teenage mothers are faced with a challenge of economic hardships

Response	Frequency	Percentage
Strongly Disagree	20	5.0
Disagree	32	8.0
Not sure	20	5.0
Agree	150	37.5
Strongly Agree	178	44.5
Total	400	100

Source: Primary Data (2017)

According to the results presented in the table above, 5% of the respondents strongly disagreed, 8% of the respondents disagreed, 5% of the respondents were not sure, 37.5% agreed and the remaining 44.5% strongly agreed that teenage mothers are faced with a challenge of economic hardships. This implies that most of the respondents were of the view that teenage motherhood often leads to economic hardships since most of these teenage mothers are isolated and neglected by their fellow community members.

4.4 Findings on solutions to the challenges of teenage mothers in accessing education

To achieve this objective, the respondents were asked solutions to the challenges of teenage mothers in accessing education. These are presented as follows:

Table 15: Career development is a priority for helping teenage mothers to make the transition from adolescence to economic independence

Response	Frequency	Percentage
Strongly Disagree	32	8.0
Disagree	20	5.0
Not sure	20	5.0
Agree	138	34.5
Strongly Agree	190	47.5
Total	400	100

Source: Primary Data (2017)

The results presented in the table above indicate that 8% of the respondents strongly disagreed, 5% of the respondents disagreed, 5% were not sure, 34.5% of the respondents agreed and the remaining 47.5% of the respondents strongly agreed that career development is a priority for helping teenage mothers to make the transition from adolescence to economic independence. This implies that majority of the respondents were of the view that teenage mothers need to be offered career development in order to develop themselves

Table 16: There should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already

Response	Frequency	Percentage
Strongly Disagree	27	6.8
Disagree	20	5.0
Not sure	18	4.5
Agree	157	39.3
Strongly Agree	178	44.5
Total	400	100

Source: Primary Data (2017)

The results presented in the table above indicate that 6.8% of the respondents strongly disagreed, 5% of the respondents disagreed, 4.5% were not sure, 39.3% of the respondents agreed and the remaining 44.5% of the respondents strongly agreed that there should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already.

Table 17: Parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs

Response	Frequency	Percentage
Strongly Disagree	17	4.3
Disagree	20	5.0
Not sure	18	4.5
Agree	140	35.0
Strongly Agree	205	51.3
Total	400	100

Source: Primary Data (2017)

The table above illustrates that 4.3% of respondents strongly disagreed, 5% disagreed, 4.5% of the respondents were not sure, 35% of the respondents agreed and the remaining 51.3% of the

respondents strongly agreed that parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs.

Table 18: There is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools

Response	Frequency	Percentage
Strongly Disagree	2	0.5
Disagree	7	1.8
Not sure	9	2.3
Agree	179	44.8
Strongly Agree	203	50.8
Total	400	100

Source: Primary Data (2017)

The table above indicates that 0.5% of the respondents strongly disagreed, 1.8% of the respondents disagreed, 2.3% of the respondents were not sure, 44.8% agreed and the remaining 50.8% of the respondents strongly agreed that there is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools. This implies that most of the respondents were aware that a lot still needs to be done in development better policies in order to address the issue of teenage motherhood and girl child education in the country.

Table 19: Teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them

Response	Frequency	Percentage
Strongly Disagree	24	6.0
Disagree	36	9.0
Not sure	45	11.3
Agree	120	30.0
Strongly Agree	175	43.8
Total	400	100

Source: Primary Data (2017)

According to the table above, 6% of the respondents, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 30% of the respondents agreed and 43.8% strongly agreed that teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them. This implies that most of the respondents were aware that there is need for stakeholder engagement in teenage motherhood and girl child education issues within the community in order to come up with amicable solution.

4.5 Findings on observation guide

Have you ever been pregnant?

A number of girls in Makindye West Division were observed to be a few months pregnant. This is believed that due to lack of proper sensitization in the community.

If yes, what did you do?

It was also suggested that most teenage girls often stayed home after getting pregnant and thus missing school which often leads to poor academic performance or even drop out of school

Do you think teenage motherhood affects girl child education?

Most mid-wives also noted that teenage motherhood often affects education of girls since majority of them can no longer concentrate in class and others are hindered by stigma and discrimination by their fellow classmates

Are you aware of the challenges of teenage mothers in accessing education?

A number of school often deny opportunity to teenage mothers since they are believed that they may encourage their fellow classmates to get pregnant hence affecting the education careers.

What do you think needs to be done to overcome challenges of teenage mothers in accessing education?

It was also suggested that the government of Uganda needs to ensure policy reforms regarding teenage motherhood and girl child education in order to grant these vulnerable teenage mothers another opportunity to access education and pursue their dream careers once again.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses, concludes and recommends reflecting on the study findings presented in the previous chapter.

5.1 Summary of the discussions

5.1.1 Demographic characteristics of respondents

The study findings revealed that the sample constituted of 400 respondents of which 27.8% were males and the 72.3% remaining were females. This implies that women are the always the majority since it is believed that women have more vital information regarding teenager motherhood and girl child education.

The study revealed that the majority of the respondents fell in the age category below 20 years were 50% of the respondents, 30% of the respondents were between 20-39 years, 13.5% of the respondents were between 40-59 years and the remaining 6.5% of the respondents were above 60 years. This implies that the majority were teenagers since these were believed to have sufficient information regarding teenage motherhood and girl child education.

The study established that the majority of the respondents were single at 82.5% of the respondents, 14% of the respondents were married, 2.5% of the respondents were divorced and the remaining 1% were widowed. This implies that majority of the respondents were single since these were mostly teenage mothers.

Study findings revealed that the least represented level of education was the university graduates at 3% and 6.5% of the respondents were at tertiary level, 14% of the respondents were at secondary school level and the majority were at primary school level since most of the respondents were teenage mothers who often still in primary schools.

5.1.2 How teenage motherhood affects girl child education in Makindye West Division, Kampala District

It was found out that 0.5% of the respondents strongly disagreed, 1.8% of the respondents disagreed, 2.3% of the respondents were not sure, 44.8% agreed and the remaining 50.8% of the respondents strongly agreed that teenage mothers often drop out of school after pregnancy. This implies that most of the respondents were aware that teenage motherhood often contributes to the ever increasing levels of school drop outs within the community

The study results revealed that 0.3% of the respondents strongly disagreed, 0.8% of the respondents disagreed, 2% of the respondents were not sure, 49.8% of the respondents agreed and the remaining 47.3% strongly agreed that teenage pregnancy and early parenthood can lead to poor educational achievement. This implies that most of the respondents were of the view that often teenage pregnancy forces girls to perform poorly in class.

The study revealed that 1.5% of the respondents strongly disagreed, 1% of the respondents disagreed, 2.8% of the respondents were not sure, 52.3% of the respondents agreed and the remaining 42.5% of the respondents strongly agreed that teenage mothers often tend to ignore schooling due to stigma associated with early pregnancy. This implies that teenage motherhood often makes girls feel inferior and out of place thus develop stigma which often makes them miss classes at school.

The study results indicated that 2.5% of the respondents strongly disagreed, 5.3% of the respondents disagreed, 11.3% of the respondents were not sure, 42% of the respondents agreed and the remaining 39 strongly agreed that lack of support from families makes teenage mothers leave school. This further implies that teenage mother is also associated with lack of support from parents since sometimes teenage mothers are believed to be a disgrace in families and hence often discriminated and denied any help thus resort to dropping out of school

It was revealed that 8.5% of the respondents strongly disagreed, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 36.3% of the respondents agreed and the remaining 35% of the respondents strongly agreed that lack of attention and poor concentration among teenage

mothers in class lead to poor academic performance. This implies that teenage motherhood can also lead to lack of attention in class hence leading to poor performance in academics.

5.1.3 Challenges of teenage mothers in accessing education

According to the study findings, 6% of the respondents, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 30% of the respondents agreed and 43.8% strongly agreed that when a girl leaves community early, her career opportunities is limited and she may fail to establish her independence. This implies that most of the respondents were aware that after teenage pregnancy, most girls’ careers are affected thus might not be successful in their future.

It was discovered that 6% of respondents strongly disagreed, 9% disagreed, 11.3% of the respondents were not sure, 47.3% of the respondents agreed and the remaining 26.5% of the respondents strongly agreed that many teenagers are already out of community, when they fall pregnant. This implies that most teenage mothers feel out the community and thus resort to school dropping out.

The study found out that 4.5% of the respondents strongly disagreed, 10.8% of the respondents disagreed, 12% were not sure, 39.8% of the respondents agreed and the remaining 33% of the respondents strongly agreed that discrimination from the society affects teenage mothers in accessing education. This implies that majority of the respondents were aware that discrimination of teenage motherhood mostly affects them in accessing education

It was also revealed that 2% of the respondents strongly disagreed, 8% of the respondents disagreed, 5% of the respondents were not sure, 50% of the respondents agreed and the remaining 35% of the respondents strongly agreed that low self-esteem hinders teenage mothers from accessing education. This implies that most of the respondents that low self-esteem is another hindrance to accessing education in the community.

According to the results, 5% of the respondents strongly disagreed, 8% of the respondents disagreed, 5% of the respondents were not sure, 37.5% agreed and the remaining 44.5% strongly agreed that teenage mothers are faced with a challenge of economic hardships. This implies that most of the respondents were of the view that teenage motherhood often leads to economic

hardships since most of these teenage mothers are isolated and neglected by their fellow community members.

5.1.4 Solutions to the challenges of teenage mothers in accessing education

It was also found out that 8% of the respondents strongly disagreed, 5% of the respondents disagreed, 5% were not sure, 34.5% of the respondents agreed and the remaining 47.5% of the respondents strongly agreed that career development is a priority for helping teenage mothers to make the transition from adolescence to economic independence. This implies that majority of the respondents were of the view that teenage mothers need to be offered career development in order to develop themselves

It was also discovered that 6.8% of the respondents strongly disagreed, 5% of the respondents disagreed, 4.5% were not sure, 39.3% of the respondents agreed and the remaining 44.5% of the respondents strongly agreed that there should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already.

The study further revealed that 4.3% of respondents strongly disagreed, 5% disagreed, 4.5% of the respondents were not sure, 35% of the respondents agreed and the remaining 51.3% of the respondents strongly agreed that parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs.

The study also revealed that 0.5% of the respondents strongly disagreed, 1.8% of the respondents disagreed, 2.3% of the respondents were not sure, 44.8% agreed and the remaining 50.8% of the respondents strongly agreed that there is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools. This implies that most of the respondents were aware that a lot still needs to be done in development better policies in order to address the issue of teenage motherhood and girl child education in the country.

According to the study findings, 6% of the respondents, 9% of the respondents disagreed, 11.3% of the respondents were not sure, 30% of the respondents agreed and 43.8% strongly agreed that teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them. This implies that most of the respondents were aware that there is

need for stakeholder engagement in teenage motherhood and girl child education issues within the community in order to come up with amicable solution.

5.2 Conclusion

5.2.1 Effects of teenage motherhood on girl child education

The study concludes that one major contemporary social problem confronting most countries in 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

Teenage pregnancy is one of the social ills that affect society. The existence of teenage pregnancy do not auger well for the development of the girl-child. This is attributable to the girls' age and the absence of any consistent means of support to care for the children and themselves when they should have been in school.

The study concludes that teenage pregnancy has a lot of social consequences which include school drop-out or interrupted schooling, falling prey to criminal activity, abortion, ostracism, child neglect, school adjustment difficulties for their children, adoption, lack of social security, poverty, repeated pregnancy and negative effects on domestic life.

Teenage pregnancy involv-ing girls between 10 to 19 years of years has continued to at-tract local and global attention as a result of early engagement of teenagers in sexual activities without recourse to its health implications and the realization of their dreams

It also concludes that unplanned pregnancies usually result in early mother-hood problems due to absent of adequate information, edu-cation and communication on reproductive health.

The study concludes female teenagers should know that they have future with a beautiful destiny. They should not allow tempo-rary pleasure to deny them of what God has in stock for them. They should see themselves as queens and great women in the future

5.2.2 Challenges of teenage mothers in accessing education

The study concludes that when a girl leaves community early, her career opportunities is limited and she may fail to establish her independence. It appears that at least half of South Africa girls that fall pregnant hope to return to community. The issue of completing high community education has to be seen in the light of what is normal. Since so many young people drop out of community, it is quite likely that these pregnant young women who did not finish community would have dropped out anyway.

The study concludes that the teenage parenthood includes high rates of educational deficits and economic hardship for the mother. Teenage mothers need to be motivated as much as possible so that they succeed with their education. This will enable them to take care of their children and in turn make a meaningful contribution to the economy of the country.

The study concludes that the matter of teenage motherhood not being a status, but a disgrace. Motherhood is a disgrace to the community (according to Swazi culture), which deprived them of many opportunities like participating in the traditional reeds dance and reduced their bridal price.

Non-marital child bearing is still not acceptable to the majority of Americans, but almost half of black and white women aged 20 – 29 find it acceptable. In many countries, having children outside marriage is considered to be a social problem and the children are termed illegitimate, when this happens to teenagers, the matter is considerably worse

Many teenagers become mothers at an early age, because they thought that it is a good sign of womanhood and it would give them a high status in the community. Many teenagers became pregnant because they wanted to prove their womanhood.

The study concludes that teenagers saw motherhood as a positive choice and a way to a more adult role no wonder the report that detailed the case of one school that had 144 pregnant pupils in 2007

5.2.3 Solutions to the challenges of teenage mothers in accessing education

The study concludes that given the educational, social, economic, and employment histories common among teenage parents, career development is a priority for helping this group make the transition from adolescence to economic independence

Again, a number of psychosocial factors can affect the education and training of teen parents. These factors include low self-esteem; low aspirations, motivation, and expectations; unrealistic goals and ambitions; limited emotional resources for support and maintenance; and lack of role models

Also, in addressing teenage parenthood there should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already (or soon will be) parents. These strategies would provide viable and effective avenues for giving students a better chance to complete their education, while also offering training in responsible parenting

The study concludes that teenage mothers also need someone to encourage them through the hard times and help them reach their goal. Parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs

There is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools. It should also alert them that policies relating to pregnant and parenting learners are not correctly implemented in schools. Therefore, they should ensure that such policies are adhered to in schools by conducting workshops or in-service training for educators to prepare them in turning schools into a 'teenage mother friendly zone'

5.3 Recommendations

There is also need to alert teenagers who are not yet mothers to the difficulty of going to school and rearing a child, so that they might realise in advance that teenage motherhood is 'a no go area'. This study should also sensitise them to take pre-cautionary measures before they engaged themselves in sexual matters

The study recommends that there is to renew and revive the hopes of teenage mothers, because they will know that they have a right to learn and that should diminish their low self-esteem and consequently they should believe in their potential and succeed with schooling. Through this study teenage mothers should be able to report any mockery, teasing or marginalization, by both peers and educators, to departmental officials.

The study should assist educators to accommodate teenage mothers and support them when and where necessary. Educators should be flexible and willing to attend in-service training on how best to support teenage mothers in schools and also to refer them to other structures, such as clinics, social services etcetera, to obtain help

In my view, the importance of supporting teenage mothers should be brought to the attention of the parents through this study. Parents will be all out to help their children (teenage mothers) cope with the challenges that come with being a mother while still very young and at school. They should also provide counselling to their children before going back to schools after birth.

In addition, the community should strive to make sex education a community issue. In addition, teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them.

5.4 Suggested areas for future study

This section suggests areas for further reading by the future researchers on teenage motherhood and girl child education. These areas are as seen below:-

- The relationship between poverty and teenage motherhood
- The effect of teenage motherhood on student's academic performance

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APPENDICES

APPENDIX A: QUESTIONNAIRE

DEAR RESPONDENT

I am **EBINSHABA SAMANTHER, BPA/44509/143/DU**, a student from Kampala International University, carrying out a study on **Teenage motherhood and girl child education in Uganda: A case study of Makindye West Division, Kampala District**". I am very glad that you are my respondent for this study. The purpose of this questionnaire is to obtain your opinion/views to be included among others in the study. This research is one of the requirements leading to the award of Bachelor's degree in Public Administration of Kampala International University. It is hence an academic research and will not be used for any other purpose other than academic. Your co-operation and answers to these questions heartily and honestly will be significant to this study to gather the data needed. Thank you in advance for your cooperation

PART 1: RESPONDENT'S BIO DATA (Please fill the spaces)

1. Gender

Male ☐

Female ☐

2. Marital Status

Married ☐

Single ☐

3. Highest Educational level

Primary ☐

Secondary ☐

Tertiary ☐

University ☐

4. Age.

Below 20 ☐

Between 20-39 ☐

Between 40-59 ☐

60 and above ☐

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of level of motivation. Kindly use the scoring system below:

Score	Response Mode	Description	Interpretation
5	Strongly Agree	You agree with no doubt at all	Very satisfactory
4	Agree	You agree with some doubt	Satisfactory
3	Neutral	You are not sure about any	None
2	Disagree	You disagree with some doubt	Fair
1	Strongly Disagree	You disagree with no doubt at all	Poor

PART 2: TEENAGE MOTHERHOOD AND GIRL CHILD EDUCATION

	EFFECTS OF TEENAGE MOTHERHOOD ON GIRL CHILD EDUCATION	5	4	3	2	1
1	Teenage mothers often drop out of school after pregnancy					
2	Teenage pregnancy and early parenthood can lead to poor educational achievement					
3	Teenage mothers often tend to ignore schooling due to stigma associated with early pregnancy					
4	Lack of support from families makes teenage mothers leave school					
5	Lack of attention and poor concentration among teenage mothers in class lead to poor academic performance					

	Challenges of teenage mothers in accessing education	5	4	3	2	1
1	When a girl leaves community early, her career opportunities is limited and she may fail to establish her independence					
2	Many teenagers are already out of community, when they fall pregnant					
3	Discrimination from the society affects teenage mothers in accessing education					

4	Low self-esteem hinders teenage mothers from accessing education					
5	Teenage mothers are faced with a challenge of economic hardships					

	Solutions to the challenges of teenage mothers in accessing education	5	4	3	2	1
1	Career development is a priority for helping teenage mothers to make the transition from adolescence to economic independence					
2	There should also be sex education and the provision of school-based day care and parenting centers for those teenagers who are already					
3	Parents, teachers, school counselors, social workers and peer support groups should provide them with the needed support to help them complete their education and skills development programs					
4	There is need to assist policy makers as they grapple with the problem of pregnant and parenting learners in schools					
5	teenage mothers could be supported by all stake holders in the community and schooling should become much easier for them.					

Thanks for your responses

APPENDIX B

OBSERVATION GUIDE

Have you ever been pregnant?

If yes, what did you do?

Do you think teenage motherhood affects girl child education?

Are you aware of the challenges of teenage mothers in accessing education?

What do you think needs to be done to overcome challenges of teenage mothers in accessing education?

APPENDIX C: TIME FRAME

ACTIVITY	JULY	AUGUST	SEPTEMBER
Topic formulation			
Dissertation writing			
Literature review writing			
Methodology			
Typing and correction			
Presentation			
Final copy formulation			

APPENDIX D: STUDY BUDGET

The study is estimated to cost a total of Ug sh. 195000/= as shown below.

ITEM	Quantity	AMOUNT
Communication	Air time	40,000
Transport	To &fro	50,000
Meals	Lunch (10)	50,000
Printing	3copies	20,000
Binding	3copies	20,000
Papers	1 ream	15000
Total		195000/=



Office of the Head of Department

September 1, 2017

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR EBINSHABA SAMANTHER,
REG. NO.BPA/44509/143/DU**

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelors Degree in Public Administration.

She is currently conducting a field research for her dissertation entitled, **"Teenage Motherhood and Girl Child Education in Uganda, A Case Study of Makindye West Division, Kampala District"**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter then is to request you to accept and avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Gerald Muzaare.

HOD: Political and Administrative Studies