

Principal's Involvement of Parents in Student's Discipline; Assessing its Relationship with Teenage Pregnancy in Public Secondary Schools in Kenya

***Julie Mutindi Musyoka**, PhD Candidate, South Eastern Kenya University

Email: julmutindi@gmail.com

Dr. Selpher K. Cheloti, Senior Lecturer; Department of Educational Administration and Planning, South Eastern Kenya University

Dr. Gideon M. Kasivu, Senior Lecturer; Department of Educational Administration and Planning, South Eastern Kenya University

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ABSTRACT: *Teenage pregnancy remains a persistent global crisis that profoundly affects the socio-economic wellbeing of nations, citizens and families. The purpose of this study was to assess the relationship between principals' involvement of parents in students discipline and teenage pregnancy in public secondary schools in Kenya. The article is an extract of a study done in public secondary schools in Machakos County, Kenya. The study was guided by the social learning theory postulated by Albert Bandura. The research utilized a descriptive research design. The research target population comprised of 360 principals, 360 Heads of Department (HoDs) Guidance and Counseling (G&C), 360 Parent Association (PA) chairpersons and, 103,517 students. The study sample size was 450 comprising of 189 principals, 189 HoDs G&C, 36 PA chairpersons and 36 FGD. Questionnaires were used to collect data from the principal's and HoDs G&C. Interview schedules collected data from the PA chairperson while Focused Group Discussions (FGD) collected data from form three students. Data was analyzed using SPSS software version 25. The correlational analysis findings from the principal and HoDs G&C responses showed a positive and significant relationship between principal's engagement of parents in student's discipline and teenage pregnancy ($r_p = .379$ & $r_h = 0.564$; $p \leq .01$). The study concludes that involving parents enhances learner discipline and can help curb cases of teenage pregnancies. The study recommended that PAs should work collaboratively with principals to make sure that parents are engaged in all matters affecting their children.*

KEYWORDS: Principal, involvement of parents, students discipline, teenage pregnancy, public secondary schools

INTRODUCTION

Globally, education has been considered as a human right and plays a pivotal role in fostering economic growth and development across nations. The Sustainable Development Goals (SDGs) specifically goal 4 requires nations of the world to ensure inclusive and equitable quality education to promote lifelong opportunities for all (United Nations Development Programmes(UNDP), 2015). However, this has not been the case because of issues like adolescent pregnancy that precisely contribute to girls' failure to complete schooling (Muganda-Onyando & Omondi, 2008) even though the main aims of most school system is to ensure that students successfully complete their education within the designated timeline (United Nations Educational Scientific and Cultural Organization (UNESCO), 2008). It's estimated that about 16 million young girls give birth yearly, which accounts to 11% of all births globally where average teen birth rate in middle income countries is two times higher than high-income countries and five times higher in low income countries (World Health Organization(WHO) (2018). In relation to these statistics, it is apparent that teenage pregnancy is an area of concern in high, middle and low-income countries, Kenya included and this therefore creates the need for urgent action to come up with appropriate measures to curb the problem, which formed the basis for this study.

Teenage pregnancy remains a persistent global crisis that profoundly impacts the socio-economic wellbeing of nations, citizens and families since it contributes to high dropout rates, lower academic achievements, early marriages and decreased school attendance for female learners (Molisiwa & Moswela, 2012). Additionally, teenage pregnancy among schooling girls may lead to sexually transmitted diseases, abortion, increased mortality rates as well as effecting the school enrollment (Amadi, 2019). These undesirable impacts have forced nations of the world to adopt different policy initiatives and intervention measures to curb the vice and the prevailing consequences. In the United States (US), approximately 67.8% per 1000 teenagers become pregnant each year and majority of these pregnancies are from schooling girls which are unintended (Kost & Henshaw, 2014). All school going girls who have had a baby before 18 years of age, only 40% finish school while fewer than 2% finish college education (National Conference of State Legislature, 2016). In an effort to curb teenage pregnancy and the prevailing consequences, the US has adopted a number of intervention measures like; incorporation of comprehensive sexuality education, use of the media, enhancement in financing for and access to family planning services and adolescent growth (Planned Parenthood Federation of America, 2013).

In England, teen pregnancy is a major problem despite a successful ten year Teenage Pregnancy Strategy(TPS) implemented by the Labour Government between 1999 and 2010

to reduce the menace (Office for National Statistics, 2019). Teenage pregnancy in England has many adverse impacts like, failure to finish their schooling, bringing up the child alone and in poverty, being unemployed and having low educational achievements (Freedman, 2020). Because of these undesirable impacts, England has also adopted other interventions measures to reduce the crisis. This include; sex education, skill nurturing, clinical and social provision for the teenager mothers and contraceptive services for youths (Cook & Cameron, 2015).

Bangladesh has an adolescence pregnancy rate of 35% where 1 girl in 10 has a child while schooling (UNDP, 2016). Despite significant advancement in human development, teenage pregnancy remains a persistent issue in Bangladesh, primarily attributed to factors such as poverty, inadequate prevention of child marriage and low rates of contraceptive use (Islam & Gragnon, 2014). Teenage pregnancy impacts a lot on schooling girl's well-being, education and rights, thus inhibiting her from achieving her own potentials (Mohammad et al., 2017). Furthermore, the economy of the country may be affected as the teen mother is incapable of entering the workforce because of the double household maintenance and child rearing. A Study by Islam (2017) recommended the need to ensure increased adolescent's access to sexual and reproductive health, and having a policy in place to stop early marriages thus contributing in reduced teenage pregnancy.

Despite many efforts to reduce teenage pregnancy among school-going teenagers in South Africa, the rates of teenage pregnancies still remains an issue of concern (Mashaba, 2015). Statistics from the Department of Basic Education in 2014 show that 20,000 female learners became pregnant, where 233 of these were pregnant girls in primary schools (Mashaba, 2015). A study by Nkosi and Edmarie(2018), revealed that a young girls pregnancy negatively impacted on the female learners' educational achievement, the family, other learners, the community and the society as a whole. This is because it may affect the learner's school attendance and eventually the learner dropout from school. Studies show that in south Africa several strategies and programs have been enacted to curb teenage pregnancy; they include; school health policy which was enacted in 2012, the National contraception policy guideline booklet on prevention of teenage pregnancy adopted in 2012, school-based sex education, peer education programmes, teenage friendly clinics and mass media intercessions (Mashaba, 2015 & Qolesa, 2017).

Adolescent pregnancy in Uganda, has become a problem to both the community and the government in relation to expenditure in an effort to curb the negative impacts on the lives of the young person (Manzi et al., 2018). A study by Owakubariho (2018), indicate that, early pregnancy is the primary cause for school dropout and low learners academic achievements in secondary schools in Uganda thus placing the teenager to an educational

and economic disadvantage. A report by the Uganda Bureau of Statistics (2014) shows that, approximately 23 percent of adolescents drop out of school because to unplanned pregnancies. In bid to address this problem, Uganda has adopted the Uganda National Adolescence Health Policy (2004) and youth friendly services as intervention measures among others (Government of Uganda, 2015).

Kenya, like many other African countries is experiencing teenage pregnancy crisis. Over 13000 young girls drop out from school yearly due to unwanted pregnancies (Kenya National Bureau of Statistics, 2014). This deprives the affected girl of the right to education as indicated in the Constitution of Kenya 2010 and the Children Act. Article 53. 1. b of the constitution of Kenya provides that, every child has the right to free and compulsory Education (The Constitution of Kenya, 2010). Similarly, the Children Act guarantees the right to free and basic education as per Article 28 of the United Nations convention on the rights of the Child (The Children Act, 2001) .

Evidence from different reports indicate that teenage pregnancy may be a thorn on the flesh, if no immediate action is taken. A statement released by the Ministry of Education (MoE) indicates that 11,950 girls in primary and secondary schools in Kenya got pregnant in 2018 only. This was reported by the MOE Cabinet Secretary Professor George Magoha while tabling the report to Senate Committee on Education in Kenyan parliament as reported in the Daily Nation July 7, 2019 (Nyamai, 2019). According to the report, Bungoma County tops the list of counties with the highest number of schooling girls' pregnancies with 1,080 cases, followed by Kakamega with 1020 cases, Kisii with 1,015 cases while Machakos County registered 147 cases in 2018 only in both secondary and primary schools. According to the Cabinet Secretary, the high rates of teenage pregnancy are alarming given that the unreported cases were even higher.

Another report released by the Kenya Health Information System Survey (KHISS) indicated that, between January and May 2020, Machakos County registered 3900 teenage pregnancies in both secondary and primary schools (KHISS, 2020). These are only cases captured in the health information systems for those girls who had visited health facilities thus insinuating that many other cases have gone unreported. The alarming rates of teenage pregnancy cases in Kenya if not addressed may compromise the academic achievement of the girls. Further, the achievement of President Uhuru Kenyatta's initiative of the Kenya's Big Four Agenda comprising of affordable housing, food security, universal health care, and improved manufacturing, achievement of Vision 2030 and the Sustainable Development Goals specifically goal 4 which targets at safeguarding inclusive and equitable quality education and upholding lifelong learning opportunities for all may be compromised (UNDP, 2015).

The Kenyan government has adopted several intervention measures in bid to curb teenage pregnancy among schooling girls like the National Adolescent Sexual and Reproductive Health Policy (2015) aimed at improving the sexual reproductive health status of adolescents in Kenya as well as integration of sex education in the school curriculum. Additionally, President Uhuru Kenyatta during a state address on Corona virus pandemic directed and commanded the National Crime Research Centre to investigate on the disturbing drift of cases of adolescence pregnancy where the girl child has been disempowered (President Uhuru Muigai, 2021). This was after surging number of teenage pregnancy were reported in the country specifically in Machakos County. Despite the government efforts, the problem continues to persist thus the need for this study.

Curbing of teenage pregnancy amongst schooling teenagers requires a holistic approach. Therefore, stakeholders in secondary schools can curb the vice through parental socio-economic support, school guidance and counseling programs, principal's involvement of parents in students discipline and teenage pregnancy and Life Skill Education (LSE). However, this article focuses on the principal's involvement of parents in student's discipline as an intervention measure in the curbing of teenage pregnancy. Parents can possibly impact their teen's sexual behavior by providing cordiality and support, properly monitoring the amount of independence their teens have, frequently communicating with teenagers, setting expectations and role modeling (Tucker et al., 2012). According to Silk and Romero (2014), parental involvement has been considered important in teenage pregnancy prevention and other adolescent risk behavior in the US, although it cannot be used alone to address the vice. Ditsela and Van Dyk (2011) in a study conducted in South Africa, argue that there is a relationship between parenting style and teen pregnancy. The findings further show that teenage pregnancy is more prevalent in girls brought up in authoritarian family and permissive parents while adolescents from parents who are responsive and communicative are less likely to get pregnant. Additionally, Van Wyk and Lemmer (2009) assert that parental involvement helps in addressing social problems like teenage pregnancy, decreases drop-out rates, and improves teen behavior. Overall, it is clear that principal's engagement of parents in learner's discipline may be a key intervention measure in curbing teenage pregnancy in public secondary schools.

Statement of the Problem

The government contemplates that once learners join school; they study the whole course and complete the level. Kenya National Bureau of Statistics (2014) show that 47% of teenage girls in Kenya are already sexually active before the age of 18 years, and that about 13000 teen girls drop out from school annually due to pregnancies. Statistics at Machakos County Education Office indicate that teenage pregnancy has taken an upward trend where 44 secondary school teenage girls became pregnant with 21 of them taking national examinations when pregnant while 4 girls delivered while writing their Kenya Certificate

of Secondary Examination (KCSE) and 19 girls dropped from school in 2016 (Machakos County Education office, 2020). Further, the statistics indicate that, in 2017, 113 secondary school girls became pregnant while in 2018, 147 girls in secondary schools in the county became pregnant. On the same note in 2019, the number of secondary school girls who became pregnant was 151. The reasons for the upward trend over the years are unknown. Therefore, the study was conceived on this premise with a view of investigating the teenage pregnancy crisis, which if not checked, will compromise the strides made in achieving gender equity and equality in education in Kenya.

Kenya has adopted several policy intervention procedures to curb teenage pregnancy like; the Return to School policy (1994) which states that expectant girls should be accepted to be in school and be permitted to resume schooling after delivery. Similarly, the Adolescent Reproductive Health policy (2003) enacted to improve the reproductive health, safety and quality of life of Kenyan adolescents and youth. Other initiatives include; stringent measures against those found guilty of defiling minors leading to unwanted pregnancies (Sexual Offence Act, 2006). Despite these measures, teen pregnancies are still rampant in public secondary schools in Kenya, hence, the need for this research.

Study Objective

To assess the relationship between principal's involvement of parents in student's discipline and teenage pregnancy in public secondary schools in Kenya.

Study Null Hypothesis

H₀₁: There is no statistically significant relationship between principal's involvement of Parents in student discipline and teenage pregnancy in public secondary schools in Kenya

LITERATURE REVIEW

Principal's Involvement of Parents in Students Discipline and Teenage Pregnancy

Principal's involvement of parents in students' discipline refers to the diverse means in which the parent can participate in curbing teenage pregnancy. Cotton and Wikelund (2001), define parental involvement as different ways of involvement in education and development of the child as well as working with the school. Parents support the schooling of their children by participating in school gatherings and reacting to institution obligations as well as aiding their children to progress their schoolwork, offering inspiration, organizing for suitable study time and molding preferred manners. Likewise Ireland (2014)

defines involvement of parents as the amount of engagement a parent has when it comes to education and the Childs' life.

Studies conducted in the United States of America show that, parental involvement is associated with teenage pregnancy of both schooling and non-schooling girls. Tucker et al., (2012), did a study on parenting strategies and teenage pregnancy with an aim of examining how parental cordiality and control, parental communication and expectation and how the role of parental molding are associated with teenage pregnancy. The study used mixed method approach and targeted 10,932 schooling girls and boys from which the selected sample was 1094 respondents. The study found out that authoritative parenting which combines both high levels of parental care and parental monitoring was associated with higher chances of pregnancy among both schooling and non-schooling girls. The study further found that parental sculpting through religious service attendance was associated with lower chances of teenage pregnancy. Further, the research results indicated that parent's adolescence communication in the absence of parental backing and proper control does not meaningfully decrease the risk of teenage pregnancy. This reviewed research study varies from the current study in terms of design, target populace and sample thus the need for the study to seal the gap on how principal's engagement of parents in learner's discipline helps in curbing teenage pregnancy in public secondary schools in Kenya.

Doshi-Gandhi (2016) conducted a study in Malaysia on the parent's role in preventing teen pregnancy and found that parents are the topmost influential figures for most children. Nevertheless, many parents lack the information on how to direct their children through the stage of teenage life. The researcher recommended the necessity for parents to arm themselves with the suitable parenting skills such as, being a friendly parent, ensuring that their children are happy when speaking with them, be it to express their feelings, sharing thoughts or just making enquiries and specifically on sex matters. Similarly, parents need to establish rules such as courting rules, restrictions, and principles of anticipated manners, if possible through an open process of family discussion and humble conversation to reduce chances of their sons and daughters engaging in risk behaviors like drug abuse, alcoholism and unsafe sexual behaviors that may affect their education. The current study aimed at establishing the ways principal's involvement of parents in students' discipline aids in curbing of teenage pregnancies in public secondary school in Kenya.

Manamela (2015) researched on the importance of parental engagement in cultivating discipline in secondary schools of the Kgakotiu circuit in South Africa and found that schools do not provide enough opportunities for parents to participate in their youngster's schoolwork. Further, the research found that parental participation assists children to deal

with social problems. In relation to these findings, the researcher suggested the need for the school administration players to organize parental engagement procedures according to their schools' distinctive features. Additionally, educators can offer guidance to parents, as they are more informed so as to overcome the obstacles to parental contribution in their children's education. The study used qualitative research approach and Epstein's framework. This research adopted a descriptive survey design and the social learning theory to examine the relationship between principal's involvements of parents in students' discipline and curbing of teenage pregnancy in public secondary schools in Kenya.

Omozusi and Ogunbayode (2016) did a research on the influence of parental guidance on teenage pregnancy among female secondary school students in Abeokuta South Local Government area of Ogun State. The research findings were that parents had an outstanding role when it comes to parent child communication, care and support, guidance and counseling in addition to sex education. The study findings further show that parents have a very imperative power on if their teen girls conceive or not because they are influential and can use this authority in guiding their children. The study recommended that parents should cultivate better communication skills with their children, be friendly and be positive concerning sex education. The study used descriptive survey design, questionnaires to gather information and a sample of 358 participants. Although, this research used descriptive survey design and questionnaires to gather information that my study used; my sample was 450 respondents, which larger in comparison There is a research gap in this research on the relationship between principals' involvement of parents in students' discipline and curbing of teenage pregnancy, which the my research desires to address.

Mwirichia (2013) did a research to investigate the influence of parental involvement on academic performance of pre-school children in Kangeta division, Meru, Kenya. The study adopted descriptive survey design. Information was gathered using questionnaires, interview schedules and document analysis. The study targeted parents, teachers and students. 166 respondents were sampled for the study This study findings shows that when parents are engaged in their children's school and education there is enhanced manners both at home and school, improved social skills and adaption to the school. Although this study and my study has adopted a similar design and data collection instruments, my study used a sample size of 450 respondents compared to 166 respondents, which the reviewed study used. Additionally, the current study identified a research gap on the relationship between principal's engagement of parents in learners' discipline and curbing of teen pregnancy in public secondary schools in Kenya.

Githu (2014) carried out a research on the role of parents in solving student's discipline issues in public secondary schools in Kikuyu Sub County, Kiambu County. The research

embraced a descriptive survey design. The study target populace was 5671 students: boys and girls, 400 teachers and 19 principals from which the selected sample was 120 participants. The findings for the study were that, parents used diverse parenting styles to solve students discipline problems such as authoritarian style and Laissez-Faire style. However, the analysis established that parents were not appropriately engaged in solving student's discipline matters. Although, this study and the current study have adopted the same design, the sample for the current study was 450 participants, which is a bigger number in comparison. The current study also identified a research gap on how principal's involvement of parents helps in restricting the occurrence of teenage pregnancy in public secondary schools in Kenya.

Study Theory

The social learning theory promulgated by Albert Bandura in 1966 guided the study. The theory postulates that children learn and behave through the influence of both formal instructions that is in what manner parents, teachers and other authorities and role models behave and observation of how their peers and grown-ups behave. Further, the theory posit that, reinforcement from others influences behavior. By being reinforced for some behavior and, or perhaps even punished by other people, a child or students learns socially approved behaviors (Bandura, 1977). According to the theory, learners learn to conduct themselves, through social interaction and observation rather than verbal instruction. Consequently, peer counselors, parents, and teacher counselors are able to encourage good behavior while discouraging undesirable habits among students. Whether it is the parent, the counselor and the teacher counselor, one has to behave like a role model to the student in each setting. Similarly, Bandura social learning theory emphasizes that students learn life skills through means of instruction, practice and response rather than just observation. In a school situation, social learning theory contends that teachers teaching life skills need to create a proper atmosphere by which students learn positive manners through role modeling, mentoring, observation and social interaction.

This theory's major strength is that it gives the accurate picture of how one learns certain behaviors through copying his or her peers. This means that, students can imitate positive behaviors from parents, teachers and peers. The enforcement of this in a school setting principal's involvement of parent's. The major weakness of the theory is that it gives a lot of emphasis on what happens to the child rather than what the child does with the facts she/he has. Secondly, it does not take into account the actual development changes, that is, physical and mental changes that occur as the child matures. Despite these weaknesses, the theory was applicable to the study because it assisted the researchers to assess the relationship between principal's involvement of parents in students discipline and curbing of teenage pregnancy in public secondary schools in Kenya.

RESEARCH METHODOLOGY

This study used descriptive research design. The descriptive research design was used because of several advantages associated with the research design including the ability to describe and portray characteristics of an event or situation. The descriptive research design also describes the state of affairs as it exists without any manipulation of the variable (Mugenda & Mugenda, 2019). The descriptive survey also allows for the gathering of information, summarizing, presentation and interpretation of data for purpose of classification (Kothari, 2004). The target population comprised of 360 Principals, 360 Guidance and Counselling (G&C) Heads of Department (HODs), 360 PA chairpersons, and 103,517 students. Machakos County has 360 public secondary schools. The sample size was 189, 189 principals and 189 Heads of guidance and counselling, and 36 parent association chairpersons 36 form three classes who were chosen for the FGD.. The study used questionnaires, interview and focus group discussions schedule and document analysis for data collection. Data was analyzed using the statistical package for social sciences (SPSS) program version 25 and presented in narratives, percentages, frequencies, mean and standard deviation.

FINDINGS

DESCRIPTIVE STATISTICS

In this study, the researchers administered 189 questionnaires to principals, 189 questionnaires to heads of Guidance and Counselling, 36 interview schedules to the PA chairpersons, and 36 Focused Group Discussions schedules to form three classes three category of schools. The instrument return rate was 75.13 percent for principal's questionnaires, 75.66 percent for Heads of G&C, 88.89 percent response rate for the PA chairperson's interview schedules, and 97.22 percent response rate for the students Focus Group Discussion schedules.

Relationship between Principal's Involvement of Parents in Student's Discipline and Teenage pregnancy

The researcher sought to assess the relationship between principal's engagement of parents in student's discipline and teenage pregnancy. First, the research wanted to confirm the frequency at which principals' involved parents in matters related to teenage pregnancy as presented in Table1

Table 1: Frequency of Principal’s Involvement of Parents in Matters concerning Teenage Pregnancy

	PRINCIPALS		HODS	
	Frequency	Percent	Frequency	Percent
Very Often	6	4.2	6	4.2
Often	123	86.6	28	19.6
Neutral	7	4.9	15	10.5
Rarely	6	4.2	94	65.7
Total	142	100.0	143	100.0

As can be observed from Table 1, about 87 percent of the principals’ often engaged parents when addressing issues related to teenage pregnancy and 4 percent involved them very often. About 5 percent of them were neutral while another 4 percent rarely involved the parents in teenage pregnancy issues. As for the HODs, it can be observed that nearly 66 percent rarely involves the parents while about 20 percent of them often involved the parents and 4 percent involved them very often. However, about 11 percent were noncommittal regarding the involvement of the parents thus remaining neutral.

Principals Views on Involvement of Parents Matters Related to Teenage Pregnancy

Views were sought from the principals regarding various parameters related to parent’s involvement on teenage pregnancy issues and their relationship in curbing teenage pregnancy. The principals’ analyzed responses are as shown in Table 2.

Table 2: Principals views on parent’s involvement on teenage pregnancy matters

	SD	DA	N	A	SA	Mean	Std. Dev.
Non-involvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy	1.4	2.1	9.2	63.4	23.94	0.06	.736
The principal involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy	3.5	31.0	14.1	141.5	9.9	3.23	1.10
Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy	.7	1.4	67.6	30.34	27		.521
The principal engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction of teenage pregnancy		2.1	77.5	20.44	18		.440
The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers	.7	1.4	65.5	32.44	30		.530
						4.01	.386

Observations made from Table 2 indicate that 87 percent of the principals concur that Non-involvement by principals combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy (mean =4.06). About 50 percent of the principals assent that they engaged parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy while 34 percent of them dissent with the proclamation (Mean =3.23). Nearly 98 percent of the principals accede with the statement that principals' role in engaging parents,' adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy (Mean = 4.27).

Similarly, 98 percent of the participants agreed that the principals engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction in teenage pregnancy (Mean = 4.18). Finally, 98 percent of the respondents (Mean =4.30) agreed to the statement that involvement of parents by the principals' on Parental guidance and counseling equipped girls with skills to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers. In summary, there was a general concurrence that involvement of parents by the principals' on teenage pregnancy issues could result into curbing teenage pregnancy issues in schools (Mean 4.01; sd = .386).

Further, the research needed to ascertain from the principals' if parents were equipped with the right parenting skills necessary to reduce teenage pregnancies in secondary schools. In this regard, opinion was divided with most principals holding the view that most parents were not well equipped with the right parenting skills necessary to reduce teenage pregnancies in schools citing illiteracy as one of the challenges most parents faced. Some principals' held that even if some may be having the necessary knowledge, culture might be a hindrance especially when it comes to matters of sexuality. However, some principals' opined that, parenting skills vary and are mitigated by various factors including the level of education. They therefore were of the view that those parents who are educated have the skills necessary to enable them discuss sex matters with their children.

Similarly, the research wanted to find if a relationship between principals' involvement of parents in students' discipline and teenage pregnancies existed, of which all the principals responded in the affirmative. In this respect, most principals' held the view that parental and principal collaboration helps to align home and school expectations thus reinforcing responsible behavior. Equally, such collaboration educates parents about teenage pregnancy risks and how to address them. Parent-principal cooperation enables early intervention in case of risky behaviors and helps teens resist peer pressure thus leading to

curbing of teenage pregnancy. Through this collaboration, the students will realize that they are properly checked by all the stakeholders and thus shun waywardness.

HODs G&C Views on Involvement of Parents on Teenage Pregnancy Related Matters

The findings in relation to the views of the HODs about the principal's involvement of parents on matters concerning teenage pregnancy were analyzed and findings displayed in Table 3.

Table 3: Views of HODs G&C on parental involvement on matters concerning teenage pregnancies

	SD	DA	N	A	SA	Mean	Std. Dev
Noninvolvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy	.7	5.6	7.7	63.6	22.4	4.01	.769
The principal involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy	11.2	41.3	21.7	18.2	27.7	2.70	1.126
Principals role in engaging Parents adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy			7	66.4	26.6	4.20	.547
The principal engages Parents in monitoring and creating awareness on sexuality which reduces the chances of early sexual behavior thus leading to reduction in teenage pregnancy	2.1	3.5	8.4	61.5	24.5	4.03	.813
The involvement of parents by the principal on Parental guidance and counseling equips girls with skill to overcome peer pressure on pre-mature sex thus reducing chances of becoming teenage mothers	.7	6.3	61.5	31.5	4.23		.625
Overall						3.83	.386

Table 3 indicate that 86 percent of the HODs consent the statement that noninvolvement by principal combined with authoritative parenting with both high levels of parental support control are associated with higher chances of teen pregnancy (Mean = 4.01). In addition, 53 percent of the respondents dissented that the principals' involves parents when their children are being counselled on matters of sexuality and this has reduced cases of teenage pregnancy (Mean = 2.70). Further, there was a high level of agreement at 93 percent that principal's role in engaging Parents, adolescence communication with parental support and appropriate control reduces the risk of teenage pregnancy (mean = 4.20). moreover, approximately 86 percent of the respondents agreed that when principals' engage Parents in monitoring and creating awareness on sexuality reduces the chances of early sexual behavior which in turn leads to reduction teenage pregnancy (mean = 4.03).

Lastly, majority (93%) of the participants accede that involvement of parents by the principals' on Parental guidance and counseling equips girls with skills to overcome peer pressure and pre-mature sex thus reducing chances of becoming teenage mothers (mean = 4.23). Overall, the respondents agreed that principals' involvements of parents in students discipline contributes to the reduction of teenage pregnancies (mean = 3.83; sd = .386). However, when asked if parents had the right skills necessary to help in reducing teenage pregnancies, majority of the HODs G&C averred that many parents lack adequate knowledge and as a result they ignore to engage with their children thus leaving the task to the teachers. Moreover, for the HODs G&C retorted that some informed parents were able to mentor their children while some cannot even discuss premarital sex with their children as it is considered a taboo subject.

With regard to the relationship between principal's engagement of parents in students discipline and teenage pregnancies, most HODs G&C confirmed there is a relationship in the sense when the principals involves parents in discipline, teenage pregnancies are greatly reduced. They asserted that discipline and teenage pregnancy issues requires a concerted effort from both parent and teachers and that parental involvement creates a strong support system to help teenagers seek validation on sexual education.

Qualitative views of PAs Regarding Parental Involvement on Teenage Pregnancy

As to whether the PA chairpersons involved parents when dealing with teenage pregnancy issues, Table 4 shows that the views were varied with some saying they rarely involve them while others said they do

Table 41: PAs involvement of parents in dealing with teenage pregnancy

	Frequency	Percent	
Do you involve parents when dealing with teenage pregnancy	N/A	2	6.3
	NO	2	6.3
	Rarely	2	6.3
	YES	26	81.3
Total	32	100.0	

Table 4 displays that a better part (81.3%) of the PAs involved parents when dealing with teenage pregnancy issues, in equal proportion about 6 percent of the PAs said they rarely involve the parents while others said they do not involve the parents at all. Table 5 provides a summary regarding the frequency of involvement of parents in teenage pregnancy issues in schools.

Table 5: Frequency of involving parents on teenage pregnancy issues

How often are parents involved in teenage pregnancy issues in your school	Frequency	Percent
Annually	2	6.3
As Need Arises	10	31.3
N/A	2	6.3
Not at all	4	12.5
Often	8	25.0
Once per year during AGMs	2	6.3
Rarely	1	3.1
Termly	3	9.4
Total	32	100.0

From Table 5, it is clearly observable that most of the PAs involved parents in cases related to teenage pregnancies as need arises (31.3%), others are often involved (25%), some are involved termly (9.4%), once during AGM (6.3%), while others are involved annually (6.3%). It is important observing however that in some institutions parents do not get involved at all (12.5%) while in others they rarely get involved (3.1%). The study further desired to determine from the Pas, their views on whether the principal's involvement of parents in issues regarding teenage pregnancy was helpful in curbing teenage pregnancy in your school of which all of them affirmed positively as presented in Table 6.

Table 6: PA's views on helpfulness of parental involvement in teenage pregnancy issues

Do you think principal's involvement of parents in issues regarding teenage pregnancy is helpful in curbing teenage pregnancy in your school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	32	100.0	100.0	100.0

This view was consented by majority asserting that involvement of parents in matters related to teenage pregnancy was important, as parents would be able to offer their girls and boys guidance and counselling on sex matters as well as reinforce the information they have already got from school programmes on issues leading to teenage pregnancies. This way the chances of girls and boys involving themselves on the risky behaviors will be reduced.

The research also purposed to authenticate from the PAs on how parenting style, parental communication, level of education, monitoring and parental guidance and counselling reduces teenage pregnancy. Regarding parenting style, a greater part of the PAs appeared

to agree that democratic parenting is good as compared to autocratic style of parenting. These parents held the view that democratic parenting allows free and open discussion with their children thus giving them the opportunity to know the challenges their children are facing for example. Peer pressure. They are therefore able to guide them on how to overcome the issues thus reducing/ preventing pregnancies. According to these parents, Authoritarian parents may instill fear and their children will not be free to discuss their problem and thus can activate chances of being lured by peer pressure to make wrong decisions. On the other hand, however, some supported the autocratic style of parenting asserting that authoritarian parenting style sets clear rules to their children, which is necessary to follow or face the consequences. This may make the girls/boys to behave responsibly thus curbing the risky behaviors including teenage pregnancy. Other parents were however in support of the hybrid model combining authoritarianism and democracy principles in parenting. According to them authoritarian parenting combined with democratic style sets clear rules allowing children get accurate information on sex as well as control them from interacting carelessly thus preventing the vice of teen pregnancies.

In respect to parental communication, all the PAs were of the view that when parents allow communication with their daughters, they will gather useful information on their developmental changes as well as challenges, which will enable them to counsel and guide them to make the right choices in life-this helps in curbing teenage pregnancy. On the level of parents' education, the PAs held that educated parents are able to offer information on life challenges that their sons or daughters may be facing thus guiding them to make right decisions and this therefore helps in curbing teenage pregnancy. Concisely, the PAs were of the view that girls of parents with less education were inevitable to be involved in teenage pregnancy in comparison to those whose parents were educated and informed.

With regard to parental monitoring, the PAs held that monitoring of the children assist the parents to know the kind of friends their children are keeping, the kind of material they are reading, and how they are using their phones, the movies they are watching as well as the actions they are involved in. They held that when parents closely monitor their children, they would know how to guide and counsel them against involving in risky behaviors thus curbing teenage pregnancy

Lastly, the research desired check from the PAs if there were other intervention measures that could be employed in curbing teenage pregnancy in schools of which all of them affirmed that there were other measures, which could be employed. The suggested measures according to the PAs include parents supervising what their daughters are exploring in the internet; involving them in youth activities and youth camps; adopting chaplaincy services, discouraging idleness and attendance of public/unmonitored games

competitions, occupying the teenagers during school holidays, teaching them life skills and involving the boys in the fight against teenage pregnancy.

Qualitative views from FGDs Regarding Parental Involvement on Teenage Pregnancy

Views were also sought from students regarding the variable of parental involvement on teenage pregnancy. As to whether parents were involved in matters of teenage pregnancy in schools, there were varied views expressed among the FGD discussants as can be observed from Table 7.

Table 7: Parental involvement on teenage pregnancy- FGDs

	Response	Frequency	Percentage
Are parents involved on matters related to Teenage pregnancy in your school? if yes, explain	NO	18	51.4
	RARELY	13	37.1
	YES	4	11.5
Total		35	100

From Table7, it is noticeable that, a greater part (51.4 %) of the respondents held the view that parents were not being involved on matters related to teenage pregnancy. About 37 percent of the participants were of the belief that parents were rarely involved on matters to do with teenage pregnancy while the rest (11.5%) agreed that parents were being involved on teenage pregnancy matters. For those who answered in the affirmative, the research needed to validate how the schools engaged the parents and it was clear that parents got involved through the advisory vide the school newsletters send to them during school holidays requiring parents to mentor their children as well as guide and counsel them on matters to do with teenage pregnancy and sex. The discussants also held the view that parental involvement in teenage pregnancy matters helped to improve the girls' self-awareness and build confidence thus reducing their chances of engaging in premarital sex, which may subsequently lead to teenage pregnancy.

With regard to parental involvement, analysis of records showed that all the sampled schools had records of involving parents to deal with cases like drug and substance abuse, bullying, truancy and other indiscipline cases. However, there were no records on involvement of parents by the principals' on issues pertaining teenage pregnancy in all the sampled schools

INFERENTIAL STATISTICS

Correlation analysis

The study null hypothesis stated thus: There is no statistically significant relationship between principals' involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County. Being a relational study, the level of association among the variables subsumed in the study was determined using Pearson's correlation coefficient in order to test the hypothesis at the .05 level of significance. Further considering that information for this inquiry were collected sets of questionnaires from two sets of respondents (Principals and HODs); it was considered prudent to present the test of hypothesis in two parts for purposes of triangulation of the findings as presented in Tables 8 and 9 respectively.

Table 8: Principals correlation statistics on parental involvement and teenage pregnancy

		Tenpreg	Sociecon	Scholgc	Parentinvol	LSE
Parentinvol	Pearson Correlation	.379**	.101	.435**	1	.221**
	Sig. (2-Tailed)	(2-.000	.233	.000		.008
	N	133	142	142	142	142

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

Table 8, indicates that the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive and significant ($r = .379$; $p \leq .01$). The coefficient of determination ($r^2 = .1436$), hints that involvement of parents in discipline by the principals can account to curbing of 14.36 percent of teen pregnancies in schools. This indicate that the more involved parents are in matters of discipline in schools, the fewer the cases of teenage pregnancies. The implication of this finding is that student discipline is a concerted effort involving all stakeholders principally the parents. When parents are involved in disciplinary processes, there is a likelihood of reduced teenage pregnancy. This prompted to the rejection of the null hypothesis that stated thus: There is no statistically significant relationship between principals' involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County.

On the other hand, it can be observed from the HODs G&C, that the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive ($r = .564$; $p \leq .01$) as reported in Table 9.

Table 9: HODs G&C correlation statistics on parental involvement and teenage pregnancy

		TENPREG	Parentsoc	guid_cous	parentinvol	Lescurr
Parentinvol	Pearson Correlation	.564**	.246**	.445**	1	.224**
	Sig. (2-tailed)	.000	.003	.000		.007
	N	134	143	143	143	143

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

* . Correlation is significant at the 0.05 level (2-tailed).

This indicate that the relationship between principal’s engagement of parents in student discipline and curbing of teenage pregnancy was positive and significant. The coefficient of determination ($r^2 = .3181$), signifies that involvement of parents in discipline by the principal can account to curbing of 31.81 percent of teenage pregnancies in schools. This infer that the more involved parents are in matters of discipline in schools, the fewer the cases of teenage pregnancies. The implication of this finding is that student discipline is a concerted effort involving all stakeholders principally the parents. When parents are involved in disciplinary processes, there is a likelihood of reduced teenage pregnancy. Subsequently, there was rejection of the null hypothesis that stated thus: There is no statistically significant relationship between principal’s involvement of parents in student discipline and teenage pregnancy in public secondary schools in Machakos County.

DISCUSSION AND INTERPRETATION OF RESULTS

This study aimed at assessing the Relationship between principal’s involvement of parents in student’s discipline and teenage pregnancy in public secondary schools in Machakos County, Kenya. The findings in Table 1 and Table 4 respectively indicate that 87 percent of the principals and 81percent of the PA chairpersons were of the opinion that parents were involved when dealing with teenage pregnancy issues. Majority of the HODs G&C constituting about 66 percent as shown in Table 1 indicated that the principals rarely involved parents in discipline cases related to teenage pregnancy. Similarly, in the analysis of the Likert scale items, the HODs G&C held that principals rarely involve parents when their children are being counselled on matters of sexuality and this has increased cases of teenage pregnancy as shown by the mean of 2.70 in Table 3.

Similarly, the results from the documents from school records showed that all the sampled schools had records of involving parents in addressing cases like drug and substance abuse,

bullying and truancy among other indiscipline cases. However, there were no records on involvement of parents by the principal on issues pertaining teenage pregnancy in all the sampled schools. Overall, the findings from principals indicated that the coefficient of correlation between principal's involvement of parents in student discipline and teenage pregnancy was positive and significant as reported in Table 8 ($r = .379$; $p \leq .01$). Similarly, the findings from HODs G&C revealed that the relationship between principal's engagement of parents in student discipline and teenage pregnancy was positive and significant, too, as displayed in Table 9 ($r = .564$; $p \leq .01$).

These findings are in support of those of Tucker et al.(2012), who did a study in the USA on parenting strategies and teenage pregnancy. The study examined how parental cordiality and monitoring, parental communication and expectation and the role of parental modelling are linked with the occurrence of adolescence pregnancy and found out that authoritative parenting which combines both high levels of parental care and control was associated with higher chances of pregnancy among both schooling and non-schooling girls. The study further found that parental modelling through religious service attendance was associated with lower chances of teenage pregnancy. In addition, a study done by Doshi-Gandhi (2016) on the parent's role in preventing teen pregnancy in Malaysia found that parents were the number one most influential figures for most children. This therefore means that when parents participate in issues of discipline affecting their children like engaging in premarital sex they can effectively address them thus preventing teenage pregnancy.

The findings of this research consent with Manamela (2015), who did a research in South Africa to validate the role of parental involvement in improving discipline in secondary schools of the Kgakotiu circuit. The study's results were that parental involvement assists children to deal with social problems. Similarly, the results accede with those of Omozusi and Ogunbayode (2016), who did a study on the influence of parental guidance on teenage pregnancy among female secondary school students in Abeokuta South Local Government area of Ogun State. The study found that parents had a special chance when it comes to parent-child communication, care and assistance, guidance and counseling in addition to sex education.

Mwirichia (2013) also conducted a study to investigate the influence of parental involvement on academic performance of pre-school children in Kangeta division, Meru, Kenya and found that when parents are involved in their children's school and education there is improved behavior both at home and school, better social skills and adaption to the school. This implies that the findings agree with the outcomes of this inquiry that said that the principal engagement of parents and student discipline and curbing of teenage

pregnancy was positive and significant as reported in Table 8 ($r=.564$; $p \leq .01$). Further, the results of this research dissent with Githu (2014), who did a research on the role of parents in resolving student's discipline problems in public secondary schools in Kikuyu Sub County, Kiambu County and established that parents were not adequately engaged in solving student's discipline problems.

CONCLUSION

Based on the findings the researcher concluded that involving parents enhances learner discipline and can help curb cases of teenage pregnancies.

RECOMMENDATIONS

The study researcher recommended that the PAs should collaboratively work with principals to ensure parents are involved in academic and discipline matters affecting their children. Additionally, the researcher recommended that, schools should utilize AGMs in educating parents on their children developmental behaviors and how to detect changes in their character.

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