

**TEACHER-STUDENT COMMUNICATION AND
PREVENTION OF TEENAGE PREGNANCIES IN PUBLIC
SECONDARY SCHOOLS IN NAROK COUNTY, KENYA**

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**Teacher-Student Communication and Prevention of Teenage
Pregnancies in Public Secondary Schools in Narok County, Kenya**

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DECLARATION

This thesis is my original work and has not been presented for an academic award in any other University.

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DEDICATION

This thesis is devoted to my beloved parents, and sisters of whom have given me their love, financial support and encouragement.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AMREF	African Medical and Research Foundation
ANOVA	Analysis of Variance
CPM	Communication Privacy Management Theory
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
MoE	Ministry of Education
MOESVTEE	Ministry Of Education Science Vocational Training and Early Education
NACOSTI	National Commission of Science, Technology and Innovation
NCPD	National Council for Population and Development
SPSS	Statistical Package for the Social Sciences
SPT	Social Penetration Theory
STIs	Sexually Transmitted Infections
TSC	Teacher Service Commission
UNAIDS	Joint United Nations Programme on HIV/AIDS

OPERATIONAL DEFINITION OF TERMS

Mentorship the guidance provided by a mentor, especially an experienced person in a company or educational institution (Dube, 2013).

Parental Mediation The efforts of parents to accomplish the relation between children and the digital media (Thompson and Rudolph, 2012).

Socialization the process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (or society) (Wilson, & Klein, 2012).

Teaching engagement with learners to enable their understanding and application of knowledge, concepts and processes (Loss, 2013).

Teenage Pregnancies refers to pregnancy in a woman 19 years of age or younger. It usually refers to teens between the ages of 15-19. But it can include girls as young as 10. It's also called teen pregnancy or adolescent pregnancy (Kirby, 2007).

ABSTRACT

Sexuality plays a very significant role in the lives of both boys and girls. Teacher communication is therefore important in preventing teenage pregnancies among students in secondary schools. Students, who receive training and instruction about how to communicate with their teachers about sexual issues, become more adept at it and express more intent to do so hence a greater impact on preventing teenage pregnancies. The aim of this study was to examine teacher-student communication and preventing teenage pregnancies in Narok County- Kenya. The specific objectives of the study were to establish the advisory communication of teachers in preventing teenage pregnancies in Narok County Kenya, to determine the mentorship communication of teachers in preventing teenage pregnancies in Narok Kenya, to establish the teaching communication of teachers in preventing teenage pregnancies in Narok Kenya, to assess the socialization communication of teachers in preventing teenage pregnancies in Narok County Kenya, and to find out the moderating effect of parental mediation on the relationship between teacher communication and preventing teenage pregnancies in Narok County. The study was guided by social penetration theory, communication privacy management theory and social development theory. A mixed research design was used in the study. It combined qualitative and quantitative study approaches. The population of the study included all the 8994 female students of Narok County from 52 secondary schools in the Narok County in the year 2019. The respondents were aged between 13-19 years attending both boarding and day public secondary schools in Narok County. Stratified sampling technique was used to sample the population into strata. The study selected proportionally the subjects from different strata. Total study sample size was 536; 500 respondents for the questionnaire, 12 for the interview, and 24 for the focus group discussions. A questionnaire, key informant interviews and focus group discussions were used to collect data. Quantitative data was analyzed using Statistical Package for Social Sciences computer software package (SPSS statistics version 22). Descriptive statistics drawn include mean, and standard deviation which were presented in tables, frequencies and percentages. Inferential statistics drawn include multiple regression and correlation analysis. Qualitative data was analyzed by coding, identifying recurring themes and data patterns consisting of words and observations of respondents. Descriptive statistics showed that teacher's advice through guidance and counseling help in making decisions on teenage pregnancies. The study also found that girls have completed school without getting pregnant as a result of mentorship. In addition, good communication skills of teacher help students in addressing issues such as teenage pregnancies. Student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and prevention of teenage pregnancies. The study concluded that mentorship programs were effective in controlling pregnancy cases among school-going girls in the area where the study was done. This implies that if the mentorship programs are well implemented, the pregnancy cases among girls will reduce drastically. The study concluded that individual teachers make decisions on their own regarding what and when to teach sexuality education. The study recommends that the government and stakeholders should strengthen policies and enhance initiatives to educate more girls and reduce early marriages. Traditions among

the Maasai community still exist in relation to teenage girls as they are supposed to be married at that tender age. Thus, the government (county or national) should take into consideration the effect of these traditions on policies to combat teenage pregnancy. This will increase their efficacy and improve communication which would be important in curbing teenage pregnancies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teenage sexual conduct is a major issue for societies and entire countries. Adolescence is a time of rapid physical and cognitive growth, which causes people to start exploring and testing out their sexual thoughts and desires (Santrock, 2013). Pre-marital sex puts youth at risk for sexually transmitted diseases and unintended pregnancies, which worsen the issue by leading to higher rates of abortion, dependency, and the disempowerment of girls (Dube, 2013). Teachers are frequently contacted by students with sensitive or health-related questions since they are respected and trusted sources of knowledge (Ollis & Meldrum, 2014). When teachers are informed about delicate situations, students learn more effectively than when parents are the only ones who are told (Cohen, & Randall, 2012). For instance, it is well known that parents value school-based sexuality programs because they facilitate conversations about sexual topics at home. Programs for child protection in schools encourage dialogue between parents and children about sensitive topics (Hawkins & Briggs, 2015).

Many teachers find experiential teaching methods useful for discussing emotional and controversial topics such as sexual identity or family violence. These methods, many of which include self-disclosure in the classroom, can break down the barriers between students and the social world (Ollis & Meldrum, 2014). Dube, 2013 explored the classroom management of student self-disclosure of sensitive topics drawing on the teacher experiences on teaching sociology at a large, in which a number of students use their knowledge on sexuality as springboards into their early sex debut. Students' concerns with peer disapproval and the processes through which they disclosed their involvement in the sex has raised several pedagogical and ethical issues that have not yet been addressed in the self-disclosure literature. Students in secondary schools need to be exposed to information even at unspecified times regarding issues like the human body,

its function in reproduction, pleasures and pain at various stages of human development, friendship formations, relationships among others. Blake, Kim, Ward, and Chandra, (2014) states that the society thus expects the school to play a clear role to pass on the true and factual knowledge to the youth. Studies have shown that the quality of teacher - student relationship, parenting style and communication about sex are strong determinants of adolescent sexual behavior.

Teachers are in a unique position to help socialize adolescents by providing accurate information about sex and fostering responsible sexual decision-making skills (Hoppe, & Gillmore, 2014). Teachers can tailor the presentation of information to be consistent with their own values and also be relevant to life circumstances. When teachers approach their role as sex educators in positive affirmative ways, young people are better able to make healthy sexual relationships and to build loving relationships. However, despite the potential advantage of teacher-student relationship, many teachers and students are reported to be uncomfortable talking about issues related to sex (UNAIDS, 2008). This study focuses upon teens' communication with teachers and their parent's involvement in their lives as they relate to teens sexual behaviors and attitudes. With insight into these relationships, teens' needs can be better met. This study sought to assess Teacher-student communication in prevention of teenage pregnancies. Problems caused by negative, irresponsible, or destructive teen sexual behaviors and attitudes can be diminished through improved understanding of these relationships.

1.1.1 Global perspective of Teacher-Student Communication in Preventing Teenage Pregnancies

According to Monbiot (2014), communication is essential for preventing adolescent pregnancies among secondary school students. It is more effective to prevent teenage pregnancies when students are trained and instructed in how to talk to their teachers about sexual issues. These students also exhibit more intent to do so. Between grades 7 and 12, nearly all students in the USA receive some kind of sex education at least once. Many schools start discussing certain subjects in grades 5 and 6. However, what students

learn varies widely because curriculum decisions are decentralized (Monbiot, 2014). Many states have laws governing what is communicated in sex education classes or allowing parents to opt out. Some state laws leave curriculum decisions to individual school districts. For example, a 1999 study in America by the Guttmacher Institute found that most sex education courses in grades 7 through 12 cover puberty, HIV, STIs, abstinence, implications of teenage pregnancy and how to resist peer pressure. There has been a lot of debate in America on which form of communication on sex education should be taught in schools: Abstinence and abstinence only (Dallard 2013).

Dallard, (2013) states that comprehensive or abstinence plus communication on sex education covers abstinence as a positive choice, but also teaches about contraception and avoidance of STIs when sexuality active. A 2001 Kaiser Family Foundation study found that 58% of secondary school principals describe sex education curriculum as abstinence plus. Abstinence only sex education tells teenagers that they should be sexually abstinent until marriage and does not provide information about contraception. In the Kaiser's study, 34% of high school principals said their schools main message was abstinence only. Proponents of comprehensive sex education which include the American Psychological Association, the American Medical Association, the National Association of School Psychologists, the American Academy of Pediatrics, the American Public Health Association and the Society for Adolescent Medicine argue that sexual behavior after puberty is given and it is, therefore, crucial to provide information about the risks and how they can be minimized (Dallard, 2001).

They also claim that denying teens such factual information leads to unwanted pregnancies and STIs (Ollis & Meldrum, 2014). On the other hand, proponents of abstinence- only sex education object to curricula that fail to teach their standard of moral behavior; they maintain that a morality based on sex only within the bounds of marriage is healthy and constructive and that value free knowledge of the body may lead to immoral, unhealthy and harmful practices within the last decade, the federal government has encouraged abstinence only education by steering over a billion dollars

to such programme. Some 25 states now decline the funding so that they can continue to teach comprehensive sex education.

1.1.2 Regional Perspective of Teacher-Student Communication in Preventing Teenage Pregnancies

There is a dearth of published materials on adolescents' interactions with various kinds of family members in Sub-Saharan Africa on sexual issues and birth control (Gang, 2014). In light of this, and with the understanding that there may be significant cultural differences among the cultures included, this study has pulled from the scant research that is currently available from a variety of African countries. Many African tribes still prohibit open discussion of sexuality with young people; only ceremonial rituals or authorized individuals, like paternal aunts and uncles, are permitted to do so (Muyinda et al., 2015).

However, in many countries, these traditional ways of communicating sexual matters between generations have broken down due to lifestyle changes (Ndyabangi et al., 2014). According to Bohmer et al (2013), female youths were traditionally educated by aunts concerning how to behave sexually in marriage, but aunts are no longer playing that role due to mainly modernization and culture erosion. A Kenya study indicated that discussion on sexuality matters among most cultures is rare (Nyamwaya, 2016). The situation is even more difficult at secondary school level. Nonetheless, in the 21st century, teachers have the responsibility of providing this information to their secondary school students.

A study carried out in Ethiopia revealed that, when communication between teachers and students on issues related to sex takes place, messages are usually ambiguous (Taffa et al., 2015). For example, statements such as do not play with boys are given by teachers advising students on sexuality. In the Ethiopia study, both teachers and students were requested to suggest ways which they felt could improve communication on sexuality at school level. They were asked to propose what the local government could

do and what advice they wished to give to other parents and adolescents (Ollis & Meldrum, 2014). The proposed suggestions were in terms of increasing knowledge on sexuality-related issues among teachers and improving communication skills among teachers and adolescents.

1.1.3 Kenyan Perspective of Teacher Student Communication in Preventing Teenage Pregnancies

Effective communication about teenage pregnancy is communication that results in the desired effect or outcome. It has the desired effect on the communicator. The desired effect is generated, maintained, and increased via effective communication between the teacher and the student on sex-related issues (Dallard, 2013). Effective communication accomplishes the intended or designed goal. The goal could be to inspire action, educate, foster understanding, or convey a specific thought or message, among other things. Students' attitudes, values, and beliefs would be shaped by effective communication in sex education, it is guaranteed.

Available documentary evidence shows that more than 80% of Kenyan adolescents aged 15-19 years see themselves to be in danger of getting pregnant and that 70% still participate in high risk sexual way of behaving (AMREF, 1997). A similar report shows that 20% of young ladies matured 15-19 years who passed on school prior to finishing education did as such because of pregnancy. Njau (2013) sees that more than 80% of high school young men were physically capable and had more than one partner while for young ladies somewhere in the range of 50% and 60% have had the experience. Several studies have shown that effective communication on issues of sex has postponed first intercourse (Lahey, 2012). This communication offers a comprehension of sex and can uphold positive degrees of confidence and the improvement of emotional resourcefulness in young people.

There are a number of institutions that influence sex knowledge among the adolescents. These include home, church and school. Since a good percentage of the young people's

time is spent at school, communication with their teachers on issues of sex is crucial. Secondary school education for most of the youth in Kenya and especially in Nairobi usually starts at around fourteen years of age and under the 8-4-4 system of education it runs for four years (MoE, 2007). The secondary school is thus vital for influencing sex education. As such, the role of the teacher has expanded to include not only the development of cognitive skills but also the promotion of their social and moral wellbeing. Communication between the teachers and the students on issues of sexuality has become a vital tool for promoting and sustaining risk-reducing behaviour among the students (Lahey, 2012).

According to KIE, (2012) sex education in the secondary schools is currently offered formally and informally. Formally, it is offered in the life skills lessons. This is a compulsory subject which is supposed to be taught in all classes. It adopts a comprehensive behaviour change approach that focuses on the development of the whole individual. It focuses on not only transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby, developing psychosocial competencies.

Communication, listening, negotiating, asking for help and locating sources of advice are important life skills that can be applied to sexual interactions. Youth who receive effective sex education gain negotiating, decision-making, assertiveness, and listening skills. Findings in Kenya indicate that sexually and reproductive health issues are mostly discussed in the school setting rather than by parents, highlighting the importance of teachers in delivering sexuality education (MoE, 2016). Therefore, it is crucial to look into secondary school students' and teachers' communication styles. This will make it easier to see the difficulties they encounter while discussing these concerns and suggest solutions.

1.2 Statement of the Problem

Teenage pregnancy remains among major social problems facing Kenya today. Data from KDHS (2018) show Kenya most regions in the country have high rates of teenage pregnancies. Several programmes have been introduced to provide youth with lifesaving skills they need to protect themselves from unplanned pregnancies. In Narok County, the rate of unwanted pregnancies among these youths continue to rise despite implementation of programs regarding youth sexuality and contraception, life skills that enable them to resist peer pressure and asserting themselves and accessibility of appropriate information and services on contraceptives and sexually transmitted diseases among others (Cohen, et al., 2014). Many youths/adolescents are still vulnerable and still suffer from the consequences of unprotected sex.

Communication between the teacher and students has been seen as crucial in addressing teenage pregnancies however no tangible information is available to support this statement. Despite the perceived status of teachers by parents and students as competent and informed in matters related to sensitive issues, a large proportion of teacher's express discomfort in educating students in these areas (Cohen, Byers, Sears, & Weaver, 2014). Many teachers indicate fairly low levels of knowledge and mastery in the area of sexual health education with the majority feeling insufficiently prepared to inform students in this area. This lack of preparation has influenced the way in which teachers approach their students' education, including the topics covered and teaching methods employed. Teachers further indicate feelings of inadequate preparation and support in identifying and managing student's issues of pregnancies, as well as limited knowledge and confidence in their ability to educate students in this area (Walter, Gouze, & Lim, 2016). This has created the problems of teenage pregnancies and sexual exploitation of girls in most of the uniformed communities.

Studies have been done on communication and sexuality. Dowdell, Burgess and Flores (2014) posit that sexting as a communication method on adolescent initial sex experience and consequences such as teenage pregnancy. Kiragu et al (2016) did a study

on cultural factors, communication and adolescent sexuality in high schools in Kenya. The studies above have dwelt on the cultural, sexting and social media as factors contributing to sexuality. However, none of the studies have addressed the issue of teacher-student communication and prevention of teenage pregnancies in public secondary schools in Narok County, Kenya creating knowledge gap. The current study filled the gap by examining the teacher-student communication and prevention of teenage pregnancies in public secondary schools in Narok County, Kenya.

1.3 Objectives of the study

The study sought to address the following objectives

1.3.1 General objective

To examine the teacher-student communication and prevention of teenage pregnancies in public secondary schools in Narok County, Kenya.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To establish the advisory communication of teachers and prevention of teenage pregnancies in Narok County, Kenya
- ii. To determine the mentorship communication of teachers and prevention of teenage pregnancies in Narok County, Kenya
- iii. To establish the teaching communication of teachers and prevention of teenage pregnancies in Narok County, Kenya
- iv. To assess the socialization communication of teachers and prevention of teenage pregnancies in Narok County, Kenya
- v. To find out how parental mediation moderates the relationship between teacher roles and prevention of teenage pregnancies in Narok County.

1.3.3 Research Hypotheses

The study tested the following research hypothesis:

H₀₁ Advisory communication has no significance in prevention of teenage pregnancies in Narok County, Kenya

H₀₂ Mentorship communication has no significance in prevention of teenage pregnancies in Narok County, Kenya

H₀₃ Teaching Communication has no significance in prevention of teenage pregnancies in Narok County, Kenya

H₀₄ Socialization communication has no significance in prevention of teenage pregnancies in Narok County, Kenya

H₀₅ Parental mediation does not moderate the relationship between teacher communication and prevention of teenage pregnancies in Narok County, Kenya

1.4 Justification of the Study

Communication about sex is crucial in the present society just as it was in the traditional society. Many writers such as Cooper et al., (2012), Miller et al., (2014) Forehand (2015) agree that communication about sex is subject to many questions for the youth in general and that the questions need to be tackled at the right time at different stages of development. To make sex communication in secondary schools meaningful, the teachers and students need to be equipped with proper skills of communicating these sex-related issues. There is limited research especially in Africa on communication between teachers and students on issues related to sex. There is therefore, need to bridge the gap between sexual knowledge and behaviour change at the point of interaction between teachers and students. This study thus seeks to investigate the teacher-student communication in preventing teenage pregnancies (Monbiot, 2014). The study was

mainly be focused in Narok County as the area of interest due to various reasons. Narok County has been ranked top with the highest number of teenage pregnancies and motherhood in Kenya which is at 40 percent and this has made the researcher to have interest in the area to establish the causes (Njau (2013). Another reason is because the traditions among the Maasai community still exist in relation to teenage girls as they are supposed to be married at that tender age (MoE, 2018).

1.5 Significance of the Study

The study was significant to the following stakeholders:

School Management

Findings from this study will help school administrators and teacher counselors when establishing guidance and counseling services. The findings are also expected to provide teachers with communication skills they can adopt while communicating with the students about sex issues.

Ministry of Education

The Ministry of Education, Science and Technology and Curriculum Developers at the Kenya Institute of Education will also benefit from the study to develop an effective curriculum as well as teaching and learning resources for sex education in secondary schools. With so many cases of pregnancies reported every year this is a matter of grave concern and thus the ministry of education will be so much concerned with the findings of this study.

Community

The study will benefit the community as it will provide insights on importance of sex communication and teenage pregnancy in the locale of study and help them to come up with appropriate policies of dealing with the issue. This will also prompt the community

to prioritize sex communication between parents and their children to reduce cases of teenage pregnancies.

1.6 Scope

Conceptual Scope

The study's focus was on adolescent girls attending public secondary schools in Kenya's Narok County. The study concentrated on how well teachers and students communicated about matters pertaining to teen pregnancy. The study focused on how parental mediation, instructional communication, socialization communication, mentoring communication, and advisory communication affect the avoidance of teenage pregnancies.

Geographical Scope

The study was conducted in Narok County. There are 52 public girl's secondary schools in Narok County (Narok County Government, 2018) with a population of 10,875 girls.

Methodological Scope

The sample size was 536 respondents. The study was anchored on social penetration theory (SPT). The theory was specific on personal information for instance personal motives/desires, feelings, thoughts, and experiences to others. The second theory used is communication privacy management theory which was limited to revealing of private information in communication. The third theory used was Social Development Theory which emphasizes on the effect of culture and social factors in contributing to cognitive development. The study used mixed research design which combined qualitative and quantitative data collection and analysis methods.

1.7 Limitations of the Study

The following were among the major limitations of the study: The key limitation that was experienced is that respondents feared to give information since they did not know why the information was required but the researcher confirmed to them that it was purely for academic purposes. The researcher also assured the respondents of their confidentiality and that they were not required to give their names.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the literature review of the study. It relates previous research and studies and their findings. This chapter mainly focuses on the role of teacher-student communication in preventing teenage pregnancies. The study variables included advisory communication role, mentorship role, teaching role, and socialization role. Further it explores the theory that guides the study, and conceptual framework. Finally, it presents the critique of the existing literature, research gap and the summary of the literature review.

2.2 Theoretical Framework

The study was guided by three theories namely social penetration theory, communication privacy management theory and social development theory. The theories are discussed in the subsequent sections.

2.2.1 Social Penetration Theory

Irwin Altman and Dalmas Taylor, two psychologists, first proposed the social penetration theory in 1973. To explain how information exchange contributes to the establishment and breakdown of interpersonal connections, the social penetration hypothesis was created. Social penetration is the term for the bonding process that transforms an acquaintance into an intimate one (Altman & Taylor, 1973). Self-disclosure, the deliberate act of disclosing knowledge about oneself, is the only way to specifically penetrate socially (Delrina, Metts, Petronio, & Margulis, 1993). Up until a certain point, self-disclosure improves intimacy in partnerships. Social penetration can

take place in a variety of settings, including sexual connections, friendships, social groupings (like soccer clubs or religious organizations), and professional interactions.

The theory has also been applied in computer mediated communication contexts such as online dating and virtual teams. The onion model is a useful metaphor for describing how social penetration theory operates, elaborating on social penetration as a process through which people peel back others' layers of personal information through interpersonal interaction to reach the core (Taylor & Altman, 1975). It takes time to reach another's core self, the most intimate details about another person. The public image is the outer layer of a person that is visible to many others. The private self is the innermost layers of a person that are only revealed to significant others over time through disclosure. Social penetration theory describes several layers including superficial layers, middle layers, inner layers, and core personality. Superficial layers are made up of fairly shallow information such as likes and dislikes in clothing and music.

Middle layers include political views and social attitudes. Inner layers include spiritual values, deep fears, hopes, goals, fantasies, and secrets (Santrock, 2013). The core personality includes the most private information about a person. For relationships to develop there must be an exchange of information. Vital to social penetration is breadth, the number of the topics discussed and depth, the degree of intimacy that guides these interactions. Breadth encompasses the number of various topics discussed, for example, discussing different topics such as family, hobbies, professional or educational background, and favorite foods (Cohen, & Randall, 2012).

Depth encompasses the degree of intimacy that guides topic discussions, for example, discussing a range of feelings associated with family problems or life ambitions instead of non-intimate facts (Hawkins & Briggs, 2015). The norm of reciprocity is fundamentally situated within these interactions. This norm of reciprocity suggests that when a person discloses something, the responder is obligated to disclose something at the same level of intimacy to maintain the norm or equity (Ollis & Meldrum, 2014). For example, if Jane disclosed a difficult relationship with her mother, then her new

boyfriend Joe might share his sadness when his grandfather died. This expectation of reciprocity can also lead to someone strategically sharing with a specific goal to encourage the other person to “open up” or share back.

Self-disclosure passes through a number of phases as an interpersonal relationship progresses (Taylor & Altman, 1987). These stages of social penetration theory include orientation, exploratory affective exchange, affective exchange, and stable exchange. The first stage is orientation, when people share only superficial information, or the outermost layer, about themselves. In this initial stage, people are cautious and careful when disclosing information (Cohen, & Randall, 2012). For example, on a first date, people tend to rely on the public self, the image that is portrayed to most people and are unlikely to share their greatest fears and most damaging secrets (Taylor & Altman, 1987).

People put forth effort to avoid conflict or potentially polarizing topics such as political views during this stage. They also withhold negative information until later in the relationship. In this stage people reveal bits of themselves at the public level and act in socially desirable and polite ways (Ollis & Meldrum, 2014). For example, students working together on a group project are unlikely to argue and disagree on the first day of class as they “get to know each other. The second stage of social penetration theory is exploratory affective exchange, in which people share details beyond the most superficial information and use less caution when self-disclosing. There may be an increase in the breadth of topics discussed, but these topics still generally reveal the public self (Taylor & Altman, 1987). For example, if two acquaintances meet at a rally for college democrats, at this stage their conversations might focus on involvement in politics, favorite candidates, and attitudes about political issues. In this stage, the personality begins to emerge.

People share information in this stage that they might tell to casual acquaintances or friends. The third stage of social penetration theory is affective exchange, in which information from the more intermediate layers is shared and interactions are increasingly

casual (Monbiot, 2014). Here, people likely reveal some information about the private self or more intimate information. In this stage, disclosure is casual and spontaneous, and this stage reflects further commitment and a level of comfort (Dallard 2013). For example, people might joke or make sarcastic remarks in this stage and might also refer to inside jokes and have nicknames for each other. The affective exchange stage may also include the initiation of conflict. People might share information in this stage with close friends and romantic partners.

The final stage of social penetration theory is stable exchange, characterized by openness, breadth, and depth across conversation topics (Taylor & Altman, 1987). The most intimate information about the private self is continuously disclosed at this stage. This stage is characterized by honesty and intimacy, a high degree of spontaneity, and open expression of thoughts, feelings, and behaviors. People maintain few relationships at this stage, generally romantic relationships, close family members, and close friends. Social de-penetration, de-escalation, or dissolution, is also possible when self-disclosure is reduced as a result of interpersonal conflict and relational stressors (Dallard 2013). Social de-penetration is the deliberate closing off of some portions of a person's life to his or her partner. This dissolution process can signal relationship disintegration or relationship renegotiation. This relationship de-escalation process could be gradual or more abrupt, such as following a relational transgression prompting a breakup. Friends or romantic partners could drift apart slowly or have a clear shift/ break in a relationship, and the interactions will be different depending on the path.

The theory is applicable to the current study as it helps to explain the relationship between teacher and student communication through self-disclosure (Gang, 2014). The theory explains how mentorship communication and socialization communication through self-disclosure help students become more vigilant and reveal their secrets which help in prevention of teenage pregnancies (Muyinda et al., 2015). Self-disclosure increases intimacy in relationships to a certain point. Social penetration can occur in different contexts including romantic relationships, friendships, social groups (for example, religious groups or soccer clubs), and work relationships. The relationship

between a teacher and a student is a social one where the teacher socializes with the student for the student to disclose information that may seem confidential to them (Ndyabangi et al., 2014). This would help them to disclose about their sexuality and at this point the teacher will play an advisory role through explaining how they should approach their sexual life. This would in turn be important as it would help the student to delay their sexual activities until it is the right time which would help avoid teenage pregnancies.

The theory has its own strengths and weaknesses. Altman and Taylor came up with social penetration theory in an attempt to explain people's relationships. The degree of self-disclosure has a major task in the growth of a relationship (Taffa et al., 2015). Their theory is very direct and simple thus making it possible for one to understand. In addition, in this theory the authors have used many aspects which can relate to the real world. The social penetration theory outlines what people go through when forming a relationship. This is clearly shown by the authors when they said that people will continue or discontinue with a relationship depending on the costs and rewards involved (Dallard, 2013). In this theory it is very easy to predict what will happen in the future. This is because if the costs involved in information exchange are more than the rewards received, then the individuals or partners will end the relationship.

The theory itself is inseparable from a number of criticisms (Lahey, 2012). There are critics who claim that it is often faster than an accident or a relationship is not able to be predicted in advance. There are times when we reluctantly had to quickly familiarize ourselves with a particular person, and we do not have another choice (Cohen, et al., 2014). The theory is unable to explain this matter. This theory also does not reveal the gender issues in the explanation. Though gender differences will greatly affect the issue of self-disclosure in interpersonal relationships. Even further study of Altman and Taylor revealed that the males are less open than females.

The theory is more connected to the objective of socialization and teacher mentorship role. The self-disclosure comes about when people socialize (Lahey, 2012). In the

student socialize and sees the teacher as their mentor they will tend to disclose their secrets in relation to sexuality. Self-disclosure passes through a number of phases as an interpersonal relationship progresses (Taylor & Altman, 1987). These stages of social penetration theory include orientation, exploratory affective exchange, affective exchange, and stable exchange. The first stage is orientation, when people share only superficial information, or the outermost layer, about themselves. In this initial stage, people are cautious and careful when disclosing information (Dallard, 2013).

2.2.2 Communication Privacy Management Theory

Sandra Petronio introduced the communication privacy management idea in 1991. The theory provides an explanation for how people control their personal information through the creation of figurative borders. According to the notion, people feel they are the owners of their private information and have the right to decide whether or not to share it with anyone (Petronio, 2004). However, once information has been disclosed to a friend, the original owner no longer has complete control over how it is used. Friends create privacy rules before the first disclosure and coordinate boundaries with co-owners after the first exposure in an effort to keep some level of control over the information (Petronio, 2002). Thus, communication privacy management theory does not restrict the communicative act of disclosure to self-revelation but may include private disclosures, or multiple levels of disclosure, such as disclosure about a group or dyad (Petronio, 2000).

People develop privacy rules based on a set of criteria; for instance, they are motivated to conceal or reveal information based on cultural norms, gender, context, the risk-benefit ratio, and others (Durham, 2008). Research has shown that perceived risk is key to individuals' disclosure decisions. Individuals consider the risk to the discloser, the receiver, the relationship between them, and or third parties when making disclosure decisions (Thorson, 2009). For instance, Greene and Faulkner (2002) examined the disclosure of being HIV-positive and found that the higher the likelihood the receiver

would respond negatively, the less likely the discloser was to disseminate the information.

In relation, Theune, and Miller (2005) found individuals were more likely to reveal their secret when they were less concerned about being negatively evaluated, damaging the relationship with the confidant, and or damaging relationships with others. Although individuals are less likely to reveal secrets (Afifi et al., 2005) and more likely to avoid topics (Caughlin et al., 2005) that present risks to oneself, the relationship, and third parties, recent research has also found individuals tell third parties, like friends, risky information to practice or rehearse before revealing the information to the intended target (Afifi & Steuber, 2009). Friendships are considered helpful relationships where individuals can receive assistance and advice (Derlega, Winstead, Matthews, & Braitman, 2008). Moreover, friends (and dating partners) are the most frequent recipients of disclosure, perhaps because of the role risky disclosure plays in developing trust-worthy friendships (Rawlins, 1983). If friends tell friends risky information, then boundary coordination is even more important to control further dissemination.

Individuals engage in self-disclosure activities when the disclosing individual and disclosure recipient's privacy boundaries overlap, resulting in the creation of a collective privacy boundary (Mathews, Derlega, & Morrow, 2006). These boundaries are preferred as they lower participant's privacy risk beliefs while increasing the rewards for participation. Boundary ownership rules deal with the responsibilities and rights co-owners have for containment or release of the co-owned private information. Boundary permeability rules determine the openness or closed ness of a collective boundary. These rules control how much (breadth and depth) private information is shared with others. Lastly, boundary linkage rules govern who has access to the information. The implementation of these rules help individuals maximize benefits and minimize costs related to self-disclosure.

The theory is applicable to the current study in that it explains how teaching communication and advisory communication help break boundaries between the teacher

and the student which in turn make them discover the importance of teacher advise with regard to their sexuality. The theory illustrates this principle of ownership rights through different types of metaphorical privacy boundaries (Petronio, 2002). Information identified as private and protected resides within an individual privacy boundary. Once private information is disclosed to others, it transitions from an individual privacy boundary into a collectively-owned privacy boundary that is managed among authorized co-owners. In this case of teacher student communication personal information that a student refuses to share with the teacher remains in their individual privacy boundary. CPM establishes that individuals control their privacy and make decisions about what private information to reveal or conceal through the use of privacy rules (Petronio, 2002).

Privacy rules function for regulating management of both individual privacy boundaries and collective privacy boundaries (Petronio & Reiersen, 2009). At the individual level, people are inclined to share or protect private information more or less as a product of cultural, gendered, motivational, contextual, and risk-benefit ratio criteria (Petronio, 2002). A teacher attempt to be a part of their student collective boundary might cause a form of turbulence for the student if the request is seen as a privacy invasion by the young adult (Cohen, & Randall, 2012). Thus the teacher will devise ways to address the issues of privacy which will aim and delaying the student sex debut as well as controlling early teenage pregnancies.

The theory has its strengths and weaknesses. As far as the strength of the CPM, it can be seen in the great number of research articles that have been written based firmly Privacy Management theory (Dowdell, Burgess and Flores, 2014). The theory has been employed in understanding family dynamics, the gender gap in communication, the disclosure of HIV or AIDS statuses, as well as child sexual abuse. Some researchers have questioned whether CPM theory truly is dialectical in nature. It has argued that CPM takes a dualistic approach, treating privacy and disclosure as independent of one another and able to coexist in tandem rather than in the dynamic interplay characteristic of dialectics (Hawkins & Briggs, 2015). This accusation of dualistic thinking might

result from the theory's use of the terms balance and equilibrium in the early versions of CPM theory. Petronio argues that CPM is not focused on balance in the psychological sense. Instead, CPM argues for coordination with others that does not advocate an optimum balance between disclosure and privacy.

As an alternative, the theory claims there are shifting forces with a range of privacy and disclosure that people handle by making judgments about the degrees of privacy and publicness they wish to experience in any given interaction. Thus, Petronio argues that it is legitimate to call CPM theory dialectical in nature (Cohen, Byers, Sears, & Weaver, 2014). The theory is applicable to the objective on teacher advisory function where students are advised to disclose their privacy in matters sex for them to be helped on how they can approach the issues. Adolescents spend almost one third of their daily time in school as a part of the social life contributing to shape their personality (Dowdell, Burgess and Flores, 2014). Therefore, schools are expected to contribute towards the moral and ethical, spiritual, mental and physical development of a child. A good curriculum may serve as a fundamental to preventing the children from offending in the future. It may motivate students, help them cultivate a positive attitude, be optimistic and grow with a positive approach to the life (Walter, Gouze, & Lim, 2016).

2.2.3 Social Development Theory

Social Development Theory, a theory formulated by Lev Vygotsky, is a theory which emphasizes on the effect of culture and social factors in contributing to cognitive development (Vygotsky, 1997). According to Vygotsky, his theory differs from Piaget's as he places more emphasis on culture affecting / shaping cognitive development and he sets more weight on the role of language in cognitive development. Vygotsky believes that community plays a central role in the process of learning. Thus, an event management project has been designed to suit the students' needs in absorbing language while interacting with the community (Van der Veer, & Valsiner, 1991).

Development can be defined in a manner applicable to all societies at all historical periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment. Development is a process of social change, not merely a set of policies and programs instituted for some specific results (Newman, & Holzman, 2013). During the last five centuries this process has picked up in speed and intensity, and during the last five decades has witnessed a marked surge in acceleration. The basic mechanism driving social change is increasing awareness leading to better organization. When society senses new and better opportunities for progress it develops new forms of organization to exploit these new openings successfully.

The new forms of organization are better able to harness the available social energies and skills and resources to use the opportunities to get the intended results. Development is governed by many factors that influence the results of developmental efforts. There must be a motive that drives the social change and essential preconditions for that change to occur (Vygotsky, 1997). The motive must be powerful enough to overcome obstructions that impede that change from occurring. Development also requires resources such as capital, technology, and supporting infrastructure. Development is the result of society's capacity to organize resources to meet challenges and opportunities. Society passes through well-defined stages in the course of its development (Van der Veer, & Valsiner, 1991). They are nomadic hunting and gathering, rural agrarian, urban, commercial, industrial, and post-industrial societies. Pioneers introduce new ideas, practices, and habits that conservative elements initially resist. At a later stage, innovations are accepted, imitated, organized, and used by other members of the community.

Organizational improvements introduced to support the innovations can take place simultaneously at four different levels physical, social, mental, and psychological. Moreover, four different types of resources are involved in promoting development. Of these four, physical resources are most visible, but least capable of expansion. Productivity of resources increases enormously as the quality of organization and level

of knowledge inputs rise. Development pace and scope varies according to the stage society is in (Hawkins & Briggs, 2015). The three main stages are physical, vital (vital refers to the dynamic and nervous social energies of humanity that propel individuals to accomplish), and mental.

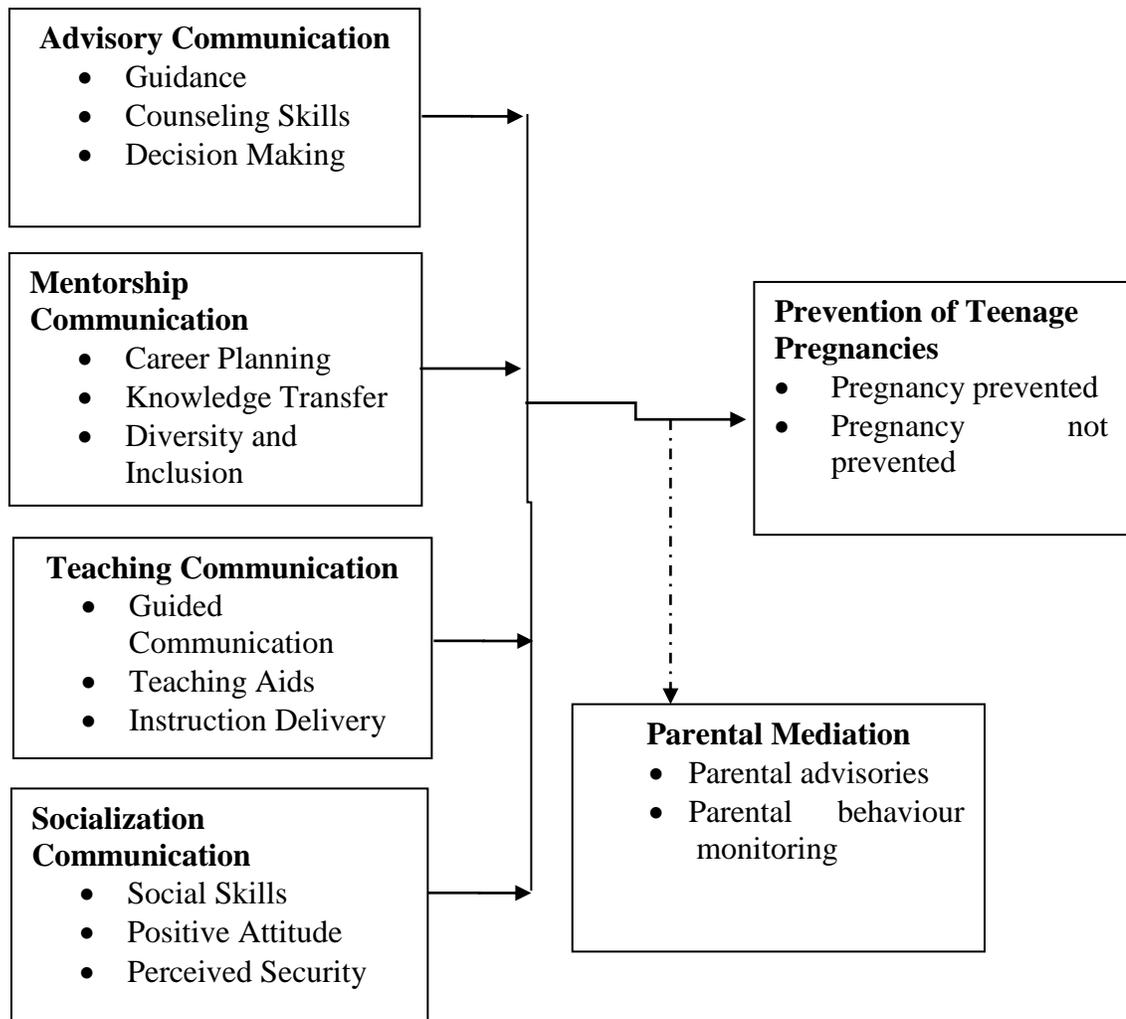
The theory is applicable to the study in that it explains how parental mediation through socialization with students enables them to become friend and disclose information that may be ailing them with regard to their sexuality (Ollis & Meldrum, 2014). Socialization affects the learning process in an individual. It tries to explain consciousness or awareness as the result of socialization. This means that when we talk to our peers or adults, we talk to them for the sake of communication. After we interact with other people, we tend to internalize what we uttered. The theory has its strengths and weaknesses. It focuses on using hands-on experiences which allows students to actively participate in the learning process (Hoppe, & Gillmore, 2014). The theory also provides teachers with a general idea of the capacity at which their students are able to learn and what is necessary to maximize their learning. Because this theory does promote hands-on activities and stresses the importance of the learning environment, different types of learners will be able to explore information on their own and make connections to information they previously learned. This allows each individual student to learn the information in a way that is more meaningful and understandable (Monbiot, 2014). Many critics believe that all children are different and that they do not necessary learn at the same pace and consistency that his theory suggests. Therefore, many people feel that the ages assigned to each stage are inaccurate and cannot always be applied in the sense that Piaget intended.

Critics also think that learners sometimes have understanding of certain concepts and mental processes but they do not process the motors and language skills to display this knowledge (Dallard 2013). Thus, some of the timing of Piaget's theory can sometimes be inaccurate due to a child's ability to understand something faster than they can demonstrate that understanding. Overall, social developmental theory lacks the appropriate flexibility to account for students with different learning abilities since the

stages have specific ages assigned (Ndyanabangi et al., 2014). The theory connects to the objective on the teaching role of the teacher. The teacher needs to establish the various abilities of the students. He or she needs to identify the ability of the student in relation to how they communicate. This will help them to create an environment in which the student can communicate on matters related to sexuality which will help avoid teenage pregnancy.

2.3 Conceptual Framework

A conceptual framework is a diagrammatical research tool intended to assist the researcher to develop awareness and understanding of the situation under scrutiny and to communicate this (Roberts, 2011). The conceptual framework in Figure 1 demonstrates the relationships that exist between the dependent and independent variables under investigation. The dependent variable is preventing teenage pregnancies. The independent variables that were investigated to establish their level of influence on the dependent variable are: advisory communication, mentorship communication, teaching communication, and the socialization communication. The moderating variable for this study was parental mediation.



Independent Variables

Moderating Variable

Dependent Variable

Figure 2.1: Conceptual Framework

2.3.1 Teacher Advisory Communication

Teacher advisory communication entails a regularly scheduled period of time, typically during the school day, when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues (Gang, 2014). With regard to the advisory communication the teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students (Muyinda et al., 2015). As a result, a teacher should be proficient in all four modes of communication listening, speaking, reading, and writing and should know how to utilize this proficiency effectively when giving an advice to the students. Teacher advisory communication involves guidance, counselling skills as well as decision making. This helps them make informed decisions especially on matters teenage sexuality.

Joshua (2014) established that adolescent spend almost one third of their daily time in school as a part of the social life contributing to shape their personality. Therefore, schools are expected to contribute towards the moral and ethical, spiritual, mental and physical development of a child. A good curriculum may serve as a fundamental to preventing the children from offending in the future. A good curriculum may motivate the students, help them cultivate a positive attitude, being optimist and grow with a positive approach to the life (Chapman, 2013). Early intervention programs in school guide the adolescents in handling themselves psychologically, emotionally and physically.

Collins (2012) stated that teacher-parent association may serve as an important path to link the parent and school in order to have a better understanding of adolescent in their school performance and home attitude. As such, teacher and parent may have mutual understand towards the child in monitoring the child's overall performance. Problems can be traced and treated in early stage before becoming serious and complicated. Teachers play an important role in recognizing the students` problems (MOESVTEE,

2014). School counselor is instrumental to ease the adolescent problem in as early stage as they can. For teachers, classroom activities may be convenient and easier to carry out.

Another important issue for adolescents is school holidays may be becoming a prime time for adolescent to become involved in antisocial or criminal behavior, activities in holidays may fill up their time contentedly to prevent from the involvement of antisocial activities (Alika, 2010). The holiday program may include academic and leisure activities such as reading and writing class, art class, sport activities, club and social activities, life skills, health education, sex education, religious class etc. Besides, mentoring program may also provide advice and guidance for those adolescents at-risk as well as monitor their behavior closely. Adolescents will be monitored closely with appropriate advice and guidance (Johnson, 2014).

Teachers are in an excellent position to identify young people who are at high risk of teen pregnancy. One sure marker of vulnerability is being left back in school. Young people who are two or more years older than their classmates are more likely to drop out and become parents while teenagers. Once high-risk teens are identified, it is essential to make sure that they receive early and intense interventions that will help them overcome the odds (Tinsley and Brown, 2012). Many school systems have programs targeted to high-risk youth. There are thousands of alternative schools, schools within-schools, mentoring programs, full-service community schools, and special projects that attempt to give needy young people individual attention and that tailor classroom experiences for different learning styles (Rok, 2014).

Teacher guidance and advisory function involves the utilization of a point of view to help a students accept and use his or abilities, aptitudes, interest and attitudinal patterns in relations to his or her aspirations (Rok, 2013). As an educational construct it involves the provision of experiences which assist individuals to understand that help to achieve a helping relationship. Therefore, reentered teenage girls are to be provided with educational counseling so as to help them plan a suitable education programme and

make progress in it. Learners are helped in choosing appropriate subjects adjusting to the school curriculum and school life especially after a separation due to pregnancy in order to help them acquire time management and study skills preparing and reducing anxieties for examinations (MOESVTEE, 2014).

Hope and Sally (2012) argued that through dialogue a person shares a lot of useful information and issues which are needed to be dealt with. The role of the counselor in this therefore is to set a conducive environment so as to encourage the flow of information with less interference. As the teacher counselor and the student continue to interact through discussions and observation more information, feelings and behavior is disclosed about a student to the counselor. As the learner asks questions and receive feedback the open area continue to increase and the blind arena decreases. The counselor has in this case an important role in facilitating quick and direct feedback to the girls about their own blind areas. The counselor has a responsibility to cultivate in the pupils the culture of openness, honest, sensitive communication and sharing of information among the pupils so that more information is disclosed. This could be the basis on which action could be taken upon and help is offered to them in the most effective and appropriate manner (Chapman 2013).

The teacher counselor in this case has to create an environment which can facilitate the movement of relevant hidden information by the student to open the arena through the process of self-disclosure and exposure. Once a student decides to confide in the counselor, it is the onus of the counselor to take advantage of the situation and influence the student to reveal as much information as possible for the purpose of creating a basis on which counseling will be based. Alike (2010) also concluded that girls who are reentered back to school should be given individual and persona social counseling in order to realize and harness their potentials. Counselors need to create an environment that encourages self-discovery, constructive observation and feedback so as to discover unknown aspects of an individual. The reason could be that as human beings there are a lot of things we do not know about ourselves and these can only be known through education. Education can be obtained through reading, listening to other peoples' life

experiences and educational talks. students can learn much more useful information from different medias which can create self -awareness.

2.3.2 Teacher Mentorship Communication

Teacher mentoring communication refers to the process of serving as a mentor, someone who facilitates and assists another's development (Ndyanabangi et al., 2014). The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher. Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in endeavors such as sports or apprenticeship at the work place (Taffa et al., 2015). Teacher mentorship communication is an important aspect in student life as it helps them make informed decisions in their life with regard to career planning, knowledge transfer, as well as diversity and inclusion. The nature of a mentoring relationship varies with the level and activities of both student and mentor.

In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the student (Dube, 2013). Different students will require different amounts and kinds of attention, advice, information, and encouragement. Some students will feel comfortable approaching their mentors; others will be shy, intimidated, or reluctant to seek help. A good mentor is approachable and available. In long-term relationships, friendships form naturally; students can gradually become colleagues. At the same time, strive as a mentor to be aware of the distinction between friendship and favoritism (Kirby, 2013).

Melissa, (2012) stated that students, for their part, need to understand the professional pressures and time constraints faced by their mentors and not view them as merely a means-or impediment-to their goal. For a significant number of faculties, mentoring is not their primary responsibility; in fact, time spent with students can be time taken from their own research. Students are obliged to recognize the multiple demands on a

mentor's time. Helping youth create and maintain strong connections with adults Both research and everyday experience teach us that every young person needs at least one strong, authoritative, and dependable adult in his or her life (Patra, 2016). For most young people, this will be parents, but some parents have great difficulty communicating with their own children, not just about sex, but about many issues.

School personnel, such as teachers, guidance counselors, coaches, school nurses, and other support staff, can play a significant role in helping to fill this gap, guiding young people and helping them to make responsible decisions about their futures (Santrock, 2013). Aware that vulnerable students in particular benefit from a connection with an adult, many schools attempt to link each student to a school staff member, case manager, or volunteer. Some schools are organized around “family” groups in the homeroom, with the teacher taking the responsibility for checking in with each student every day to make sure everything is going well. For example, school/community partnerships that focus on mental health often bring outside counselors into the school for prevention and treatment (Trenholm et al., 2013). In a few schools, teachers or special outreach workers make home visits when parents need to be involved.

Teacher mentors through their communication may demonstrate their influence indirectly by shaping student’s goals for the future, providing evidence by their own life that success is possible, and thus providing an incentive for teens to avoid risky behaviors that may interfere with those goals (Makiwane, & Udjo, 2016). In the case of teen pregnancy, a mentor may serve as a model, or represent the type of individual that the teen would like to emulate; mentors can encourage higher education and occupational success, and provide emotional support to promote self-esteem, responsibility, and confidence in the teen's ability to succeed. This person may also stress the importance of avoiding obstacles to goal achievement, such as teen pregnancy.

Teacher mentoring programs should be incorporated within multi-faceted approaches, addressing multiple risk behaviors among youth including drug use, school dropout, and delinquency, as well as teen pregnancy. Although some of these programs have been

evaluated, unfortunately the evaluations are not sufficient to assess the impact of the mentoring component on adolescent sexual behavior.

2.3.3 Teaching Communication

Teaching communication increases educational opportunities and students' ability to participate in different settings (Dallard, 2013). The more a student is able to communicate and respond to others independently, the more able they will be to participate in a variety of educational environments. Teaching is based on communication, and a teacher who communicates effectively with his/her students is a great teacher. Communication in classrooms is more complex and unpredictable than in many other situations (Lahey, 2012). As a teacher, understanding the unique features and functions of communication in the classroom is very important. Teacher communication involves guided communication by the teacher, teaching aids and instruction delivery. These communication strategies for teachers can help improve the student teacher relationship. They can also take a mediocre teacher and make him/her into every student's favorite (Cohen, et al., 2014). Even in atypical cases, such as when working with a learning disabled child, communication strategies for teachers can help foster a better bond between the teacher and student.

According to Freddie (2012), communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable. Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012).

Pearson, (2012) argued that good communication skills of teacher are the basic need of students, which helps them to achieve professional success of life, maintain discipline, as well as addressing issues such as teenage pregnancies among students. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality. Student need to understand that what is right, and what is wrong while it totally depends upon the communication skills of teachers which he adopts in class-room. Good communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss (2013), recommended that teacher communicate in clear and understandable manner.

Okumbe (2014) asserts that communication plays the role of controlling the behavior of students in relation to matters sex. This is achieved when communication is used to induct teachers and other members of the teaching staff to various aspects of their jobs and school regulations. Through this role, communication is also used to inform the students of their expected behavior and consequences of deviant behavior in relation to sexuality and teenage pregnancies. Secondly, communication is used to motivate teachers, students and other workers in an educational organization. They are informed of what is to be done, how well they are performing and what can be done to make the tasks be done well. Communication is also used in decision making and expression of emotions (Whitetaker & Zoul, 2012).

According to MacNeil & Byers, (2014) teacher effective communication about sexual issues with students predicts unique variance in relationship satisfaction above and beyond that of general relationship communication. Being open to discussion about sexual topics for adolescents is related to satisfaction with romantic relationships. An experimental study which involved reading and imagining the self in scenarios about a first time sexual encounter or at three months of sexual involvement by Turk and Hocking (2015) demonstrated that people feel better about themselves, and have more respect for an imagined partner, and viewed the experience as more sexually positive if

the person communicates about their sexual needs and insists on a condom vs. not insisting on a condom.

Teenagers who lack the right communication and are uneducated about sex are more likely to have unintended pregnancies and the reason is that they do not fully understand the biological and emotional aspects associated with having sex (MacNeil & Byers, 2014). This is the reason why it is important and timely for school teachers to consider incorporating awareness and prevention strategies with respect to teenage pregnancy, in their curriculum. First and foremost, school teachers can serve as important parts of a comprehensive approach in the prevention of teenage pregnancy (Loss, 2013). Teachers could promote academic success, connectedness and self-worth, all of which have been shown to reduce high-risk behaviors among teens. It is also necessary for teachers to hold and lead discussions and debates on sex education in class.

Similarly, they could include the implementation of comprehensive programs in their curriculum that include support, education, tutoring and recreation. The inclusion of these will encourage positive youth development and significantly help reduce unwanted pregnancies. Also, teachers should make it a point to interact with parents on how to help children deal with sex curiosity, peer pressure and the stress that comes with adolescence (Turk and Hocking, 2015). Having a good dialogue with parents and sharing resources with them can help to make them better informed on the importance of having conversations on early sex and its consequences at an early stage with their kids, which will be absolutely beneficial. This is because the more teens know about the repercussions of unprotected sex and how to prevent them, the more likely they will be willing to wait until they are truly ready to take on the responsibility of raising a child (Loss, 2013).

2.3.4 Teacher Socialization Communication

Teacher socialization is a complex, communicative process by which individuals selectively acquire the values, positive attitudes, norms, knowledge, social skills,

perceived security and behaviors of the teaching profession and of the particular school or educational culture in which they seek to work (Cohen, Byers, Sears, & Weaver, 2014). It is a widely held view that the effectiveness of teachers, and thus the quality of education, is related to teacher preparation and early teaching experiences. Unlike primary socialization, which occurs from birth, teacher socialization is a form of secondary socialization, a subsequent, ongoing process in which people continually socialize into new realms of their lives. Prospective and beginning teachers have been the main focus of teacher socialization research, on the assumption that socialization occurs during teacher training and the initial years in the teaching position (Walter, Gouze, & Lim, 2016). Researchers acknowledge, however, that teacher socialization also continues throughout the career as veteran teachers change roles and enter new educational environments.

Hoppe, & Gillmore, (2014) stated that sexual socialization among adolescents occurs at different points for each individual. Influences such as parents, media, peers, school education program, and important adults in a child's life all have an impact on the sexual development of the child. These influences all emphasize different aspects of sexuality. The different sources of information such as media, parents, and peers may cause confusion for the adolescent and can send mixed messages about important sexual information. Sexual health information can be perplexing for many adolescents.

Gagnon, (2013) defined sexual socialization as the process through which young people learn and internalize sexual knowledge, attitudes, skills, norms, and expectations for sexual relationships. People learn to be sexual within specific cultures and contexts, and socialization is a lifelong process that begins in childhood, increases considerably in adolescence, and continues throughout adulthood. Key socializing agents in the development of sexual behavior include families, schools, peers, and mass media, and adolescents report learning about sexuality from these sources (Wilson, & Klein, 2012). Research suggests that socialization agents differentially impact adolescents' sexual behavior: Parents and schools are traditional and largely health promoting socialization

agents, while peers and mass media often provide information that accelerates teens' sexual activity.

Braverman, & Fong, (2013) argued that teachers have an early and ongoing role in the socialization of children, and adolescents who have positive connections to their families and schools have less advanced sexual behavior. Adolescents who report high levels of connectedness to teacher monitoring of activities, and frequent teacher-teen communication about sex have later first coitus than peers. Adolescents who have a positive orientation toward school, as evidenced by feeling connected to school, receiving good grades, and expecting to continue through high school and/or college, also report later first coitus than teens with poor school connections and performance (L'Engle, Brown, & Kenneavy, 2016).

Luster & Small, (2014) argued that teacher's communication and advice may delay the onset of sexual intercourse by instilling disapproving attitudes and expectations for delayed coitus. Prominent social attachment theories posit that young people who are bonded to teachers will uphold the traditional norms and values of these conventional socialization agents. Adolescents who possess strong connections to families and schools are likely to internalize values and standards that support postponing sexual intercourse, especially if adolescents are well aware that these socialization agents disapprove of teen sexual activity (Miller, 2014). Individuals are more likely to comply with the perceived behavioral standards of a specific person or social group if they desire approval from that group. Therefore, parent and school models for conservative behavior will have a positive impact on adolescents' sexual cognitions and practices as long as adolescents look to and value conventional socialization agents for information about norms and behaviors.

Erikson, (2012) stated that young people tend to shift their orientation from parents to peers during adolescence. A central developmental task for young people is gaining autonomy and developing close relationships with same and opposite-sex peers that help adolescents become more independent. Peers may become more powerful sexual

socialization agents than parents, particularly for information about sexual intercourse. According to Romer & Stanton, (2013) peers transmit sexual information that is often more accepting, and influential, than standards espoused by adults. When the sexual information supplied by peers is dominant, adolescents have an earlier transition to first coitus, and those who believe that peers approve of sexual activity and are sexually active are more likely to initiate intercourse. It is at this juncture that the teacher advisory role is significant for them to discourage the teenagers from engaging from early sexual intercourse, and how the peer advice may damage to their life (Romer & Stanton, 2013).

2.3.5 Parental Mediation

The participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals as well as make informed decision with regard to real life and mostly on matters to do with sexuality (Santrock, 2013). To this end, the organization suggests that teachers invite parents to regular school meetings and events and that parents voluntarily commit to prioritizing these goals. Parental involvement is essential for student development and offers many benefits. One of the biggest challenges is for parents to find the time to attend school events or support their children; this is especially true for families with low economic resources (Ollis & Meldrum, 2014). It is also challenging for the teacher when the children are expected to perform well academically, but the students do not receive any support at home.

According to Botchway, (2014) parent-adolescent communication is an appealing source for influencing adolescents' knowledge, attitudes and behavior, because parents are an accessible and often willing source of information for their children. Conversations between parents and adolescents about their sexuality in particular are often difficult for both parents and adolescents. Peer education appears more achievable although it is unlikely to be effective as a single strategy considering a few developmental and social issues affecting young people. According to behavioral psychologists, adolescence is an

age category where individuals begin to develop identity and self-image (Thompson & Rudolph, 2012). This is the stage that they begin to explore concepts of education, career and marriage and examine how their roles fit into their future. Physically young people experience rapid growth and maturation of their sexual organs and become more interested in their sexuality. These physical and emotional changes can be overwhelming and intensify the need for information, support and experimentation (Thompson & Rudolph, 2012).

Hutchinson et al. (2013) stated that parent-adolescent communication about reproductive health issues, such as sex, contraception, and HIV and pregnancy risk, is associated with; delayed sexual initiation, reduced sexual activity, improved use of condoms and/or other contraceptives, increased communication between adolescents and their sex partners, a lower risk of pregnancy, and increased self-efficacy to negotiate safer sex. This association has been found among many adolescent subgroups, including multiple racial/ethnic groups, low-income populations, and males and females (Miller, Benson, & Galbraith, 2014).

Communication within the family appears to be particularly important during the adolescent years especially concerning reproductive health issues. Family communication affects adolescent identity formation and role-taking ability (Cooper et al., 2012). Cooper et al. suggest that adolescents who experience the support of their families may feel freer to explore identity issues. Holstein, (2012) and Stanley (2013) found that discussions between parents and children significantly facilitated the development of higher levels of moral reasoning in adolescents. Grotevant and Cooper (2013) studied the role of communication in the process of adolescent individuation from the family, where data shows that 42 percent of Latino adolescents reported learning a lot about sexual health issues from their parents compared to white adolescents and African American adolescents.

Miller et al., (2014) established that adolescents that talked with their mother about condoms were significantly more likely to use a condom during their first sexual

experience. Moreover, the study also found that adolescents that used a condom during first sexual intercourse were significantly more likely to use a condom from that point onward. Thus, the authors inferred that mother-child communication about condom use that occurred before the year of first condom use had a direct effect of increasing condom use during first sexual experiences. Dutra, Miller, and Forehand (2015) conducted additional analyses on the data collected in Miller et al. (2014). In contrast to Forehand (2015) focused on the role of parents in general, as opposed to solely mothers, in order to understand the relationship between parent-adolescent sexual communication and adolescent sexual risk-taking behavior.

According to Whitaker and Miller (2014) serious parent adolescent discussions about sex and condoms can be especially important for adolescents in communicating with sexual partners about sexual risk and condom and in preventing adolescents from conforming to more permissive peer norms about sexual risk-taking. Adolescents who talked with their parents about sex were more likely to believe that parents, rather than peers, provide the most useful information about sex (Whitaker & Miller, 2014). The association between parent-adolescent communication and adolescent sexual and reproductive behaviors may depend on parent values, attitudes, and responsiveness. Adolescents, whose parents clearly express their values and beliefs, including those who communicate strong disapproval of sexual activity or unprotected sex, are more likely to avoid risky sexual behaviors (Lefkowitz, & Sigman, 2012).

Jaccard & Dittus, (2012) established that communication of sexual matters between parents and adolescents is one of the strategies that could encourage adolescents to delay sexual debut or avoid unprotected sexual intercourse. However, parents and their adolescent children do not often communicate about sexual matters, and even where discussions occur, parents provide scanty information about sexual matters. Strategically parent-child conversations on sexual health facilitate the development of risk reduction behaviors among couples as evidence shows that young people who report previous discussions of sexual matters with parents are seven and a half times more likely to feel able to communicate with a partner about AIDS than those who have not had such

communication, (Center for Diseases Control 2012). Young people are infected during their teenage years through unprotected sex. There is a gap between sex knowledge and behavior change among adolescents.

2.3.6 Prevention of Teenage Pregnancies

Prevention of teenage pregnancies refers to the process of promoting provision of accurate information and services to prevent early and unintended pregnancies among adolescents (Lahey, 2012). For adolescent it refers to using effective contraceptives (such as condoms, birth control pills, the patch, the vaginal ring, the intrauterine device or IUD, and/or injectable birth control methods) every time they have sexual intercourse will reduce chances of unwanted pregnancy. Teenage pregnancies are happening because of the lack of knowledge and communication (Schuster et al., 2008).

According to Khoza (2004) adolescent girls should be educated because education can reduce fertility. Adolescents also need to gain knowledge on reproductive health issues like preventing pregnancy at an early stage. They must also learn that sexual relations come with the risk of contracting HIV/AIDS when it is practiced without using condoms. Sometimes boys are ready to use condoms, but the girl are not because they have poor knowledge on the use of condoms. In the research conducted by Paltzer (2000) it was found that the majority of secondary school respondents indicated their source of condom information was the radio, television, educational talks, newspaper social health magazine, poster and pamphlets and health care providers.

Teenage pregnancies may also occur due to the lack of sex education in the schools or community. According to Khoza (2004) sex education has been found to be successful in promoting abstinence, decreasing sexual activity increasing the use of safer practices, increasing teenage sexual responsibility and increasing sex-related knowledge towards more responsible sexual decision making. In addition, delaying the age at which the first sexual encounter occurs, and not encouraging earlier sexual activity or multiple sexual partners

Falk et al, (2006) stated that most teen pregnancy prevention programs have emphasized education, skills, abstinence, and access to contraception. However, the definition of what constitutes teen pregnancy prevention is best expanded to include activities that seek to instill teens with confidence and a sense of the future. This speaks to motivation to avoid pregnancy, a critical element in a pregnancy-free adolescence. Sometimes, what teens need most to avoid pregnancy is information (Eaton et al., 2003).

In schools, community centers, and houses of worship, teachers and other practitioners have developed a broad range of education programs to teach young people of all ages to avoid too-early pregnancy (Venture et al., 2004). These programs come in many different varieties, but they are generally described in terms of their emphasis on abstinence or sexuality education. Most of these programs focus on delaying sexual activity. Some are considered abstinence-only, while others are called abstinence-plus because they include discussion of contraception (Jewkes & Christofides, 2008). Those called comprehensive concentrate more on contraception the many methods now available, how to use them, and where to get them.

Melby, (2006) stated that abstinence education programs seek to help teens understand that the only fail-safe method of preventing pregnancy and sexually transmitted diseases (STDs) is sexual abstinence. Abstinence-only programs motivate young people to resist media and peer pressures to have sex and actively support the many teens who choose to abstain from sexual activity. Some abstinence programs also encourage sexually active teens to renew their abstinence. Abstinence education programs come in a few varieties. Some programs promote sexual abstinence until marriage (Marlow & Redding 2001). Others encourage abstinence at least through high school, but do not explicitly expect teens to refrain from sex until marriage. Still others deliver a strong abstinence messages to younger teens, but offer information on contraception as well, recognizing that many teens become sexually active in later adolescence.

Kirby, (2007) states that sexuality education programs teach young people about human sexual development, pregnancy and reproduction, and contraceptives and how they

work. They also help teens learn how to deal with sexual situations that is, how to refuse sex if one is not ready for it, and how to negotiate contraceptive use. STD/HIV education programs focus especially on safer sex practices. Despite the fears of some, research results are unequivocal: Sexuality education does not increase teen sexual activity (Kirby, 2007). In fact, some programs have been shown to delay the onset and reduce the frequency of intercourse and to reduce the number of sexual partners among teens. Certain HIV education programs, in particular, seem to delay sexual activity and increase the use of contraceptives, especially condoms. The condom use rate among teens has increased substantially in the last 15 years.

According to Schuster et al., (2008) teens who are sexually active must use some type of contraception to avoid pregnancy. This is why many teen pregnancy prevention programs offer access to reproductive health services and products, including condoms and emergency contraception. Recent studies have shown that making condoms available in high school's increases condom use a bit but does not increase sexual activity (Schuster et al.,2008).

Nonetheless, these programs remain controversial in many communities; only about 400 schools in the U.S. distribute condoms. In those schools with health clinics or condom distribution programs, many sexually active teens do obtain contraceptives, particularly condoms. Some evaluation research shows that increasing access to contraceptives at school does not have a marked effect on better contraceptive use or on reducing pregnancy or birth rates (Osmer, 2008). This may be due to a substitution effect student would have found condoms from other widely available sources if the schools had not provided them.

Miller, (2008) established that teens who have good communication with their parents and support from other adults and the community are at lowered risk for having or causing a teen pregnancy. Parents and families have a far greater influence on their teens' sexual decision-making than they might think, according to a recent research review. Parents are children's first and best teachers about love, sex, and relationships.

Teens say they want to hear from their parents about sex and relationships, yet many parents do not believe they can make a difference in helping their teenage children avoid pregnancy (Van der Merwe, Dawes & Ward, 2011).

Many brief interventions have been developed to help encourage better communication between parents and teens (Burton, 2008). There are programs for parents only, programs for parents and their children together, classroom homework in sexuality education classes requiring communication with parents, and videotapes and written materials for families to use at home (Kirby, 2002). Several evaluated programs demonstrate a clear short-term increase in parent/child communication and in parents' and teens' comfort with discussing sexual issues.

2.4 Empirical Review of Literature

Forehand (2015) states that most of the scientific literature related to communication and teenage pregnancy focuses on the importance of parent-child communication about sexuality, premarital sex, sexual problems, contraception and pregnancy. The process of communication between teacher and student is reciprocal and it is influenced by both of them: the adolescent is controlling the information transmitted to the parent and receives answers regarding some concerns (Cooper et al., 2012). On the other hand, the teacher is providing information filtered by own experience, fears or expectations and rules regarding the sexual behavior of the child. Through sexual communication, teachers are providing sexual education knowledge and values and beliefs. A study targeting teenagers from Netherlands proved that 15% of them are discussing different topic related to sexual activity many times (De Looze et al, 2015).

Dowdell, Burgess and Flores (2014) in their study among American teenagers on the effects of sexting as a communication method on adolescent initial sex experience and consequences such as HIV, STIs and teenage pregnancy, emphasize that sexting does not typically represent a random or anonymous event; rather it usually takes place in the context of existing offline relationships. He also argues that in most cases of sexting, the

sexual photos were intended to be viewed by only a romantic partner, such as boyfriend or girlfriend. In another American study among teenage girls, sexting was associated with an increased likelihood of having engaged in sexual behavior and been at risk of STIs or adolescent pregnancy (Temple et al., 2012).

Bleakley et al., (2008) in their study on relationship between exposure to sexual content and sexual activity found that the relationship between exposure to sexual content and sexual activity can be characterized by a feedback loop: the more sexual activity adolescents engage in, the more likely they are to be exposed to sex in media; and the more they are exposed to sex in media, the more likely they are to have progressed in their sexual activity. Kim et al., (2006) in their study on influence of increased exposure to sexual content on adolescent sexual behavior, found that increased exposure to sexual content was positively associated with such variables as friend's approval of sex, non-coital sexual experience, having a television in the bedroom, unsupervised time after school, participation in sports, active viewing of television, average television viewing, motivation to learn from television, and several demographic characteristics such as age, race, and gender.

Ward et al (2011) in their study on the influence of sexual socialized television on sexual experience established that sexual socialized television viewing is positively correlated with higher levels of sexual experience, having more sexual partners and more negative attitude towards abstinence. Ward further argues that greater exposure to music videos and talk shows, and stronger identification with popular media characters, each predict a greater level of dating and sexual experience among high school students which in most cases results to STIs infections and teenage pregnancy.

A study by Chandra, Martino & Collins (2008) on the influence of watching sex on television on teen pregnancy showed that teens who watch a lot of television with sexual content are more likely to have sexual intercourse and that there is evidence that youth exposure to sexual content on television shapes sexual attitudes and behavior in a manner that may influence reproductive health outcomes. Teens who were exposed to

high levels of television sexual content (90th percentile) were twice as likely to experience a pregnancy compared with those with lower levels of exposure (10th percentile).

Somers and Surmann (2005) in their study on the influence of comprehensive sex education on risky sexual behavior among teens established that early and comprehensive sex education is correlated with less risky sexual behavior among teens. Specifically, those who receive sex education in school at a young age report having sex less frequently than those who received sex education post-puberty (Somers & Surmann, 2005). There are two major types of sex education currently used in schools: abstinence only and comprehensive sex education. This section describes both types in relation to teenage pregnancy prevention. Currently, states are not required to provide sex education to teens (Collins, Alagiri, Summers & Morin, 2002).

However, in the United States, the federal government does decide which programs will receive federal funding, and after eight years of abstinence-only sex education being the only recipient of federal funds during the Bush administration, the Obama administration has made a change in policy only to provide funds to evidence-based sex education programs (Collins et al., 2002). Abstinence-only sex education teaches students that the only sure way to avoid unplanned pregnancy and sexually transmitted infections (STIs) is to abstain from sexual activity until marriage. Teens are not educated about contraception and condoms, and discussions of abortion are avoided (Collins et al., 2002). Students are taught refusal skills and discuss values, and they are also told that sex before marriage will likely result in negative consequences for themselves, their partners, and a baby if they were to get pregnant.

Rosen, Murray and Moreland (2004) in their study on sexuality education in schools revealed that comprehensive sexuality education is effective in improving youth reproductive health by delaying sexual initiation, reducing number of sexual partners and increasing contraceptive use among the sexually active. According to a study by Bearinger, Sieving, Ferguson et al., (2007) on sex education and sex behavior

established that sex education programs should provide accurate and comprehensive information while building skills for negotiating sexual behavior. Effective sexuality education can provide young people with age appropriate, culturally relevant and scientifically accurate information. This includes structured opportunities for young people to explore their attitudes and values and to practice decision making and other life skills they will need to make informed choices about their sexual lives. Collins, Allagiri and Summers (2002) contend that the substantial portion of school students who report being sexually active should be provided with information so as to protect themselves.

The critical lack of information on sexuality either at school or at home means that teenagers source their information from their peers and media (Muganda, Onyando & Omondi, 2008) that is often misleading. According to the Guttmacher Institute (2012) when knowledge about sexual health was not forthcoming then American teens turned to the media sources such as websites and television that often provided inaccurate and misleading information associated with increased risk of sex and teen pregnancies.

Hamre et al. (2012) in their study on the effectiveness of teacher-child interactions on the level of knowledge hypothesized that it was not sufficient for teachers to be able to gain knowledge about effective teacher-child interactions; they needed actual skills involving identification of effective interactions with a high degree of specificity in order to be most likely to transfer the knowledge they have on teen pregnancies and how they can prevent them. While researching the effects teachers have on student learning, Good, Biddle, & Brophy (2016) determined that teachers do make a difference. A large contribution to what brought about that difference was the affective component to teaching that the teachers used. Good et al. found that students who held a sense of futility toward school had the worst achievement record. These students needed teachers who believed in them and were willing to work with them.

2.5 Critique of Existing Literature

A close examination of existing literature on teacher-student communication in preventing teenage pregnancies content reviews that there is a lot of scientific literature in the area in the US and developed world in general (e.g. Dowdell, Burgess and Flores (2011), Bleakley et al., (2008), Kim et al., (2006), Ward et al (2011), Chandra, Martino and Collins (2008), Somers and Surmann (2005), Collins, Alagiri, Summers & Morin, (2002), Rosen, Murray and Moreland (2004), and Bearinger, Sieving, Ferguson et al., (2007)).

For example, Dowdell, Burgess and Flores (2011) in their study among American teenagers on the effects of sexting as a communication method on adolescent initial sex experience and consequences such as HIV, STIs and teenage pregnancy, emphasize that sexting does not typically represent a random or anonymous event; rather it usually takes place in the context of existing offline relationships. Dowdell, Burgess and Flores (2011) also argues that in most cases of sexting, the sexual photos were intended to be viewed by only a romantic partner, such as boyfriend or girlfriend. In another American study among teenage girls, sexting was associated with an increased likelihood of having engaged in sexual behavior and been at risk of STIs or adolescent pregnancy. Despite the study focusing on communication and teenage adolescent experience it did not address the role of teacher student communication on prevention of teenage pregnancies which is the purpose for the current study.

In another study by Rosen, Murray and Moreland (2004) in a policy working paper developed for Nigeria revealed that comprehensive sexuality education is effective in improving youth reproductive health by delaying sexual initiation, reducing number of sexual partners and increasing contraceptive use among the sexually active. The study had a general argument around sex education and early initiation to sex. Despite it focusing on teenage pregnancies the aspect of communication is lacking which the

current study seeks to address by looking at role of teacher student communication on prevention of teenage pregnancies.

Bearinger, Sieving, Ferguson et al., (2007) sex education programs should provide accurate and comprehensive information while building skills for negotiating sexual behavior. Effective sexuality education can provide young people with age appropriate, culturally relevant and scientifically accurate information. This includes structured opportunities for young people to explore their attitudes and values and to practice decision making and other life skills they will need to make informed choices about their sexual lives. The study has not brought the aspect of teacher student communication which will be the focus of this study.

In relation to the first objective on teacher advisory communication Joshua, (2014) established that adolescent spend almost one third of their daily time in school as a part of the social life contributing to shape their personality. Therefore, schools are expected to contribute towards the moral and ethical, spiritual, mental and physical development of a child. A good curriculum may serve as a fundamental to preventing the children from offending in the future. Despite the study focusing on how well the students' needs to be drilled in relation to their social life the study has not mentioned on how this will help prevent teenage pregnancy.

On the objective on teacher mentorship communication Melissa, (2012) stated that students, for their part, need to understand the professional pressures and time constraints faced by their mentors and not view them as merely a means-or impediment-to their goal. For many faculty, mentoring is not their primary responsibility; in fact, time spent with students can be time taken from their own research. Students are obliged to recognize the multiple demands on a mentor's time. The study has focused on the constraints of the mentors rather than how the mentorship role helps in communication about student's sexuality and how teenage pregnancies can be prevented.

On the teaching communication and prevention of teenage pregnancies, Pearson, (2012) argued that good communication skills of teacher are the basic need of students, which helps them to achieve professional success of life, maintain discipline, as well as addressing issues such as teenage pregnancies among students. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality. Student need to understand that what is right, and what is wrong while it totally depends upon the communication skills of teachers which he adopts in classroom. Despite the study focusing on the student communication with the teacher the study has not stated how well this communication will help in preventing early debut to sex which may lead to early teenage pregnancies.

On the socialization communication and teenage pregnancies, Hoppe, & Gillmore, (2014) stated that sexual socialization among adolescents occurs at different points for each individual. Influences such as parents, media, peers, school education program, and important adults in a child's life all have an impact on the sexual development of the child. These influences all emphasize different aspects of sexuality. The different sources of information such as media, parents, and peers may cause confusion for the adolescent and can send mixed messages about important sexual information. Sexual health information can be perplexing for many adolescents. The study has not indicated how well the social role will help the students form avoiding early teenage pregnancies.

On the parental mediation and teenage pregnancies, Hutchinson et al. (2013) stated that parent-adolescent communication about reproductive health issues, such as sex, contraception, and HIV and pregnancy risk, is associated with; delayed sexual initiation, reduced sexual activity, improved use of condoms and/or other contraceptives, increased communication between adolescents and their sex partners, a lower risk of pregnancy, and increased self-efficacy to negotiate safer sex. This association has been found among many adolescent subgroups, including multiple racial/ethnic groups, low-income populations, and males and females. Despite the study focusing on matters related to sex

it has not indicated how well the parents can mediate and help the students avoid teenage pregnancies which may hamper their education status.

Despite the studies being conducted there is very little empirical knowledge about the same in Africa and Kenya in particular. Among scanty general literature on communication and teenage pregnancies is Muganda, Onyando and Omondi, (2008) who stated that the critical lack of information on sexuality either at school or at home means that teenagers source their information from their peers and media that is often misleading. However, the study highlights the issue of information but does not clearly express how well it is incorporated in the teacher student relationship. This study will fill these gaps by examining the role teacher-student communication in preventing teenage pregnancies in Narok County- Kenya.

2.6 Research Gaps

Friction between abstinence from sex among the teens and comprehensive communication programs highlights the strengths and challenges of each approach. By studying teacher student communication as they relate to exposure to an abstinence program and resulting sexual behaviors and attitudes, a gap exists which needs to be addressed. Present study will address the following gaps in research.

First, in Africa and particularly in Kenya, few if any studies have examined teacher-student communication in preventing teenage pregnancies. Most research on teacher-student communication in preventing teenage pregnancies has been conducted within the United States which is a developed country and little emphasis has been placed on developing countries like Kenya. However, it cannot be assumed that findings will be equivalent in countries with generally more collectivist cultures such as Kenya's compared to U.S. individualistic culture. This gap will be addressed by the overall objective of the study, which will be to examine the role teacher-student communication in preventing teenage pregnancies in Narok County- Kenya

Lastly, even within empirical research in other cultural contexts on the association between communication and teenage pregnancies fewer studies have examined the role of the teacher on student communication in preventing teenage pregnancies. This gap will be addressed by objective one, two, three, and four which will address the roles that teacher play to facilitate student communication on matters related to sexual behavior that leads to early pregnancy with the overall effect being to drop out of school and reduction in the student performance.

2.7 Summary of the Literature Review

The chapter has summarized the theories anchoring this study and empirical literature. It has clearly highlighted the various contributions by social penetration theory, and communication privacy management theory. A summary of selected empirical studies based on objectives has been presented and clearly highlighted their focus of study. The objectives have been divided into four independent variables and one moderating variables. The independent variables include the advisory role, mentorship role, teaching role, and socialization role. The moderating variable is parental mediation. The chapter has also presented empirical studies with findings and conclusions, the knowledge gaps and how the current study addresses them. It also presents a conceptual model in a diagrammatic relationship with variables of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research methodology. It draws the research design and rationale for the design, defines the study area, outlines the study population and sample, and delineates the sampling procedures. Also described are the instruments for data collection and the techniques for safeguarding reliability and validity of the instruments.

3.2 Research Design

According to Creswell (2003) a research design provides a framework for the collection and analysis of data. A mixed research design was used in the study. It combined qualitative and quantitative study approaches. In the study it was practical to combine descriptive forms and numerical data to collect findings. Bryman (2007) described mixed methods as the type of research in which a researcher combines elements of qualitative and quantitative research approaches. An example of mixed method design is the one that uses qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the purpose of breadth and depth of understanding and corroboration. Creswell (2003) says mixed designs are advantageous as in the case for this study as they allowed the researcher to view research problems from multiple perspectives, contextualize information, develop a more complete understanding and triangulate results. It is therefore a more comprehensive research design. This study used a convergent parallel mixed methods design. It merged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The study collected both forms of data at roughly the same time and integrated the information in the interpretation of the overall results (Creswell, 2003) in order to answer the research objectives.

3.3 Target Population

A population is a set of people, service, elements, and events, group of things or households being investigated (Newman, 2000). Kathuri & Pals (1973) defined target population as the large population from which a researcher selects a representative sample for observation and analysis. The population of the study included all the female students aged between 13-19 years who attend public secondary school in Narok County's. The population outside this bracket was excluded by the use of class register which had an indication of the student year of birth. According to Ministry of Education (2018), Narok County has 8994 girl's students in 52 public secondary schools from form one to three. Form four were excluded from the study due to their busy schedule as they were preparing for their final national exams and thus the study would act as a distraction. Therefore, the population size of the study was 8994 female girls students. These students are both boarders and day scholars in form one to three. The researcher chose this age range (13-19 years) because they are the most affected teenagers by issues of teenage pregnancies and also that they are also at the adolescent stage (MoE, 2018).

3.4 Sampling Frame

A sampling frame is a list or database from which a sample is drawn from (Mugenda & Mugenda, 2003). The sampling frame for the study was obtained from the class register. Consequently, data was collected from the four clusters: girls' boarding, mixed boarding, mixed day and mixed day and boarding. Therefore, the list of names was obtained from their respective class registers for form one to three from which the respondents were sampled randomly. Hence the quantitative sampling was representative of the public secondary school girl's students of the county. On the other hand, because qualitative research does not attempt to make representative statements about populations, qualitative samples are typically drawn purposively. For this study, participants were purposively selected in the sampled schools from form one to form three.

Table 3.1: Clusters of Public Secondary Schools of Narok County

Clusters of schools	Total number of girls	Percentage	Sample size
Boarding Girls Secondary	1241	14%	70
Mixed Boarding	3529	39%	195
Mixed Day	1294	14%	70
Mixed day and Boarding	2930	33%	165
Total	8994	100	500

Source: Narok County Director of Education (2018)

Boarding Girls Secondary

Population	Frequency	Percentage	Sample size
Form one	484	39	27
Form two	410	33	23
Form three	347	28	20
Total	1241	100	70

Mixed Boarding

Population	Frequency	Percentage	Sample size
Form one	1376	39	75
Form two	1165	33	64
Form three	988	28	56
Total	3529	100	195

Mixed Day

Population	Frequency	Percentage	Sample size
Form one	504	39	27
Form two	428	33	23
Form three	362	28	20
Total	1294	100	70

Mixed day and Boarding

Population	Frequency	Percentage	Sample size
Form one	1143	39	65
Form two	967	33	54
Form three	820	28	46
Total	2930	100	165

3.5 Sample and Sampling Techniques

In order to provide an accurate and reliable description of the characteristics of a given population, it is usually not necessary to study the entire population. In most cases, studying a sample is sufficient enough. According to Orodho and Kombo (2002) sampling is the procedure a researcher uses to gather people, places or things to study. Statements about the samples should also be true of the population. However, the larger the size, the smaller the sampling error may be. Therefore, the total sample size for this study were 536 respondents of which 500 participated in the survey, 12 participated in-depth interviews, and 24 took part in the focus group discussions, as discussed below.

3.5.1 Questionnaire Sample

Narok County Education Directorate records indicate that Narok County has 8994 girl's students in public secondary school from form one to three. The sample responding to questionnaires was determined according to a formula proposed by Using Yamane (1973) to determine the sample size;

Using Yamane (1973) formulae

$$n = N / (1 + N * (e)^2)$$

Where

n = sample size

N = the population size

e = the acceptable sampling error (5%) at 95% confidence level

Thus;

$$n = 8994 / (1 + 8994) (0.05)^2$$

$$n = 400$$

Therefore, the sample population size (n) was 400 respondents

Table 3.2: Sample Size

Population	Frequency	Percentage	Sample size
Form one	3461	39	195
Form two	2982	33	165
Form three	2551	28	140
Total	8994	100	500

Source: Narok County Director of Education (2018)

Previous encounter of the author on data collection and research among high school students indicated that a high proportion of incomplete questionnaires could be anticipated. Considering that the population of the study is 8994, the sample size of 400 respondents was therefore used. This figure was further over sampled by 25% in order to achieve a response rate of 80% percent which was considered good for the current study thus;

$$(100/80) \times 400 = 500$$

The researcher selected the sample population proportionately for each form as shown below:

$$\text{Form one} = (39 \times 500) / 100 = 195$$

$$\text{Form two} = (33 \times 500) / 100 = 165$$

Form three= $(28 \times 500) / 100 = 140$

Thus the sample size was as shown in the table below:

Table 3.3: Sample size

Population	Frequency	Percentage	Sample size
Form one	3461	39	195
Form two	2982	33	165
Form three	2551	28	140
Total	8994	100	500

Source: Narok County Director of Education (2018)

Proportionate stratified sampling techniques were used to sample respondents for the questionnaire of this study. These techniques helped to sample the population in different groups and sub-groups/strata. Subjects were then proportionally selected from different strata. These sampling techniques enabled the researcher to select samples in smaller groups from the population. From each school the respondents were selected proportionately where the researcher selected respondents from each from randomly.

3.5.2 In-depth interview schedules

The researcher conducted in-depth interviews. The interviewees were the teachers in the various stratas that is form one, form two, and form three. Four teachers from each form were randomly selected which will make a total of 12 respondents. Therefore, the 12 respondents were selected using a stratified random sampling method. This ensured representation as the four teachers from each form comprised of the class teacher who had vast information of his or her class, guidance and counselling teacher, and two subject teachers. Marshall and Rossman (1999) state that qualitative data is often dependent on key informant interview. Interviews allowed the researcher to understand the statistical data collected from quantitative research by explaining the figures and giving further information beyond the figures

3.5.3 Focus Group Sample

The researcher conducted four focus group discussions as recommended by Burrows & Kendall, (1997) to exhaustively research on the study topic. The focus group were based on the three stratas that is form one, form two, and form three. Each of the four focus groups had six members who were randomly selected, and which was within the six to twelve members recommended by Morgan (1997). The total number of FGD participants was 24 respondents and the number was based on the student overall class and extra-curricular performance to ensure they understand the subject of the study appropriately. Finally, school type stratum was important because, as Kabiru & Orpinas (2009) posited, that either a day scholar or boarder may also have issues to do with teacher student communication and prevention of teenage pregnancies. In addition, day school students are more likely to have issues with teenage pregnancies due to the many interactions they have both at school and at home.

3.6 Data Collection Instruments

According to Kothari (2004) data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. The study collected primary data from the respondents. The data collection instruments that were used in this study to collect primary data included a questionnaire, key informant interviews, and focus group discussion as discussed in the subsequent sections

3.6.1 Questionnaires

Lee & McKinney, (2013) defines a questionnaire as a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire asked the respondents to describe their demographic data such as gender and age, family structure, religious affiliation, and frequency of attending religious services. Given the sample of respondents participating

in this research, using questionnaires as instruments of data collection was ideal. The researcher considered this instrument since it ensured that confidentiality was upheld and it saved time (Lee & McKinney, 2013). The questionnaires consisted of structured questions that measured the advisory communication, mentorship communication, teaching communication, socialization communication, parental mediation, and prevention of teenage pregnancies. Structured questions compelled the respondents to provide specific answers, while the few open ended questions allowed for diverse responses, both approaches were essential for variety and getting the respondent's perception of the phenomena being investigated. Administering questionnaires generally allowed for information to be collected from a large sample and in diverse locations. The items in the questionnaire were in the form of a five-point Likert scale, Yes and No answer format and questions to be answered on a scale of 1-5.

3.6.2 Key Informant Interview

According to Nachmias and Nachmias (1996) an interview is an interpersonal role situation in which an interviewer asks respondents questions designed to elicit answers pertinent to the research hypotheses. This is a conversational practice where knowledge is produced through interaction between an interviewer and an interviewee or a group of interviewees. Unlike everyday conversations, the research interview is most often carried out to serve the researcher ends, which are external to the conversation itself (Creswell, 2003). Most qualitative research interviews are semi-structured as a consequence of the agenda being set by the researcher's interests yet with room for respondents. The researcher used face to face interview methods to collect a wide range of information on the role teacher-student communication in preventing teenage pregnancies in Narok County- Kenya. The interview guide measured how advisory communication, mentorship communication, teaching communication, socialization communication, parental mediation, influenced prevention of teenage pregnancies.

3.6.3 Focus Group Discussions

Hennink, Hutter and Bailey (2011) defined a FGD as an interactive discussion between six to eight pre-selected participants led by a trained moderator and focusing on a specific set of issues. The researcher held focus groups discussion to obtain data through convenient sampling. Focus groups allowed the researcher to understand how advisory communication, mentorship communication, teaching communication, socialization communication, parental mediation influenced prevention of teenage pregnancies. Focus groups had a high apparent validity since the idea was easy to understand, the result are believable are low cost and helps in getting quick results.

3.7 Data Collection Procedure

According to Craddick et al. (2003) data collection procedure is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Regardless of the field of study or preference for defining data, accurate data collection process is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments and clearly delineated instructions for their correct use reduce the likelihood of errors occurring.

The data collection procedure started once the researcher was given a letter of approval by the university to go to the field. Using the letter of approval, a permit to conduct the study was acquired from NACOSTI. Afterwards, the Education Officer in charge of Narok County was informed of the study and hence all the relevant stakeholders who included the principals, teachers and student of the girls' schools were informed as well. The researcher used the services of three research assistants only during the administering of the research instruments. The research assistants were trained on how to administer the questionnaire. The drop and pick method was used where the research assistants delivered the questionnaire to the respondents and pick them when completed.

In addition, the researcher conducted interview through direct interaction with individuals on a one to one basis to get an elaborate information on teacher student communication on prevention of teenage pregnancies. Further the researcher conducted focus group discussion through direct interaction with respondents in a group setting. The researcher posed questions at different intervals and give the respondents time to give their opinion on the subject matter. The researcher was recording information through tape recorder as writing on the paper may consume more time and may not record all the information stated by the respondents.

3.8 Pilot Study

Research tools for this study were pre-tested before data collection. Dillman (1978) posited that there are many purposes for pretesting research tools and that investigators maximize results by specifying clear and precise pretest objectives. Some of the reasons posted by the author include finding out if respondents understand the terms and concepts used, the task asked of them to perform, the choices from which they are to select and most importantly if the respondent's interpretation of what the question is enquiring coincide with what the researcher wants the question to measure. A pretest also evaluated ambiguity of questions and correctness of instruments. Similarly, current study pretest had the same motives. The pretest was mainly to establish the validity and reliability of the research instruments.

3.8.1 Validity of the Research Instruments

According to Kothari (2004), validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Validity is an important characteristic of a scientific instrument. In other words, validity is the extent to which differences found with measuring instrument reflect true differences among those being tested. One tenth of the sample size which was 50 respondents was sufficient for pilot testing (Mugenda & Mugenda 1999). Nachmias, and Nachmias, (1996) posits that there are three types of validity which include; construct, content validity and

criterion-related validity. Content validity addresses how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Construct validity is a judgment based on the accumulation of evidence from numerous studies using a specific measuring instrument. Evaluation of construct validity requires examining the relationship of the measure being evaluated with variables known to be related or theoretically related to the construct measured by the instrument.

On the other hand, criterion validity provides evidence about how well scores on the new measure correlate with other measures of the same construct or very similar underlying constructs that theoretically should be related. It is crucial that these criterion measures are valid themselves. With one type of criterion-related validity, predictive validity, the criterion measurement is obtained at some time after the administration of the test, and the ability of the test to accurately predict the criterion is evaluated. In order to ensure that the items on the research tools are valid, the researcher pre-tested the tools on 50 respondents whose data did not form part of the actual study. Finally, the responses received from the pilot testing were attuned accordingly and any areas that needed adjustments were acted upon. The pretest made sure that questionnaire, interview guide and the focus group discussion assessed what the research intend to be measure.

3.8.2 Reliability of the Research Instruments

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent result on data after repeated trials. A reliable instrument is one that produces consistent results when used more than once to collect data from the sample randomly drawn from the sample population (Mulusa, 1990). In addition, Frankel and Wallen (2003) defines reliability of research instruments as the consistency of data obtained by different researchers from the administration of the same research instrument(s) to the respondents who are in comparable settings.

Test-retest reliability was carried out on the basis of administration of the questionnaire before starting data collection to ascertain the stability of the questionnaire. Information collected through the pilot study of 50 subjects in the study area, not included in the sample helped to identify some of the shortcomings likely to be experienced during the actual data collection exercise and the corrections done, helped to enhance reliability of the questionnaire. Responses obtained during the piloting were used to calculate the reliability coefficient from a correlation matrix. The reliability of the instrument was estimated using Cronbach's Alpha Coefficient which is a measure of internal consistency. A reliability of at least 0.70 at $\alpha=0.05$ (95 %) means higher reliability and significance level of confidence is acceptable (Gable and Wolf, 2003).

3.9 Data Analysis and Presentation

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Paul Oliver,2004). In order to bring order, structure and interpretation to the collected data, the researcher systematically organized the data by coding it into categories and constructing matrixes. After classifying the data, the researcher compared and contrasted it to the information retrieved from the literature review. To conduct the quantitative data analysis, the Statistical Package for Social Sciences computer software package (SPSS statistics version 22) was used. The Quantitative data generated was subjected to the descriptive statistics feature in SPSS to generate mean, and standard deviation which was presented using tables, frequencies and percentages while Qualitative data consist of words and observations, not numbers. The specific analysis per objective was as presented in the table below.

Table 3.4: Specific Analysis per Objective

Objective	Data	Statistics
To establish the advisory communication of teachers in preventing teenage pregnancies in Narok County Kenya	Ratio data	Correlation, Regression, and ANOVA
To determine the mentorship communication of teachers in preventing teenage pregnancies in Narok Kenya	Ratio data	Correlation, Regression, and ANOVA
To establish the teaching communication of teachers in preventing teenage pregnancies in Narok Kenya	Ratio data	Correlation, Regression, and ANOVA
To assess the socialization communication of teachers in preventing teenage pregnancies in Narok County Kenya	Ratio data	Correlation, Regression, and ANOVA
To find out how parental mediation moderates the relationship between teacher roles and prevention of teenage pregnancies in Narok County		

Ratio dataCorrelation, Regression, and ANOVA

Inferential statistics were used to present quantitative data. Correlation analysis was also used to scale and analyze how independent variables, like teacher advisory role, teacher mentorship role, teaching role, socialization role and dependent variable like prevention of teenage pregnancies correlate and whose data will be put in interval and ratio scales. The correlation coefficient, r , is a summary measure that describes the extent of the statistical relationship between the two variables or more. The correlation coefficient is scaled so that it is always between -1 and +1. When r is close to 0 this means that there is little relationship between the variables and the farther away from 0 r is, in either the positive or negative direction, the greater the relationship between the two variables. Multiple Regressions was also used to establish various ways in which teaching role influence teenage pregnancies of students in the sampled schools. In addition, ANOVA was used in order to determine if the regression models are adequately fitted to predict the dependent variable.

The following are regression models for testing the relationship between the independent and dependent variables.

Regression model

The following linear regression model and multi-regression model was adopted;

$$Y = \beta_0 + \beta_i x_i + e \dots\dots\dots \text{Linear model}$$

Whereby;

Y= Dependent variable

x_i= Independent variable

β₀= Constant

β_i= Regression coefficient of the independent variable

e= Error term

The multi-linear regression model is:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_{1z} x_1 z + \beta_{2z} x_2 z + \beta_{3z} x_3 z + \beta_{4z} x_4 z + e$$

Whereby:

Y= Dependent variable

x_i = Independent variable, where i= 1, 2, ...n

z= Moderating variable

β₀= Constant

β_i= Regression coefficient of the independent variable where i=1, 2, n

e = Error term

A moderator is a variable that affects the direction and the strength of the relationship between an independent or predictor variable and a dependent criterion variable. This variable may reduce or enhance the direction of the relationship between a predictor variable and a dependent variable, or it may change the direction of the relationship between the two variables from positive to negative. A moderator is supported if the interaction of predictor and moderator on the outcome of the dependent variable is significant. The study used multiple regression analysis (Stepwise method) to establish the moderating effect of parental monitoring and combined teacher roles (Z) on the relationship between independent and dependent variable.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study on teacher-student communication and prevention of teenage pregnancies in public secondary schools in Narok county, Kenya. The study was anchored on the following objectives: (1) establish the advisory communication function of teachers in preventing teenage pregnancies in Narok County Kenya, (2) determine the mentorship communication role of teachers in preventing teenage pregnancies in Narok Kenya, (3) establish the teaching communication role of teachers in preventing teenage pregnancies in Narok Kenya, (4) assess the socialization communication role of teachers in preventing teenage pregnancies in Narok County Kenya, and (5) find out how parental mediation moderates the relationship between teacher roles and prevention of teenage pregnancies in Narok County. Towards the achievement of these, the chapter presents the response rate, demographic data, quantitative findings and qualitative findings, hypothesis testing, and discussion of research findings.

4.2 Response rate (RR)

According to Baruch and Holton (2008) the level of response rate (RR) is an important, sometimes crucial, factor in assessing the value of research findings (Baruch & Holton, 2008). Data for the study was collected from fifty-two high schools Narok County. These consisted of same sex day, same sex boarding, mixed day, mixed boarding and mixed day and boarding. A total of 500 questionnaires were distributed to high school teenagers in forms one, two, and three. A total of 388 was received back which represents a 77.6 percent response rate. Considering that the sample size of 400 was over sampled to 500 in order to achieve a response rate of 80 percent, this was considered adequate for analytical purposes for the study.

4.3 Reliability Analysis

To determine the internal consistency of items generating that collected data on study variables Cronbach's alpha was used to measure internal consistency. The findings are summarized in table 4.5

Table 4.1: Summary of Reliability Test on Independent Variables

Serial No.	Variable	No of Items used	Cronbach's alpha
1	Teacher Advisory communication	4	$\alpha=0.81$
2	Teacher Mentorship communication	3	$\alpha=0.72$
3	Teaching communication	5	$\alpha=0.81$
4	Socialization communication	4	$\alpha=0.74$

Based on the above Cronbach's alpha finding for the study, the tool has acceptable internal reliability (above $\alpha=0.7$) and therefore the tool yielded reliable data that can gave valid conclusion. On validity the supervisor assessed the content of the document and ascertained that it was appropriate for the study and thus could yield appropriate results which could give a conclusion which is valid.

4.4 Demographic Information

Table 4.2: Demographic Information

Group	Frequency	Percentage
Gender		
Female	388	100
Age Bracket		
13- 15yrs	161	41.5
16 – 18 yrs	196	50.5
19 – 21yrs	31	8.0
School attended		
Same sex day	156	40.2
Same sex boarding	189	48.7
Mixed day	43	11.1
Respondent form		
Form one	156	40.2
Form two	73	18.8
Form three	159	41.0

By design of the study all the respondents were female. Findings show half(50.5%) of study participants were aged between 16-18 years, 41.5% were aged below 16-18 years, while 8% were between 19-21 years. This depicted that majority of the respondents were aged between 16-18 years which was a sign that young teenagers were well conversant with issues of teenage pregnancies. From the findings most (48.7%) of the respondents were in the same sex boarding school, 40.2% were in same sex day secondary school, while 11.1% were in mixed day secondary school. This depicts that most of the respondents were in the same sex boarding school. Results show (41%) of the respondents were in form three, 40.2% were in form one, while 18.8% were in form two. This depicts that most of the respondents were in form three and thus would offer appropriate information regarding teenage pregnancies. According to the KIIs Sexuality education is a key component in a multifaceted approach to address the high need for sexual and reproductive health information and services among adolescents. There is support for sexuality education from the Kenyan government, but education sector policies have largely promoted an abstinence-only approach, which has resulted in a lack of comprehensiveness in the range of topics offered in the curricula.

4.5 Test for Statistical Assumption and Analysis of Likert –Type Data

4.5.1 Test for Normality

The use of inferential parametric statistical processes necessitates that the rules of such tests of normality are put to test. This helps in graphical tests to be performed about the normality of the data to plaid for skewness and kurtosis coefficients. These tests help to confirm whether the data follows a normal distribution or not. If the normality is not achieved, the results may not depict the true picture relationship amongst the variables. In this study, normality was tested using Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, this study used the Shapiro-Wilk test as our numerical means of assessing normality. If the Sig. value of the Shapiro-Wilk Test is greater than 0.05, (P-value test statistic) the data is normal. If it is below 0.05, the data significantly deviates from a normal distribution.

Table 4.3: Shapiro-Wilk Test of Normality

Variables	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	Df	Sig.
Advisory Communication Function	.364	388	.331	.656	388	.401
Mentorship Communication Role	.309	388	.331	.742	388	.401
Teaching Communication Role	.329	388	.331	.703	388	.401
Socialization Communication Role	.289	388	.331	.730	388	.401
Parental Mediation	.285	388	.331	.678	388	.401
Prevention of Teenage Pregnancies	.349	388	.331	.616	388	.401

a. Lilliefors Significance Correction

The findings depict that the significance values for the Shapiro-Wilk tests were 0.401 for advisory communication function, mentorship communication role, teaching communication role, socialization communication role, parental mediation, and prevention of teenage pregnancies. For the Kolmogorov-Smirnov tests, the significance values were 0.331 for advisory communication function, mentorship communication

role, teaching communication role, socialization communication role, parental mediation, and prevention of teenage pregnancies. This implies that since the p-value is greater than the chosen alpha level of 0.05 then we fail to reject the hypothesis based on the fact that the data came from a normally distributed population. The results of the tests are therefore of normally distributed population.

4.5.2 Test for Multi-collinearity and Singularity

When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed. The term collinearity implies that two variables are near perfect linear combinations of one another. When more than two variables are involved it is often called Multicollinearity, although the two terms are often used interchangeably. Multicollinearity is a test that evaluates whether the independent variables are highly correlated. The primary concern is that as the degree of Multicollinearity increases, the regression model estimates of the coefficients become unstable and the standard errors for the coefficients can get wildly inflated.

The variance inflation factor (VIF) was used to evaluate the level of correlation between variables and to estimate how much the variance of a coefficient was inflated because of linear dependence with other predictors. As a rule of thumb if any of the VIF are greater than 10 (greater than 5 when conservative) then there is a probability of a problem with Multicollinearity and is harmful to the study (Newbert, 2008). Tolerance, defined as $1/VIF$, is used by many researchers to check on the degree of collinearity. A tolerance value lower than 0.1 is comparable to a VIF of 10. It means that the variable could be considered as a linear combination of other independent variables (Newbert, 2008). The results for tests of Multicollinearity were as presented in Table 4.8.

Table 4.4: Test for Multicollinearity

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	1.272	.350		3.636	.000		
Advisory Communication Function	.198	.063	.188	3.126	.002	.780	1.281
Mentorship Communication Role	.096	.066	.107	1.451	.0148	.512	1.954
Teaching Communication Role	.325	.073	.349	4.481	.000	.463	2.162
Socialization Communication Role	.174	.070	.145	2.463	.014	.815	1.228
Parental Mediation	.123	.054	.161	2.272	.024	.558	1.793

a. Dependent Variable: Prevention of Teenage Pregnancies

The results in Table 4.38 revealed that there was no problem of multicollinearity. Tolerance levels for all the variables were greater than the recommended minimum of 0.1 (Cooper and Schindler, 2014). Similarly, variance inflation factors for the variables were all below 5 meaning that the variables were not highly correlated.

4.5.3 Test for Homoscedasticity and heteroscedasticity

Heteroscedasticity occurs when the variance of the error terms differs across observations. Heteroscedasticity is useful to examine whether there is difference in residual variance of the observation period to another period of observation (Godfrey, 1996). The study utilized Glejser test (1969) conducted by regression residual value of the independent variable. In the case there is an assumption that if the Sig. value >0.05, then there is no problem of heteroscedasticity. The results for tests of Heteroscedasticity were as presented in Table 4.9.

Table 4.5: Test for Heteroscedasticity

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.125	.012		3.856	.000
Advisory Communication Function	.198	.045	.186	0.156	.269
Mentorship Communication Role	.096	.056	.112	0.258	.148
Teaching Communication Role	.256	.089	.349	0.481	.86
Socialization Communication Role	.174	.070	.145	0.463	.089
Parental Mediation	.125	.064	.151	0.256	.059

a. Dependent Variable: Prevention of Teenage Pregnancies

Based on the output coefficients, the obtained Sig. values are >0.05 , thus there is no problem of Heteroscedasticity. Hence, there is no difference in residual variance of independent to dependent variables tested.

4.6 Teacher Advisory Communication

This section presents findings on teacher advisory communication which are presented in the following subsections:

4.6.1 Teacher Advise on Teenage Pregnancy

Study participants were required to indicate how the teacher advise on teenage pregnancy impacts on student behavior. A significant majority (86.3%) of the respondents indicated that teacher advise on teenage pregnancy impacts positively on student behavior while the rest indicated that it impacted negatively. This depicts that teacher advise on teenage pregnancy impacts positively on student behavior. Collins (2012) stated that teacher-parent association may serve as an important path to link the parent and school in order to have a better understanding of adolescent in their school performance and home attitude. As such, teacher and parent may have mutual

understand towards the child in monitoring the child’s overall performance. Problems can be traced and treated in early stage before becoming serious and complicated. Teachers play an important role in recognizing the students` problems (MOESVTEE, 2014). School counselor is instrumental to ease the adolescent problem in as early stage as they can. For teachers, classroom activities may be convenient and easier to carry out.

4.6.2 Extent of Agreement on Teacher Advisory Function

The respondents were requested to indicate the extent of agreement on the various statements on teacher advisory functions. The findings are presented in table 4.10.

Table 4.6: Extent of Agreement on Teacher Advisory Function

Statements	N	Mean	Std. Dev
Teacher advise through guidance and counseling help me in making on teenage pregnancies	388	3.771	1.347
Teacher advise helps students reduces indiscipline that may lead to inappropriate behavior such as early sexual debut	388	3.479	1.453
Teacher advise helps student handle communication issues related to sex	388	3.379	2.564
Composite Mean	388	3.543	1.788

Respondents agreed that teacher advise through guidance and counseling help in making decisions on teenage pregnancies (mean=3.771). Additionally, the respondents moderately agreed that teacher advise helps students reduces indiscipline that may lead to inappropriate behavior such as early sexual debut (mean=3.479), and that teacher advise helps student handle communication issues related to sex (mean=3.379). This depicts that teacher advise through guidance and counseling help in making decisions on teenage pregnancies. According to Tinsley and Brown, (2012) teachers are in an excellent position to identify young people who are at high risk of teen pregnancy. One sure marker of vulnerability is being left back in school. Young people who are two or more years older than their classmates are more likely to drop out and become parents

while teenagers. Once high-risk teens are identified, it is essential to make sure that they receive early and intense interventions that will help them overcome the odds.

4.6.3 Problems Encountered in Connection with Teacher Advisory Function

The respondents were requested to indicate the problems they encounter in their school in connection with teacher advisory function through guidance and counseling programme. The findings are shown in table 4.11

Table 4.7: Problems Encountered in Connection with Teacher Advisory Function

Problems	Frequency	Percentage (%)
Students do not comprehend the teachers advise	172	44.3
The number of teenage pregnancies has increased	117	30.2
The level of student indiscipline with regard to sex has increased	99	25.5
Total	388	100

In connection with teacher’s advisory role and specifically the guidance and counselling program, about 45 % of study participants indicated that they do not comprehend the teachers advise, 30.2% indicated that the number of teenage pregnancies has increased, while 25.5% indicated that the level of student indiscipline with regard to sex has increased. These results imply that the problems encountered in school in connection with teacher advisory function through guidance and counseling programme is that students do not comprehend the teachers advise. According Alike (2010) girls who are reentered back to school should be given individual and personal social counseling in order to realize and harness their potentials and ensure that they comprehend teachers advise.

4.6.5 Inferential Analysis of Influence of Teacher Advisory on Prevention of Teenage Pregnancies

Objective one of this study was to establish the advisory communication function of teachers in preventing teenage pregnancies in Narok County Kenya. The following hypothesis was formulated and tested:

Hypothesis 1.

Hypothesis H₁: Advisory communication has no significance in preventing teenage pregnancies in Narok County Kenya

Regression Model

The corresponding mathematical model for the hypothesis was identified as follows:

Preventing Teenage Pregnancies = f (Advisory Communication Role)

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Table 4.8: Simple Linear Regression Results for the Influence of Teacher Advisory on Prevention of Teenage Pregnancies

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate		
1	.784^a	.615	.623	.71454		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.049	1	.049	0.096	.002 ^b
	Residual	197.077	386	.511		
	Total	197.126	387			
Coefficients^c						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.482	.134		26.060	.000
	Advisory Communication Role	.211	.137	.216	.311	.002

Dependent Variable: Preventing Teenage Pregnancies

Predictors: (Constant), Advisory Communication

The results in Table 4.12 shows that $r = 0.784$, implying a positive slope between the independent variable (advisory communication) and the dependent variable (preventing teenage pregnancies). The R- Squared was .615, meaning that 61.5% of the variation in the preventing teenage pregnancies was explained by variation in the advisory communication role. The other factors explained 28.5%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

The results indicate that the $p\text{-value} = 0.002 \leq 0.05$, $t = 26.060$, $p = 0.002 < 0.05$, $r = 0.784$ and $r\text{ square} = 0.615$. Hence based on these findings we reject the null hypothesis that advisory communication has no significance in preventing teenage pregnancies in Narok County Kenya since $p\text{ value of } 0.002$ is less than 0.05 and accept the alternative

hypothesis at $\alpha=0.05$ level of significance that advisory communication role has significance in preventing teenage pregnancies in Narok County Kenya.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Can then be substituted as follows; $Y = 3.482 + 0.211X_1$

The beta value implies that for one-unit increase in advisory communication, preventing teenage pregnancies increases by 0.211. This therefore confirms that advisory communication role had a significant positive influence on the preventing teenage pregnancies. Teacher guidance and advisory function involves the utilization of a point of view to help a student accept and use his or abilities, aptitudes, interest and attitudinal patterns in relations to his or her aspirations (Rok, 2013). As an educational construct it involves the provision of experiences which assist individuals to understand that help to achieve a helping relationship. Therefore, reentered teenage girls are to be provided with educational counseling so as to help them plan a suitable education programme and make progress in it.

4.6.6 Correlation between Teacher Advisory and Prevention of Teenage Pregnancies

Correlational analysis using Pearson's product moment technique was done to determine the relationship between advisory communication and prevention of teenage pregnancies. Results of the correlation are presented in Table 4.13

Table 4.9: Correlation between Teacher Advisory and Prevention of Teenage Pregnancies

		Prevention of Teenage Pregnancies	of Advisory Communication Role
Prevention of Teenage Pregnancies	Pearson Correlation	1	.784
	Sig. (2-tailed)		.002
	N	388	388
Advisory Communication Role	Pearson Correlation	.784	1
	Sig. (2-tailed)	.002	
	N	388	388

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

Results from the Table 4.13 above reveal that there is a significant positive relationship between advisory communication and prevention of teenage pregnancies ($r = 0.765$). This implies that there is a very strong association between advisory communication role and prevention of teenage pregnancies which is significant.

4.7 Teacher Mentorship Communication

This section presents findings on teacher mentorship communication which are presented in the following subsections:

4.7.1 Experience of Cases of Pregnancy

Respondents were requested to indicate whether they have experienced cases of pregnancy among fellow students in their school. Findings indicate all the respondents (100%) (should you really take space to show a one sided figure) have experienced cases of pregnancy among fellow students in their school. This implies that the respondents understood the subject of the study in relation to teenage pregnancies.

4.7.2 Role of Teachers in Handling the Cases

The respondents were requested to indicate if they had experienced cases of pregnancy among their fellow students what role the teacher took to handle the cases to ensure the girls were mentored appropriately. The findings are shown in table 4.14.

Table 4.10: Role of Teachers in Handling the Cases

Statement	Frequency	Percentage (%)
Providing knowledge, reinforcing positive social norms, and enhancing social skills	76	19.6
Promoting educational success and providing an enhanced sense that life holds positive options	312	80.4
Total	388	100

Form the findings majority (80.4%) of the respondents indicated that the teacher played the role of promoting educational success and providing an enhanced sense that life holds positive options, while 19.6% indicated Providing knowledge, reinforcing positive social norms, and enhancing social skills. This depicts that the teacher played the role of promoting educational success and providing an enhanced sense that life holds positive options. Melissa, (2012) stated that students, for their part, need to understand the professional pressures and time constraints faced by their mentors and not view them as merely a means-or impediment-to their goal. For many faculty, mentoring is not their primary responsibility; in fact, time spent with students can be time taken from their own research. Students are obliged to recognize the multiple demands on a mentor's time. Helping youth create and maintain strong connections with adults Both research and everyday experience teach us that every young person needs at least one strong, authoritative, and dependable adult in his or her life (Patra, 2016).

4.7.3 Mentorship and Role Modeling on Pregnancy Prevention

The respondents were requested to indicate the ways through mentorship and role modeling on pregnancy prevention helped the respondents and fellow students in dealing with issues of teenage pregnancy. The findings are shown in table 4.15.

Table 4.11: Mentorship and Role Modeling on Pregnancy Prevention

Statements	Frequency	Percentage (%)
Has informed on the dangers of early pregnancy	66	17.0
Has made the students to be disciplined in relation to sex	322	83.0
Total	388	100

From the findings majority (83%) of the respondents indicated that the ways through mentorship and role modeling on pregnancy prevention helped the respondents and fellow students in dealing with issues of teenage pregnancy was that it has made the students to be disciplined in relation to sex, while 17% indicated that it has informed on the dangers of early pregnancy. This depicts that the ways through mentorship and role modeling on pregnancy prevention helped the respondents and fellow students in dealing with issues of teenage pregnancy was that it has made the students to be disciplined in relation to sex. The findings agree with a study by Makiwane, & Udjo, (2016) who stated that teacher mentors through their communication may demonstrate their influence indirectly by shaping student's goals for the future, providing evidence by their own life that success is possible, and thus providing an incentive for teens to avoid risky behaviors that may interfere with those goals. In the case of teen pregnancy, a mentor may serve as a model, or represent the type of individual that the teen would like to emulate; mentors can encourage higher education and occupational success, and provide emotional support to promote self-esteem, responsibility, and confidence in the teen's ability to succeed.

4.7.4 Extent of Agreement on Statements on Teacher Mentorship Communication

The respondents were requested to indicate the extent of agreement on various statements on teacher mentorship communication. The findings are shown in the table 4.16:

Table 4.12: Extent of Agreement on Statements on Teacher Mentorship Communication

Statements	N	Mean	Std. Dev
Most girls students have been mentored on issues related to sex as well as teenage pregnancy	388	3.449	1.436
Female teachers have been communicating on issues related to sex to the students	388	3.227	1.639
Many girls have complete school without getting pregnant as a result of mentorship	388	3.771	1.347
Many girls have joined secondary schools due to mentorship on early sex debut and teenage pregnancy	388	3.479	1.453
Composite Mean	388	3.482	1.469

From the findings the respondents agreed that many girls have completed school without getting pregnant as a result of mentorship (mean=3.771). the further moderately agreed that many girls have joined secondary schools due to mentorship on early sex debut and teenage pregnancy (mean=3.479), followed by most girls' students have been mentored on issues related to sex as well as teenage pregnancy (mean=3.449), and that female teachers have been communicating on issues related to sex to the students (mean=3.227). This depicts that many girls have completed school without getting pregnant as a result of mentorship.

Santrock, (2013) states that mentorship programmes organized in the schools are effective in preventing teenage pregnancies. Teacher mentoring programs should be incorporated within multi-faceted approaches, addressing multiple risk behaviors among youth including drug use, school dropout, and delinquency, as well as teen pregnancy. Although some of these programs have been evaluated, unfortunately the evaluations are not sufficient to assess the impact of the mentoring component on adolescent sexual behavior.

4.7.5 Inferential Analysis of Influence of Mentorship Communication on Prevention of Teenage Pregnancies

Objective two of this study was to determine the mentorship communication role of teachers in preventing teenage pregnancies in Narok Kenya. The following hypothesis was formulated and tested:

Hypothesis 2.

Hypothesis H₂: Mentorship communication has no significance in preventing teenage pregnancies in Narok County Kenya

Regression Model

The corresponding mathematical model for the hypothesis was identified as follows:

Preventing Teenage Pregnancies = f (Mentorship Communication)

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

Table 4.13: Simple Linear Regression Results for the Influence of Mentorship Communication on Prevention of Teenage Pregnancies

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.812 ^a	.659	.661	.69544		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.441	1	10.441	21.572	.000
	Residual	186.686	386	.484		
	Total	197.126	387			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.809	.157		17.845	.000
	Mentorship Communication Role	.205	.144	.230	4.646	.000

Dependent Variable: Preventing Teenage Pregnancies
 Predictors: (Constant), Mentorship Communication

Results in Table 4.17 shows that $r = 0.812$, implying a positive slope between the independent variable (mentorship communication) and the dependent variable (preventing teenage pregnancies). The R- Squared was .659, meaning that 65.9% of the variation in the preventing teenage pregnancies was explained by variation in the mentorship communication. The other factors explained 34.1%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

The results indicate that the $p\text{-value} = 0.000 \leq 0.05$, $t = 17.845$, $p = 0.000 < 0.05$, $r = 0.812$ and $r\text{ square} = 0.659$. Hence based on these findings we reject the null hypothesis that mentorship communication has no significance in preventing teenage pregnancies in Narok County Kenya since p value of 0.000 is less than 0.05 and accept the alternative hypothesis at $\alpha = 0.05$ level of significance that mentorship communication role has significance in preventing teenage pregnancies in Narok County Kenya.

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

Can then be substituted as follows; $Y = 2.809 + 0.205X_2$

The beta value implies that for one-unit increase in mentorship communication, preventing teenage pregnancies increases by 0.205. This therefore confirms that mentorship communication role had a significant positive influence on the preventing teenage pregnancies. Dube, (2013) states that the nature of a mentoring relationship varies with the level and activities of both student and mentor. In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the student. A good mentor is approachable and available. In long-term relationships, friendships form naturally; students can gradually become colleagues. At the same time, strive as a mentor to be aware of the distinction between friendship and favoritism (Kirby, 2013).

4.7.6 Correlation between Mentorship Communication and Prevention of Teenage Pregnancies

Correlational analysis using Pearson's product moment technique was done to determine the relationship between mentorship communication and prevention of teenage pregnancies. Results of the correlation are presented in Table 4.18

Table 4.145: Correlation between Mentorship Communication and Prevention of Teenage Pregnancies

		Prevention of Mentorship Teenage Pregnancies	of Mentorship Communication
Prevention of Teenage Pregnancies	Pearson Correlation	1	.812**
	Sig. (2-tailed)		.000
	N	388	388
Mentorship Communication	Pearson Correlation	.812**	1
	Sig. (2-tailed)	.000	
	N	388	388

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

Results from the Table 4.18 above reveal that there is a significant positive relationship between mentorship communication and prevention of teenage pregnancies ($r = 0.630$). This implies that there is a very strong association between mentorship communication and prevention of teenage pregnancies which is significant.

4.8 Teaching Communication

This section presents findings on teaching role which are presented in the following subsections:

4.8.1 Comprehensive Teaching of Sexuality at School

Study participants were requested to indicate whether in the light of teenage pregnancy they have been taught comprehensively sexuality at school. All the respondents indicated that in connection to teenage pregnancy they have been taught comprehensively sexuality at school. This shows that the respondents had adequate knowledge on matters related to sexuality. According to Freddie (2012), communication

skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable. Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class.

4.8.2 Issues Covered on Sexuality Education in Schools

The respondents were required to indicate if sexuality was taught comprehensively in schools what issues have been covered on sexuality education in schools. The findings are shown in table 4.19.

Table 4.15: Issues Covered on Sexuality Education in Schools

Issues taught	Frequency	Percentage (%)
Use of a condom	219	56.4
Abstinence	169	43.6
Total	388	100

Over half (56.4%) of the respondents indicated that if sexuality was taught comprehensively in schools, issues of use of condom would be covered on sexuality education while 43.6% indicated abstinence. This implies that if sexuality was taught comprehensively in schools, issues of use of condom would be covered on sexuality education in schools. Pearson, (2012) argued that good communication skills of teacher are the basic need of students, which helps them to achieve professional success of life, maintain discipline, as well as addressing issues such as teenage pregnancies among students. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality.

4.8.3 Extent of Agreement on Statements on Teacher Communication and Teenage Pregnancy

The respondents were requested to indicate the extent of agreement on statements with regard to teacher communication and teenage pregnancy. The findings are shown in table 4.20.

Table 4.16: Extent of Agreement on Statements on Teacher Role and Teenage Pregnancy

Statements	N	Mean	Std. Dev
Good communication skills of teacher helps students in addressing issues such as teenage pregnancies	388	3.771	1.322
Teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality	388	3.479	1.453
Students are informed of their expected behavior and consequences of deviant behavior in relation to sexuality and teenage pregnancies through good communication	388	3.276	1.516
Students who lack the right communication and are uneducated about sex are more likely to have unintended pregnancies	388	3.749	1.361
Student interacts with one another and this help them deal with sex curiosity and stress that comes with adolescence	388	3.424	1.514
Students are encouraged toward their learning process especially on teenage pregnancies through good communication	388	3.408	1.494
Composite Mean	388	3.518	1.443

Form the findings the respondents agreed that good communication skills of teacher help students in addressing issues such as teenage pregnancies (mean=3.771), followed by students who lack the right communication and are uneducated about sex are more likely to have unintended pregnancies (mean=3.749). The respondents moderately agreed that teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality (mean=3.479), student interacts with one another and this help them deal with sex curiosity and stress that comes with adolescence (mean=3.424), students are encouraged toward their learning process especially on teenage pregnancies through good communication (mean=3.408), and that students are informed of their expected behavior and consequences of deviant behavior in relation to

sexuality and teenage pregnancies through good communication (mean=3.276). This depicts that good communication skills of teacher help students in addressing issues such as teenage pregnancies.

According to MacNeil & Byers, (2014) teacher effective communication about sexual issues with students predicts unique variance in relationship satisfaction above and beyond that of general relationship communication. Being open to discussion about sexual topics for adolescents is related to satisfaction with romantic relationships. An experimental study which involved reading and imagining the self in scenarios about a first time sexual encounter or at three months of sexual involvement by Turk and Hocking (2015) demonstrated that people feel better about themselves, and have more respect for an imagined partner, and viewed the experience as more sexually positive if the person communicates about their sexual needs and insists on a condom vs. not insisting on a condom.

4.8.4 Frequency of Teaching Sexuality Education

The respondents were requested to indicate how often the respondents are taught on sexuality by the counsellor teacher. The findings are shown in table 4.21.

Table 4.17: Frequency of Teaching Sexuality Education

Frequency of Teaching Sexuality Education	Frequency	Percentage (%)
Once a week	186	47.9
2 times a week	100	25.8
3 times a week	102	26.3
Total	388	100

Almost half (47.9%) of the respondents indicated that they were taught on sexuality by the counsellor teacher once a week, 26.3% indicated three times a week, while 25.8% indicated two times a week. This depicts that the respondents were taught on sexuality by the counsellor teacher once a week.

4.8.5 Teaching of Cases of Students Being Pressurized to Have Sex

The respondents were requested to indicate whether they are taught about cases of students being pressurized to have sex by their friends. The findings are shown in table 4.22.

Table 4.18: Teaching of Cases of Students Being Pressurized to Have Sex

Statement	Frequency	Percentage (%)
Yes	186	74.2
No	100	25.8
Total	388	100

From the findings majority (74.2%) of the respondents indicated they are taught about cases of students being pressurized to have sex by their friends, while 25.8% were of contrary opinion. This depicts that the respondents are taught about cases of students being pressurized to have sex by their friends.

In addition, the respondents were requested if they were taught about cases of students being pressurized to have sex by their friends what strategies did the teacher use to explain such instances. All the respondents indicated that they were taught about cases of students being pressurized to have sex by their friends and the strategy that the teacher utilized was guidance and counselling.

4.8.6 Inferential Analysis of Influence of Teaching Communication on Prevention of Teenage Pregnancies

Objective three of this study was to establish the teaching communication in preventing teenage pregnancies in Narok Kenya. The following hypothesis was formulated and tested:

Hypothesis 3

Hypothesis H₃: Teaching Communication has no significance in preventing teenage pregnancies in Narok County Kenya

Regression Model

The corresponding mathematical model was for the hypothesis was identified as follows:
Preventing Teenage Pregnancies = f (Teaching Communication)

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon$$

Table 4.19: Simple Linear Regression Results for the Influence of Teaching Communication on Prevention of Teenage Pregnancies

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.721 ^a	.520	.535	.71455		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.044	1	.044	.086	.001
	Residual	197.083	386	.511		
	Total	197.126	387			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.480	.548		23.508	.000
	Teaching Communication Role	.212	.141	.015	.292	.001

Dependent Variable: Preventing Teenage Pregnancies
Predictors: (Constant), Teaching Communication

Results in Table 4.23 shows that $r = 0.721$, implying a positive slope between the independent variable (teaching communication) and the dependent variable (preventing

teenage pregnancies). The R- Squared was .520, meaning that 52.0% of the variation in the preventing teenage pregnancies was explained by variation in the teaching communication. The other factors explained 48.0%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

Findings indicate that the $p\text{-value} = 0.001 \leq 0.05$, $t = 23.508$, $p = 0.001 < 0.05$, $r = 0.721$ and $r\text{ square} = 0.520$. Hence based on these findings we reject the null hypothesis that teaching communication has no significance in preventing teenage pregnancies in Narok County Kenya since p value of 0.001 is less than 0.05 and accept the alternative hypothesis at $\alpha = 0.05$ level of significance that teaching communication has significance in preventing teenage pregnancies in Narok County Kenya.

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon$$

Can then be substituted as follows; $Y = 3.480 + 0.212X_2$

The beta value implies that for one-unit increase in teaching communication, preventing teenage pregnancies increases by 0.212. This therefore confirms that teaching communication role had a significant positive influence on the preventing teenage pregnancies. MacNeil & Byers, (2014) states that teenagers who lack the right communication and are uneducated about sex are more likely to have unintended pregnancies and the reason is that they do not fully understand the biological and emotional aspects associated with having sex. This is the reason why it is important and timely for school teachers to consider incorporating awareness and prevention strategies with respect to teenage pregnancy, in their curriculum. First and foremost, school teachers can serve as important parts of a comprehensive approach in the prevention of teenage pregnancy (Loss, 2013).

4.8.7 Correlation between Teaching Communication and Prevention of Teenage Pregnancies

Correlational analysis using Pearson’s product moment technique was done to determine the relationship between teaching communication and prevention of teenage pregnancies. Results of the correlation are presented in Table 4.24.

Table 4.20: Correlation between Teaching Communication and Prevention of Teenage Pregnancies

		Prevention of Teenage Pregnancies	of Teaching Communication
Prevention of Teenage Pregnancies	Pearson Correlation	1	.721
	Sig. (2-tailed)		.001
	N	388	388
Teaching Communication	Pearson Correlation	.721	1
	Sig. (2-tailed)	.001	
	N	388	388

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

Results from the Table 4.24 above reveal that there is a significant positive relationship between teaching communication and prevention of teenage pregnancies ($r = 0.715$). This implies that there is a very strong association between teaching communication and prevention of teenage pregnancies which is significant.

4.9 Socialization Communication

This section presents findings on socialization role which are presented in the following subsections:

4.9.1 Socialize on Issues to do with Sexuality

The respondents were requested to indicate whether students socialize on issues to do with sexuality. From the findings all the respondents (100%) indicated that students socialize on issues to do with sexuality. This gives them more ideas on how and when is the right time to engage in sex matters. Hoppe, & Gillmore, (2014) stated that sexual socialization among adolescents occurs at different points for each individual. Influences such as parents, media, peers, school education program, and important adults in a child's life all have an impact on the sexual development of the child. These influences all emphasize different aspects of sexuality.

The respondents were further requested to indicate if students socialize on issues to do with sexuality how does the action help trigger the communication between the teacher and the student. The findings are shown in table 4.25.

Table 4.21: Socialize on Issues to do with Sexuality

Statement	Frequency	Percentage (%)
It makes student open on sex issues	286	73.7
Makes the students to deal with peer pressure	102	26.3
Total	388	100

From the findings majority (73.7%) of the respondents indicate that socializing on issues to do with sexuality help them to open up on sex issues, while 26.3% indicated that it makes the students to be a bel to deal with peer pressure. This depicts that socializing on issues to do with sexuality help them to open up on sex issues.

4.9.2 Extent to Which Teacher Attitude Facilitate Student Communication

The respondents were requested to indicate to what extent does the teacher attitude facilitate student communication on sex and teenage pregnancies. The findings are shown in table 4.26.

Table 4.22: Extent to Which Teacher Attitude Facilitate Student Communication

Statement	Frequency	Percentage (%)
Very great extent	100	25.8
Great extent	186	74.2
Total	388	100

From the findings majority (74.2%) of the respondents indicated that teacher attitude facilitate student communication on sex and teenage pregnancies to a great extent while 25.8% indicated that it helps to a very great extent. This depicts that teacher attitude facilitates student communication on sex and teenage pregnancies to a great extent. Braverman, & Fong, (2013) argued that teachers have an early and ongoing role in the socialization of children, and adolescents who have positive connections to their families and schools have less advanced sexual behavior. Adolescents who report high levels of connectedness to teacher monitoring of activities, and frequent teacher–teen communication about sex have later first coitus than peers.

4.9.3 Extent of Agreement on Statements on Socialization Communication and Teenage Pregnancy

The respondents were requested to indicate the extent of agreement on statements on socialization communication and teenage pregnancy. The findings are shown in table 4.27

Table 4.23: Extent of Agreement on Statements on Socialization Communication and Teenage Pregnancy

Statements	N	Mean	Std. Dev
Student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies	388	3.670	1.377
Through socialization students disclose information regarding sexuality	388	3.330	1.570
Students share their experiences on sexuality with their teachers and get encouraged through school programs	388	3.523	1.463
The school environment and culture is supportive in making students to have a sense of belonging and be connected to the school and the teachers thus are free to share issues on sexuality and teenage pregnancies	388	3.624	1.388
Socialization helps students to have a platform where they can communicate appropriately with the teachers on matters sex and thus are able to deal with teenage pregnancies	388	3.391	1.532
Motivational talks from different speakers invited in the school help students to feel free in communicating matters related to sex and teenage pregnancies	388	3.609	1.544
Composite Mean	388	3.525	1.479

From the findings the agreed that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies (mean=3.67), followed by the school environment and culture is supportive in making students to have a sense of belonging and be connected to the school and the teachers thus are free to share issues on sexuality and teenage pregnancies (mean=3.624), motivational talks from different speakers invited in the school help students to feel free in communicating matters related to sex and teenage pregnancies (mean=3.609), and that students share their experiences on sexuality with their teachers and get encouraged through school programs (mean=3.523). The respondents moderately agreed that socialization helps students to have a platform where they can communicate appropriately with the teachers on matters sex and thus are able to deal with teenage pregnancies (mean=3.391), and that through socialization students disclose information regarding sexuality (mean=3.33). This depicts that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies.

Luster & Small, (2014) argued that teacher’s communication and advice may delay the onset of sexual intercourse by instilling disapproving attitudes and expectations for delayed coitus. Prominent social attachment theories posit that young people who are bonded to teachers will uphold the traditional norms and values of these conventional socialization agents. Adolescents who possess strong connections to families and schools are likely to internalize values and standards that support postponing sexual intercourse, especially if adolescents are well aware that these socialization agents disapprove of teen sexual activity (Miller, 2014).

4.9.4 Extent to Which Teacher Socialization communication has helped on Sexuality Issues

The respondents were requested to indicate the extent to which teacher socialization role has helped on sexuality issues. The findings are as shown in table 4.28, 4.29, and 4.30

Table 4.24: Consequences of Sexual Activities

Consequences of sexual activities	Frequency	Percentage (%)
somewhat informed	260	67
Very well informed	128	33
Total	388	100

From the findings majority (67%) of the respondents indicated that they were somewhat informed on consequences of sexual activities while 33% indicated they were very well informed. This depicts that the respondents were somewhat informed on consequences of sexual activities.

Table 4.25: Age at which one can become Pregnant

Age at which one can become pregnant	Frequency	Percentage (%)
Not informed	286	73.7
somewhat informed	102	26.3
Total	388	100

From the findings majority (73.7%) of the respondents indicated that they were not informed on age at which one can become pregnant while 26.3% indicated they were somewhat informed. This depicts that the respondents were not informed on age at which one can become pregnant. According to Romer & Stanton, (2013) peers transmit sexual information that is often more accepting, and influential, than standards espoused by adults. When the sexual information supplied by peers is dominant, adolescents have an earlier transition to first coitus, and those who believe that peers approve of sexual activity and are sexually active are more likely to initiate intercourse.

Table 4.26: How to avoid getting Pregnant

How to avoid getting pregnant	Frequency	Percentage (%)
somewhat informed	303	78.1
Very well informed	85	21.9
Total	388	100

From the findings majority (78.1%) of the respondents indicated that they were somewhat informed on how to avoid getting pregnant while 21.9% indicated they were very informed. This depicts that the respondents were somewhat informed on how to avoid getting pregnant.

4.9.5 Inferential Analysis of Influence of Socialization Communication on Prevention of Teenage Pregnancies

Objective four of this study was to assess the socialization communication of teachers in preventing teenage pregnancies in Narok County Kenya. The following hypothesis was formulated and tested:

Hypothesis 4.

Hypothesis H₄: Socialization communication has no significance in preventing teenage pregnancies in Narok County Kenya

Regression Model

The corresponding mathematical model for the hypothesis was identified as follows:

Preventing Teenage Pregnancies = f (Socialization Communication)

$$Y = \beta_0 + \beta_4 X_4 + \varepsilon$$

Table 4.27: Simple Linear Regression Results for the Influence of Socialization Communication on Prevention of Teenage Pregnancies

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error	of the Estimate	
1	.814 ^a	.663	.671	.70895		
ANOVA^a						
Model		Sum of Squares	of Df	Mean Square	F	Sig.
1	Regression	3.118	1	3.118	6.199	.013
	Residual	194.009	386	.503		
	Total	197.126	387			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.948	.175		22.570	.000
	Socialization Communication	.221	.149	.126	2.491	.013

Dependent Variable: Preventing Teenage Pregnancies
 Predictors: (Constant), Socialization Communication

The results in Table 4.31 shows that $r = 0.814$, implying a positive slope between the independent variable (socialization communication) and the dependent variable (preventing teenage pregnancies). The R- Squared was .663, meaning that 66.3% of the variation in the preventing teenage pregnancies was explained by variation in the socialization communication. The other factors explained 33.7%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

The results indicate that the p-value = $0.013 \leq 0.05$, $t=22.570$, $p=0.013 < 0.05$, $r= 0.721$ and $r \text{ square}=0.891$. Hence based on these findings we reject the null hypothesis that socialization communication has no significance in preventing teenage pregnancies in Narok County Kenya since p value of 0.013 is less than 0.05 and accept the alternative hypothesis at $\alpha=0.05$ level of significance that socialization communication has significance in preventing teenage pregnancies in Narok County Kenya.

$$Y = \beta_0 + \beta_4 X_4 + \varepsilon$$

Can then be substituted as follows; $Y= 3.948+ 0.221X_2$

The beta value implies that for one-unit increase in socialization communication, preventing teenage pregnancies increases by 0.221. This therefore confirms that socialization communication had a significant positive influence on the preventing teenage pregnancies. Braverman, & Fong, (2013) argued that teachers have an early and ongoing role in the socialization of children, and adolescents who have positive connections to their families and schools have less advanced sexual behavior. Adolescents who report high levels of connectedness to teacher monitoring of activities, and frequent teacher–teen communication about sex have later first coitus than peers. Adolescents who have a positive orientation toward school, as evidenced by feeling connected to school, receiving good grades, and expecting to continue through high school and/or college, also report later first coitus than teens with poor school connections and performance (L’Engle, Brown, & Kenneavy, 2016).

4.9.6 Correlation between Socialization communication and Prevention of Teenage Pregnancies

Correlational analysis using Pearson’s product moment technique was done to determine the relationship between socialization communication and prevention of teenage pregnancies. Results of the correlation are presented in Table 4.32

Table 4.28: Correlation between Socialization Communication and Prevention of Teenage Pregnancies

			Prevention of Teenage Pregnancies	of Socialization Communication
Prevention of Teenage Pregnancies	Pearson Correlation		1	.814*
	Sig. (2-tailed)			.013
	N		388	388
Socialization Communication	Pearson Correlation		.814*	1
	Sig. (2-tailed)		.013	
	N		388	388

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

Results from the Table 4.32 above reveal that there is a significant positive relationship between socialization communication and prevention of teenage pregnancies ($r = 0.814$). This implies that there is a very strong association between socialization communication and prevention of teenage pregnancies which is significant.

4.10 Parental Mediation

This section presents findings on parental mediation which are presented in the following subsections:

4.10.1 Parent Advise to Delay Sex Debut

The respondents were requested to indicate whether parent advise helps them to delay sex debut at an early age. From the findings all the respondents (100%) indicated that parent advise helps them to delay sex debut at an early age. This shows that the parents were more dedicated in helping their teenagers avoid early sex debut. According to Botchway, (2014) parent-adolescent communication is an appealing source for influencing adolescents' knowledge, attitudes and behavior, because parents are an

accessible and often willing source of information for their children. In addition, the respondents were requested to indicate whether if parent advise helps them to delay sex debut at an early age, how does this happen. From the findings all respondents (100%) indicated that parent advise helps them to delay sex debut at an early age as it promotes abstinence. This show that parent advise focuses more on abstinence rather that other measure related to sexual activities. Hutchinson et al. (2013) stated that parent-adolescent communication about reproductive health issues, such as sex, contraception, and HIV and pregnancy risk, is associated with; delayed sexual initiation, reduced sexual activity, improved use of condoms and/or other contraceptives, increased communication between adolescents and their sex partners, a lower risk of pregnancy, and increased self-efficacy to negotiate safer sex.

4.10.2 Discussing Sexual Issues with Parents

The respondents were requested to indicate what hinders students from discussing sexual issues with their parents. The findings are as shown in table 4.33

Table 4.29: Discussing Sexual Issues with Parents

Sexual Issues with Parents	Frequency	Percentage (%)
It is taboo	85	21.9
Un available parents	201	51.8
Parents not well informed	102	26.3
Total	388	100

From the findings majority (51.8%) of the respondents indicated that unavailable parents hinders students from discussing sexual issues with their parents, 26.3% indicated that the parents are not well informed, and 21.9% indicated it is a taboo. This depicts that unavailable parents hinder students from discussing sexual issues with their parents.

Miller et al., (2014) established that adolescents that talked with their mother about condoms were significantly more likely to use a condom during their first sexual experience. Moreover, the study also found that adolescents that used a condom during

first sexual intercourse were significantly more likely to use a condom from that point onward. Thus, the authors inferred that mother-child communication about condom use that occurred before the year of first condom use had a direct effect of increasing condom use during first sexual experiences.

4.10.3 Extent of Agreement with Statements on Parental Mediation

The respondents were requested to indicate the extent of agreement on statements in relation to parental mediation. The findings are shown in table 4.34, and 4.35

Table 4.30: Girls from poor homes are often tempted to Accept Lifts/Money/Gifts from boys and men in exchange for Sexual Relations

	Frequency	Percentage (%)
Strongly Disagree	83	21.4
Disagree	66	17
Agree	174	44.8
Strongly Agree	65	16.8
Total	388	100

From the findings most (44.8%) of the respondents agreed that girls from poor homes are often tempted to accept lifts/money/gifts from boys and men in exchange for sexual relations, 21.4% strongly disagreed, 17% disagreed, while 16.8% agreed. This depicts that girls from poor homes are often tempted to accept lifts/money/gifts from boys and men in exchange for sexual relations.

Table 4.31: My parent/guardian strictly supervises/monitors my activities in the evenings/weekends/holidays

	Frequency	Percentage (%)
Strongly Disagree	61	15.7
Disagree	62	16
Neutral	32	8.2
Agree	148	38.1
Strongly Agree	85	21.9
Total	388	100

From the findings most (38.1%) agreed that parent/guardian strictly supervises/monitors my activities in the evenings/weekends/holidays, 21.9% strongly agreed, 16% disagreed, 15.7% strongly disagreed, while 8.2% were neutral. This depicts that parent/guardian strictly supervises/monitors my activities in the evenings/weekends/holidays.

4.10.4 Parental Mediation and Teenage Pregnancies

The respondents were requested to indicate the extent of agreement on parental mediation and teenage pregnancies. The findings are shown in table 4.36

Table 4.32: Parental Mediation and Teenage Pregnancies

Statements	N	Mean	Std. Dev
Students denial from accessing social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy	388	3.379	1.481
Student-parental communication on peer group pressure could reduce chances of teenage pregnancy	388	3.459	1.570
Students failure to talk about sex to their parents does not influence teenage pregnancy	388	3.304	1.429
The marital status of parents contributes to teenage pregnancy	388	3.660	1.319
Girls from poor families are not at higher risk of becoming pregnant than girls from rich families	388	3.443	1.622
Composite Mean	388	3.449	1.484

From the findings the respondents agreed that the marital status of parents contributes to teenage pregnancy (mean=3.66). the respondents moderately agreed that student-parental communication on peer group pressure could reduce chances of teenage pregnancy (mean=3.459), girls from poor families are not at higher risk of becoming pregnant than girls from rich families (mean=3.443), students denial from accessing social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy (mean=3.379), and that students failure to talk about sex to their parents does not influence teenage pregnancy (mean=3.304). This depicts that the marital status of parents contributes to teenage pregnancy.

Jaccard & Dittus, (2012) established that communication of sexual matters between parents and adolescents is one of the strategies that could encourage adolescents to delay sexual debut or avoid unprotected sexual intercourse. However, parents and their adolescent children do not often communicate about sexual matters, and even where discussions occur, parents provide scanty information about sexual matters. Strategically parent-child conversations on sexual health facilitate the development of risk reduction behaviors among couples as evidence shows that young people who report previous discussions of sexual matters with parents are seven and a half times more likely to feel able to communicate with a partner about AIDS than those who have not had such communication, (Center for Diseases Control 2012).

4.10.5 Reasons for Talking or not talking to Parents about Sex

The respondents were requested to indicate the reasons students give for talking or not talking to their parents about sex. The findings are as shown in table 4.37.

Table 4.33: Reasons for Talking or not talking to Parents about Sex

	Frequency	Percentage (%)
Lack of respect	49	25.8
Shyness	225	58
Lack of concern	63	16.2
Total	388	100

From the findings majority (58%) of the respondents indicated that shyness was the reasons students give for talking or not talking to their parents about sex, 25.8% indicated lack of respect, while 16.2% indicated lack of concern. This depicts that shyness was the reasons students give for talking or not talking to their parents about sex.

4.10.6 Parents Support on Return to School of Teenage Pregnant Girls

The respondents were requested to indicate whether parents support the return to school of teenage pregnant girls. The findings are shown in table 4.38.

Table 4.34: Parents Support on Return to School of Teenage Pregnant Girls

	Frequency	Percentage (%)
Yes	360	93
No	28	7
Total	388	100

From the findings majority (93%) indicated that parents support the return to school of teenage pregnant girls while 7% were of the contrary opinion. This depicts that parents support the return to school of teenage pregnant girls.

4.10.2 Inferential Analysis on Parental Mediation

Objective five of this study was to find out how parental mediation moderates the relationship between teacher roles and prevention of teenage pregnancies in Narok County. The following hypothesis was formulated and tested:

H₅: Parental mediation does not moderate the relationship between teacher communication roles and preventing teenage pregnancies in Narok County.

The hypothesis was tested using the following linear regression model

Prevention of Teenage Pregnancies = f (Parental Mediation)

$$Y = \beta_0 + \beta_5 X_5 + \varepsilon$$

Where

Y = Combined Teacher Communication

X₅ = Parental Mediation

β₀: = Constant term

ε = Error term

This hypothesis was tested using Baron and Kenny (1986) four-step method. Linear regression was used in each step. In step one, preventing teenage pregnancies was regressed on combined teacher communication roles. If R² and beta coefficients are statistically significant, the process would move to step two. If they are not significant, the process terminates and would be concluded that parental mediation does not mediate relationship between combined teacher communication roles and preventing teenage pregnancies.

Step 2 involved regressing of combined teacher communication on parental mediation. If the results are significant, the process moves to step 3 because the necessary condition for moderation exist. In step three the influence of parental mediation on preventing teenage pregnancy is tested using a simple linear regression model. A statistically significant effect of parental mediation on preventing teenage pregnancy is a necessary condition in testing for the moderation. The analysis then moves to step 4. Finally, Step

four tested the influence of combined teacher-student communication on preventing teenage pregnancy while controlling for the effect of parental mediation. These tests were done using simple linear regression analysis. The influence of combined teacher communication role on preventing teenage pregnancy should not be statistically significant when parental mediation is controlled. This is a necessary condition in testing for moderation.

Step one: Test of the influence of influence of combined teacher communication roles on preventing teenage pregnancy. The results of the regression analysis are presented in Table 4.39

Table 4.35: Regression Results from the Test of the Influence of combined teacher communication on preventing teenage pregnancy

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.814	.663	.671	.71399		
Predictors: (Constant), Combined Teacher Communication						
ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.404	4	.351	.688	.000
	Residual	195.33	383	.510		
	Total	196.734	387			
Dependent Variable: Preventing Teenage Pregnancy						
Predictors: (Constant), Combined Teacher Communication						
Coefficients						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.372	.584		18.332	.000
1	Combined Teacher Communication	.243	.151	.042	.830	.000
Dependent Variable: Preventing Teenage Pregnancy						
Predictors: (Constant), Combined Teacher Communication						

The results in Table 4.39 show that combined teacher communication had a moderate positive relationship with preventing teenage pregnancy ($R=.814$). The model explained 66.3 percent of the variation in preventing teenage pregnancy which was significant ($R^2=.663$, $F=.689$, $P<0.05$) leaving 33.7 percent unexplained. The results thus confirmed the first step of testing for the moderation of parental mediation between combined teacher communication and preventing teenage pregnancy.

Step two: the test for the moderation of parental mediation in the relationship between combined teacher communication and preventing teenage pregnancy involved testing the influence of combined teacher communication on parent mediation. The results of the tests are presented in Table 4.40

Table 4.36: Regression Results from the Test of the Effect of Combined Teacher Communication on Parental Mediation

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.871	.759	.767	.64597		
Predictors: (Constant), Combined Teacher Communication						
ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	.444	1	.444	1.065	.004 ^b
1	Residual	161.070	386	.417		
	Total	161.514	387			
Dependent Variable: Parental Mediation						
Predictors: (Constant), Combined Teacher Communication						
Coefficients						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.228	.166		19.397	.000
1	Combined Teacher Communication Roles	.248	.146	.052	1.031	.004
Dependent Variable: Parental Mediation						
Predictors: (Constant), Combined Teacher Communication						

The results presented in Table 4.40 above indicate that combined teacher communication had a positive strong and significant effect on parental mediation ($R=.871$ $P < 0.05$). The model explained 75.9 percent ($R^2=.759$, $F=1.065$, $p < 0.05$) of the variation in parental mediation, leaving 24.1 percent unexplained. The results, therefore suggest that the second step of testing confirms intervention of parental mediation in the relationship between combined teacher communication and prevention of teenage pregnancy and thus permits analysis to move to step 3.

The third step of the test for the moderation of parental mediation in the relationship between combined teacher communication and prevention of teenage pregnancy involved testing the influence of parental mediation on prevention of teenage pregnancy. The results for the step 3 are presented in Table 4.41.

Table 4.37: Regression Results Depicting Intervening Effect of parental mediation on the Relationship between combined teacher communication and prevention of teenage pregnancy

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.111	.012	.014	.2989		
ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.188	2	.094	1.057	.307
	Residual	34.265	385	.089		
	Total	34.453	387			
Coefficients						
	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	Parental Mediation	.015	.061	.030	.252	.006
	Combined Teacher Communication	.087	.055	.186	1.566	.307

Predictors: (Constant), Combined Teacher Communication, Parental Mediation
 Dependent Variable: Prevention of Teenage Pregnancy

The results in Table 4.41 indicate that parental mediation had a weak positive relationship with prevention of teenage pregnancy ($R=.111$). The model explained 1.2 (0.012) percent of the variation in prevention of teenage pregnancy. 98.8 percent of prevention of teenage pregnancy is explained by other factors not considered in the model. The results were not statistically significant at $P=>0.05$. The results therefore did not satisfy condition in the third step in testing for moderation effect of parental mediation in the relationship between combined teacher communication and prevention of teenage pregnancy. The influences of parental mediation ($B=.015$, $t= .252$, $p>0.05$) and combined teacher communication ($B=.087$, $t= 1.566$, $p>0.05$) were not statistically significant. The model was also not statistically significant ($R^2=.012$, $F=1.057$, $p>0.05$).

The statistical results at step three are not significant and thus did not provide the necessary conditions to progress to **step 4** in testing for the moderating effect and did not support the intervening effect of parental mediation in the relationship between combined teacher communication roles and prevention of teenage pregnancy. Thus, the process terminated at step 3 and consequently there cannot be results for **step 4** to present.

The results were indicative of the fact that combined teacher communication roles interact with parental mediation and the interaction has an effect on their influence on prevention of teenage pregnancy though the indirect effect was not clear from the results in this study. The study accepts the hypothesis that parental mediation does not moderate the relationship between teacher communication and preventing teenage pregnancies in Narok County.

4.11 Prevention of Teenage Pregnancies

This section presents findings on prevention of teenage pregnancies. The findings are presented in the following subsections:

4.11.1 Speak about Teenage Pregnancies

The respondents were requested to indicate whether they were speaking about teenage pregnancies with their teachers. The findings are as shown in table 4.42.

Table 4.38: Speak about Teenage Pregnancies

	Frequency	Percentage (%)
Yes	360	86.3
No	28	13.7%
Total	388	100

From the findings majority (86.3%) of the respondents indicated that they were speaking about teenage pregnancies with their teachers while 23.7% were of the contrary opinion. This depicts that they were speaking about teenage pregnancies with their teachers.

In addition the respondents were requested to indicate whether if they were speaking about teenage pregnancies with their teachers, to what extent did they share information with regard to teenage pregnancies. The findings are indicated in the table 4.43.

Table 4.39: Speaking about Teenage Pregnancies

	Frequency	Percentage (%)
Yes	294	75.8
No	94	24.2
Total	388	100

From the findings majority (75.8%) of the respondents indicated to a great extent that they shared information with regard to teenage pregnancies while 24.2% were of contrary opinion. This depicts that to a great extent the respondents were sharing information with regard to teenage pregnancies.

4.11.2 Help on Speaking about Teenage Pregnancy

The respondents were requested to indicate how speaking about teenage pregnancy help in avoiding it. The findings are shown in table 4.44

Table 4.40: Help on Speaking about Teenage Pregnancy

Statements	Frequency	Percentage (%)
Am able to understand the dangers associated with it	131	33.8
Am able to advise my peers on how to avoid it	223	57.5
Am able to abstain from any sexual activity	34	8.8
Total	388	100

From the findings majority (57.5%) of the respondents indicated that speaking about teenage pregnancy they are able to advise my peers on how to avoid it, 33.8% indicated that they are able to understand the dangers associated with it, while 8.8% indicated that they are able to abstain from any sexual activity. This depicts that speaking about teenage pregnancy the respondents are able to advise my peers on how to avoid it.

According to Khoza (2004) sex education has been found to be successful in promoting abstinence, decreasing sexual activity increasing the use of safer practices, increasing teenage sexual responsibility and increasing sex-related knowledge towards more responsible sexual decision making. In addition, delaying the age at which the first sexual encounter occurs, and not encouraging earlier sexual activity or multiple sexual partners.

4.11.3 Extent of Agreement on Statements on Prevention of Teenage Pregnancies

The respondents were requested to indicate the extent of agreement on statements on prevention of teenage pregnancies. The findings are as shown in table 4.45

Table 4.41: Extent of Agreement on Statements on Prevention of Teenage Pregnancies

Statements	N	Mean	Std. Dev
students share some private way(s) of communicating with each other on matters sexuality and prevention of teenage pregnancies	388	3.412	1.568
I interact/communicate with the teacher much more than with most people I know which help disclose information on sexuality and how to avoid teenage pregnancies	388	3.363	1.403
I like this person much more than most people I know since she guides me on how I can avoid teenage pregnancies	388	3.412	1.494
We do a lot of helpful things for each other on sexuality and how to avoid teenage pregnancies	388	3.624	1.549
I seldom interact/communicate with the teacher on how to avoid teenage pregnancies	388	3.544	1.560
I willingly disclose a great deal of positive and negative things about myself, honestly, and fully (in depth) to the teacher which helps avoid teenage pregnancies	388	3.776	1.348
Composite Mean	388	3.522	1.487

From the finding the respondents agreed that they willingly disclose a great deal of positive and negative things about myself, honestly, and fully (in depth) to the teacher which helps avoid teenage pregnancies (mean=3.776), followed by they do a lot of helpful things for each other on sexuality and how to avoid teenage pregnancies (mean=3.624), and that they seldom interact/communicate with the teacher on how to avoid teenage pregnancies (mean=3.544). The respondents moderately agreed that students share some private way(s) of communicating with each other on matters sexuality and prevention of teenage pregnancies, and that they like this person much more than most people they know since she guides me on how they can avoid teenage pregnancies respectively (mean=3.412), and they interact/communicate with the teacher much more than with most people I know which help disclose information on sexuality and how to avoid teenage pregnancies (mean=3.363). This depicts that the respondents willingly disclose a great deal of positive and negative things about myself, honestly, and fully (in depth) to the teacher which helps avoid teenage pregnancies.

Falk et al, (2006) stated that most teen pregnancy prevention programs have emphasized education, skills, abstinence, and access to contraception. However, the definition of what constitutes teen pregnancy prevention is best expanded to include activities that seek to instill teens with confidence and a sense of the future. This speaks to motivation to avoid pregnancy, a critical element in a pregnancy-free adolescence. Sometimes, what teens need most to avoid pregnancy is information (Eaton et al., 2003).

4.12 Qualitative Analysis

4.12.1 Teacher Advisory Communication

According to FGDs classroom teachers helps students in understanding how small adjustments to their school life can improve relationships, lower anxiety, and develop resilience in the face of setbacks. Teachers can also help students understand what they see as blocking learning in their education. According to FGDs student perceive teacher advisory communication through guidance and counseling in that it helps them work

with students to achieve their post-high school goals, in addition to working through any social and academic problems. FGDs indicated that the perception of the function of school counselors contrasted greatly between teachers and counselors. The misperceptions result in inconsistent, incomplete, or ineffective guidance programs. Lack of communication and lack of appropriate training were found as key influences on students' misperceptions. The FGDs further indicated that The early function of guidance in a school setting was vocational educational training. Teachers were the main providers of guidance, which focused solely on career guidance. Little emphasis was placed on the development of the student as a whole.

4.12.2 Teacher Mentorship Communication

According to the FGDs findings, cases of teenage of pregnancy have been rampant and it has been a challenge to the students learning in schools. It has also affected school overall performance as most of the student drops out of school and later rejoin which creates a knowledge gap. The KIIs indicated that mentorship programs were effective in controlling pregnancy cases among school-going girls in the area where the study was done. This implies that if the mentorship programs are well implemented, the pregnancy cases among girls will reduce drastically. Majority of the KIIs asserted that the schools had mentorship programmes specifically for girls that were geared towards alleviating pregnancy cases among school girls. Some of the mentoring activities include using. The KIIs indicated that mentorship programmes that were organized in the schools were effective though there was need to allocate more time for mentoring activities. This is because the students get the message very well when they are told by people they consider as successful in the society. successful 'old girls' to act as mentors to encourage the girls to get focused on their studies.

4.12.3 Teaching Communication

According to the FGDs individual teachers make decisions on their own regarding what and when to teach sexuality education. This discretion implies holding back information

from the learners, teaching abstinence as the only way of preventing pregnancy or cancelling sexuality education sessions altogether. Teachers' choices about the sexuality education program were linked to lack of guidance on teaching of the curriculum, especially with regards to how to integrate sexuality education into existing subjects. The FGDs further indicated that limited prioritization of sexuality education in the educational sector was observed. The incompatibility of sexuality education with local norms and understandings about adolescent sexuality combined with teacher-parent role dilemmas emerged as problematic in implementing the policy. Limited ownership of the new curriculum further undermined teachers' motivation to actively include sexuality education in daily teaching activities. Use of discretion has resulted in arbitrary teaching thus affecting the acquisition of comprehensive sexual and reproductive health knowledge among learner.

4.12.4 Socialization Communication

Information from KIIs indicated that most teenagers, in an attempt to want to be like their mates in areas such as dressing, hair-do and other material things get a lot of wrong information about sex activity. Some teenagers are deceived by their peers to engage in sexual intercourse and get its taste. In some cases, they are being urged into doing that by their peers or friends who often ask them to accompany them on an errand where illicit sexual activity is carried out. The KIIs also reported that most girls who are not involved in love relationship are usually influenced by their peers into this act. Education about responsible sexual behaviour and specific clear information about the danger of sexual intercourse and teenage pregnancy are frequently not offered. Thus, much of the sex education that teenagers received and information about sex are through uninformed peers.

4.12.5 Parental Mediation

According to the KIIs parents can have a significant effect on their children's sexual risk-taking, and numerous interventions have been developed to support and encourage

parents to talk to their children about sex. Many parents and children, however, have only limited or no communication on the topic. Quantitative studies have found that parents are less likely to talk to their children about sex if they perceive that their children are not ready to hear about it, if they have negative expectations of the outcomes of talking or if they have low self-efficacy. In contrast, parents are more likely to talk to their children about sex if they have a close relationship and good general communication with them.

The FGDs indicated that a supportive parent-teenager relationship and parental values restricting intercourse have the most pervasive positive associations with sexual outcomes. Their association with sexual risk-taking is broadly in line with those observed in previous research. The FGDs also indicate that there exist positive associations between these two dimensions of parenting and sexual relatedness and autonomy. The relatively small association between parental values restricting intercourse and sexual autonomy could be an indirect result of associations with relatedness, since having first sex within a relationship instead of casually makes it easier for teenagers to exercise autonomy.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions, and recommendations. The summary of findings presents the results of hypothesis testing in regard to whether the hypothesis is rejected or accepted. The chapter also presents the conclusions based on the five objectives for this study as informed by the research findings, analysis, interpretation and discussions. In addition, and based on the conclusions deduced, specific areas of the contribution of the study to knowledge are expounded. Finally, this chapter presents the recommendations based on the results in terms of policy, practice, and theory. Further, the chapter presents suggestions for further research.

5.2 Summary of the Major Findings

5.2.1 Influence of advisory communication of teachers on preventing teenage pregnancies in Narok County Kenya

The study's first objective was to determine the influence of advisory communication function of teachers on preventing teenage pregnancies in Narok County Kenya. Both descriptive and inferential statistics were used to arrive at the findings. Descriptive statistics showed that teacher advise through guidance and counseling help in making decisions on teenage pregnancies. Further, most of the respondents found the perception of the function of school counselors contrasted greatly between teachers and counselors. The misperceptions result in inconsistent, incomplete, or ineffective guidance programs. Lack of communication and lack of appropriate training were found as key influences on students' misperceptions. These findings were consistent with the majority of studies previously conducted in relation to teacher advisory function. The inferential statistics showed that advisory communication had a significant positive influence on the preventing teenage pregnancies.

5.2.2 Influence of mentorship communication of teachers on preventing teenage pregnancies in Narok Kenya

The study's second objective was to determine the influence of mentorship communication function of teachers on preventing teenage pregnancies in Narok County Kenya. Both descriptive and inferential statistics were used to arrive at the findings. Descriptive statistics showed that many girls have completed school without getting pregnant as a result of mentorship. Further, most of the respondents found the mentorship programs were effective in controlling pregnancy cases among school-going girls in the area where the study was done. This implies that if the mentorship programs are well implemented, the pregnancy cases among girls will reduce drastically. The inferential statistics showed that mentorship communication had a significant positive influence on the preventing teenage pregnancies.

5.2.3 Influence of teaching communication of teachers on preventing teenage pregnancies in Narok Kenya

The study's third objective was to determine the influence of teacher communication role of teachers on preventing teenage pregnancies in Narok County Kenya. Descriptive statistics showed that good communication skills of teacher help students in addressing issues such as teenage pregnancies. Further, most of the respondents found that individual teachers make decisions on their own regarding what and when to teach sexuality education. This discretion implies holding back information from the learners, teaching abstinence as the only way of preventing pregnancy or cancelling sexuality education sessions altogether. The inferential statistics showed that teacher communication had a significant positive influence on the preventing teenage pregnancies.

5.2.4 Influence of socialization communication of teachers in preventing teenage pregnancies in Narok County Kenya

The study forth objective was to determine the influence of socialization communication role of teachers on preventing teenage pregnancies in Narok County Kenya. Descriptive statistics showed that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies. Further, most of the respondents found that most teenagers, in an attempt to want to be like their mates in areas such as dressing, hair-do and other material things get a lot of wrong information about sex activity. Some teenagers are deceived by their peers to engage in sexual intercourse and get its taste. The inferential statistics showed that socialization communication had a significant positive influence on the preventing teenage pregnancies.

5.2.5 Influence of parental moderation on the relationship between teacher communication and prevention of teenage pregnancies in Narok County

The study's fifth objective was to determine the influence of parental mediation on relationship between teacher roles and prevention of teenage pregnancies in Narok County. Descriptive statistics showed that the marital status of parents contributes to teenage pregnancy. The respondents also found that that a supportive parent-teenager relationship and parental values restricting intercourse has a positive relationship with sexual outcomes. The inferential statistics indicate fact that combined teacher communication interacts with parental mediation and the interaction has an effect on their influence on prevention of teenage pregnancies.

5.3 Conclusions

The study concluded that teachers' advice through guidance and counseling help in making decisions on teenage pregnancies.

Girls have completed school without getting pregnant as a result of mentorship. Mentorship communication had a significant positive influence in the prevention of teenage pregnancies in Narok County. This implies that if the mentorship programs are well implemented, the pregnancy cases among girls reduces drastically.

The study concluded that purposeful communication of teachers help students in addressing issues such as teenage pregnancies. Teacher communication had a significant positive influence on the prevention of teenage pregnancies.

Students participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies. Teenagers, in an attempt to want to imitate their mates in areas such as dressing, hair-do and other material things get a lot of wrong information about sex activity. Some teenagers are deceived by their peers to engage in sexual intercourse and get its 'taste'.

The study concluded that the marital status of parents contributes to teenage pregnancy. The respondents also found that a supportive parent-teenager relationship and parental values restricting intercourse have positive associations with sexual outcomes. The study also concluded that combined teacher communication interacts with parental mediation and the interaction has a positive effect on prevention of teenage pregnancy though the indirect effect was not clear from the results in this study.

5.4 Recommendations of the Study

This section presents the recommendations made based on the findings of this study. Recommendations are made for practice and policy and for further research.

5.4.1 Recommendations for School Management

The study found that perception of the function of school counselors contrasted greatly between teachers and counselors. Thus, the school administrators and teacher counselors

should always consider these misconceptions when establishing guidance and counseling services. The teachers should be provided with communication skills they can adopt while communicating with the students about sex issues.

5.4.2 Recommendation for Ministry of Education

There is need to bridge the gap between sexual knowledge and behaviour change at the point of interaction between teachers and students. The government (county or national) policy makers and stakeholders should strengthen policies and enhance initiatives to educate more girls and reduce early marriages.

5.4.3 Recommendations to Policy Makers.

Schools should take into consideration information gap (teaching) of students by teachers on issues related to sex with a special focus on Narok County and other counties affected by this problem.

5.4.4 Recommendations to Teachers

Schools should devise the various programs where students can **socialize** with one another and be open on the issues affecting their lives. This would ensure that they are able to solve the problems they may be experiencing amicably.

5.4.5 Recommendations to Parents/Guardians

The inferential statistics indicate fact that combined teacher communication interacts with parental mediation and the interaction has an effect on their influence on prevention of teenage pregnancies. Schools to strengthen PTA (Parents-Teachers Association) board to work closely to help emphasize on virtues and avert vices

5.4.6 Recommendations for Further Research

The current study examined the teacher-student communication and prevention of teenage pregnancies in public secondary schools in Narok County, Kenya. This study recommends a similar study to be conducted in other counties. This will provide an opportunity for comparative understanding from different study locations. Another research be conducted to establish the social viability of the study. This will be useful in advocating for recognition of efforts to prevent teenage pregnancies in policy and National and County development plans. In addition, there should be further research to establish other effect modifiers such as peer pressure and other cultural factors on teenage pregnancy. There is also need for further research to establish the effect of current government policies on reducing teenage pregnancy. This should also be extended to the impact of nongovernmental initiatives in combating teenage pregnancy. This will help identify strengths and weakness and reveal any necessary changes to the policies and initiatives.

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APPENDICES

Appendix I: Questionnaire

Hi! My name is Purity Kathure Miriti and I am working on my PhD research project with Jomo Kenyatta University of Agriculture and Technology. The purpose of this research project is to examine the role teacher-student communication in preventing teenage pregnancies in Narok County- Kenya. As part of this research, I will be administering questionnaires to Narok County Public secondary school's students about their experiences and opinions on this matter. Kindly provide correct and useful data and fill appropriately as logically guided. (This questionnaire has been provided as a word document that can be filled out in soft copy and returned via e-mail; or printed, filled out and mailed).

Section A: Demographic Information

1. Gender of the respondent

a)Female ()

2. Indicate by ticking your age bracket

a) 13-15 yrs and below [] b) 16-18 []

c) 19 yrs []

3. What kind of School do you attend?

Same sex day []

Same sex boarding []

Mixed day []

Mixed boarding []

Mixed day and boarding []

4. Please indicate the class/form.....

5. How long have you been in this school?

.....

Section B: Teacher Advisory Function

6. Indicate the way teacher provides guidance and counselling on early sex and teenage pregnancies

Through workshops []

Through small groups []

Timetable lessons []

Through organized sessions on weekends []

7. Indicate how the teacher advises on teenage pregnancy impacts on student behavior?

Positively [] Negatively []

If positive, explain how it impacts on the prevention of teenage pregnancies

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

8. Choose between S. A –strongly Agree, A-Agree, U- Uncertain, D- Disagree and S.D-Strongly Disagree

Statement	SA	A	U	D	SD
Teacher advise through guidance and counseling help me in making on teenage pregnancies					
Teacher advise helps students reduces indiscipline that may lead to inappropriate behavior such as early sexual debut					
Teacher advise helps student handle communication issues related to sex					

9. Tick the problems you encounter in your school in connection with teachers' advise through guidance and counseling programme?

Students do not comprehend the teachers' advice

Students ignore the teacher advice

The number of teenage pregnancies has increased

The level of student indiscipline with regard to sex has increased

Section C : Teacher Mentorship Role

10. Have you experienced cases of pregnancy among your fellow students in your school?

Yes No

If yes, what role did the teachers handle the cases to ensure the girls were mentored appropriately?

Providing knowledge, reinforcing positive social norms, and enhancing social skills []

Offering contraceptive services (either in school or nearby) or making referrals for them []

Promoting educational success and providing an enhanced sense that life holds positive options []

11. Indicate the ways through mentorship and role modeling on pregnancy prevention helped you and fellow students in dealing with issues of teenage pregnancy?

Has informed on the dangers of early pregnancy []

Has made the students to be disciplined in relation to sex []

Has sensitized students on how to refrain from early sex debut []

12. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on

Statements	S.D	D	N.S	A	S.A
Most girls students have been mentored on issues related to sex as well as teenage pregnancy					
Female teachers have been communicating on issues related to sex to the students					
Many girls have complete school without getting pregnant as a result of mentorship					
Many girls have joined secondary schools due to mentorship on early sex debut and teenage pregnancy					

Section D: Teaching Role

13. In the light of teenage pregnancy have you been taught comprehensively sexuality at school?

Yes []

No []

If yes, what issues have been covered on sexuality education in schools?

Use of a condom []

Abstinence []

Use of family planning []

Guidance and counselling []

14. What kind of material does the teacher use while teaching about sexuality and teenage pregnancy? Tick as many as apply

Educational Material /Do research for homework	
Look for information on sex health and sexuality	
Explicit Music	
Adult rated movies /Pornography	
Other (indicate)	

15. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on teacher role and teenage pregnancy

Statements	S.D	D	N.S	A	S.A
Good communication skills of teachers help students in addressing issues such as teenage pregnancies					
Teacher with poor communication skills may cause failure of students in matters related to discipline and issues of sexuality					
Students are informed of their expected behavior and consequences of deviant behavior in relation to sexuality and teenage pregnancies through good communication					
Students who lack the right communication and are uneducated about sex are more likely to have unintended pregnancies					
Student interacts with one another and this help them deal with sex curiosity and stress that comes with adolescence					
Students are encouraged toward their learning process especially on teenage pregnancies through good communication					

16. How often are you taught on sexuality by the counsellor teacher?

Once a week []

2 times a week []

3 times a week []

5 times a week []

17. Are you taught about cases of students being pressurized to have sex by their friends?

Yes []

No []

Explain the strategies the teacher uses to explain such instances

Group discussion []

Guidance and counselling sessions []

Sex education []

Section E: Socialization Role

18. Do students socialize on issues to do with sexuality

Yes []

No []

If yes, how does the action help trigger the communication between the teacher and the student?

It makes student open on sex issues []

Makes the students avoid shyness while dealing with sex issues []

Makes the students to deal with peer pressure []

Makes the students communicate with various parties []

19. To what extent does the teacher attitude's facilitate student communication on sex and teenage pregnancies?

Very great extent []

Great extent []

Moderate extent []

Low extent []

No extent []

20. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on. Socialization role and teenage pregnancy

Statements	S.D	D	N.S	A	S.A
Student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies					
Through socialization students disclose information regarding sexuality					
Students share their experiences on sexuality with their teachers and get encouraged through school programs					
The school environment and culture is supportive in making students to have a sense of belonging and be connected to the school and the teachers thus are free to share issues on sexuality and teenage pregnancies					
Socialization helps students to have a platform where they can communicate appropriately with the teachers on matters sex and thus are able to deal with teenage pregnancies					
Motivational talks from different speakers invited in the school help students to feel free in communicating matters related to sex and teenage pregnancies					

21. For each of the following issues relating to sex and sexuality, identify the extent to which teacher socialization role has helped you know about them

Consequences of sexual activities

() Not informed () somewhat informed () Well informed () Very well informed

Age at which one can become pregnant

() Not informed () somewhat informed () well informed () very well informed

How to avoid getting pregnant

() Not informed () somewhat informed () well informed () very well informed

Section F: Parental Mediation

22. Does your parent's advice help you to delay sex debut at an early age?

Yes [] No []

If yes, what ways does it help

Promotes abstinence []

Prevents peer pressure []

Help deal with stress []

23. In your opinion what hinders students from discussing sexual issues with their parents? (You may tick more than one).

(a) It is taboo []

(b) Un available parents []

(c) No time for discussion []

(d) Parents not well informed []

24. To what extent do you agree with the following statements?

Girls from poor homes are often tempted to accept lifts/money/gifts from boys and men in exchange for sexual relations.

Strongly agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

My parent/guardian strictly supervises/monitors my activities in the evenings/weekends/holidays

Strongly agree [] Agree [] Undecided [] Disagree [] Strongly Disagree []

25. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on parental mediation

Statements	S.D	D	N.S	A	S.A
Students denial from accessing social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy					
Student-parental communication on peer group pressure could reduce chances of teenage pregnancy					
Students failure to talk about sex to their parents does not influence teenage pregnancy					
The marital status of parents contributes to teenage pregnancy					
Girls from poor families are not at higher risk of becoming pregnant than girls from rich families					

26. What reasons do students give for talking or not talking to their parents about sex?

Lack of respect []

Shyness []

Lack of concern []

27. Do parents in your school support the return to school of teenage pregnant girls?

Yes [] No []

Explain your answer.

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

Section G: Prevention of Teenage Pregnancies

28. Do you speak about teenage pregnancies to your teachers?

Yes [] No []

If yes to what extent do you share information with regard to teenage pregnancies?

Very great extent []

Great extent []

Moderate extent []

Little extent []

No extent []

29. How does speaking about teenage pregnancy help you in avoiding it?

Am able to understand the dangers associated with it []

Am able to advise my peers on how to avoid it []

Am able to abstain from any sexual activity []

30. Choose between S. A –strongly Agree, A-Agree, U- Uncertain, D- Disagree and S.D-Strongly Disagree on the following statements on disclosure and prevention of teenage pregnancies

Statement	SA	A	U	D	SD
students share some private way(s) of communicating with each other on matters sexuality and prevention of teenage pregnancies					
I interact/communicate with the teacher much more than with most people I know which help disclose information on sexuality and how to avoid teenage pregnancies					
I like this person much more than most people I know since she guides me on how I can avoid teenage pregnancies					
We do a lot of helpful things for each other on sexuality and how to avoid teenage pregnancies					
I seldom interact/communicate with the teacher on how to avoid teenage pregnancies					
I willingly disclose a great deal of positive and negative things about myself, honestly, and fully (in depth) to the teacher which helps avoid teenage pregnancies					

THE END

THANK YOU FOR TAKING TIME TO PARTICIPATE IN THIS SURVEY

Appendix II: Interview Guide and Questions

Your participation in this interview is greatly appreciated! All participants will receive an assigned pseudonym and I will write down demographic information for each participant associated with the assigned pseudonym. All participants will be identified by their pseudonym during the interview sessions. Confidentiality will be maintained during the interviews. There is no negative consequence if you choose to be dismissed or withdraw from the interview process without preconceived judgment or opinion. Participation in the interviews is strictly voluntary and participants have the right to refuse to answer any question at any time.

A. INTRODUCTION

1. Thanked the interviewee for agreeing to take part in the study
2. Introduced myself
3. Explained the purpose of interview. A copy of the interview questions was circulated prior to the interview.

B. MAIN INTERVIEW QUESTIONS

1. Why in your opinion is teenage pregnancy a challenge in the Education sector in Narok County?
2. Does Kenya's education curriculum cover sex education?
3. Do public secondary school teachers in Narok County undergo training in sex education?
4. Do public secondary school teachers in Narok County undergo training on the influence of teacher student communication in prevention of teenage pregnancy?
5. Are cases of teenage pregnancy among secondary schooling girls frequently reported in your office?
6. Is girl child communication on teenage pregnancy taken seriously in Narok County? Explain

7. Do you have a return to school policy for teenage girls that have dropped out due to pregnancy and if yes is it adhered to?
8. Does your office encourage parents through schools to talk to their teenage children about sex?
9. What is the main reason parents give for not talking to their children about sex?
10. Has your office provided guidelines to schools on how their students should use the communication channels to talk about sexuality?
11. How often do you receive cases of teacher student sexual relationships that result to teenage pregnancy?

C.CONCLUSION

1. Thank the interviewee for their time
2. Respond to, and clarify any issues raised by the interviewee

Appendix III: Focus Group Discussion

A. WELCOME REMARKS

The FGD moderator welcomed the participants to the FGD. Thank you very much for taking your time to participate in this FGD. I know you are now busy with your studies and as such really appreciate your coming. The purpose of this discussion is purely academic. I am conducting a research on the role of teacher-student communication in preventing teenage pregnancies. Remember that this discussion is not an examination. Therefore, you need to relax and contribute in a free environment.

B. INTRODUCTION

The participants are taken through brief introductions of the moderator and themselves in order to relax and warm up.

C. ETHICAL CONSIDERATIONS

Assure the participants of their confidentiality. Seek their permission to record their responses for purposes of transcribing. I assure you that your teachers' or parents are not aware of what we are discussing here today.

D. MODE OF CONDUCTING THE FGD

The FGD was conducted in a free and relaxed atmosphere. Each participant was allowed to contribute and support or challenge another participant's point of view. This was done in a constructive rather than an acrimonious manner.

E. PARTICIPANT CONTRIBUTIONS

In response to the FGD questions, each participant was allowed sufficient time (without interference) to express their point of view.

F. CLARIFICATIONS

Ask for any clarifications on the guidelines adopted.

Focus Group Discussion (FGD) Questions

Introduction

1. In your own words, what do you understand about sexuality and teenage pregnancy?
2. What do you like most about teacher student communication on sexuality and teenage pregnancy?
3. What role does the teacher play in facilitating sex education in the school?
4. Do you find the teacher helpful in his or her various roles in matters related to sexuality and teenage pregnancies? Why?

Teacher Advisory Function

5. Do teachers in this school support and work with the teacher guidance and counselor in solving student problem or early sex and teenage pregnancies?
6. In your views how do the students perceive teacher advisory role through guidance and counseling?

Teacher Mentorship Role

7. Have you witnessed any cases of pregnancy among girls in the school?
8. Has mentorship and role modeling on pregnancy prevention among secondary school girls been effective?

Teaching Role

9. In the light of teenage pregnancy risk should students be taught comprehensive sexuality education at school?

10. Are you taught about cases of students being pressurized to have sex by their friends?

Socialization Role

11. Does the teacher social action help the students communicates issues to do with sexuality
12. To what extent does the teacher attitude facilitate student communication on sex and teenage pregnancies?

Role of Parents

13. Do you think that parental mediation influences teenagers to delay sex debut at an early age?
14. In your opinion what hinders students from discussing sexual issues with their parents?
15. What reasons do parents give for talking or not talking to their children about sex?

Conclusion

1. Thank the group for their time.
2. Respond to, and clarify any issues raised by the focus group members.

Appendix IV: Time Frame

Activity	Jan-Feb	March-May	June	July-Dec	Jan-March
Chapter one					
Literature review and Methodology					
Field Data Collection					
Data Analysis					
Report Writing					
Submission					

Appendix V: Budget

	Items	Cost in KSHS.
1	Stationery, typing papers, pens, flash disk	72,000.00
2	Secretarial services	89,000.00
3	Printing	120, 000.00
4	Binding	70,000.00
5	Mobile phones expenses	80,000.00
6	Communication and telephone Services	150,000.00
	TOTAL	581,000.00

Appendix VI: NACOSTI Letter

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 149552	Date of Issue: 28/March/2020
RESEARCH LICENSE	
	
This is to Certify that Ms., purity kature miriri of Jomo Kenyatta University of Agriculture and Technology, has been licensed to conduct research in Narok on the topic: TEACHER-STUDENT COMMUNICATION AND PREVENTING TEENAGE PREGNANCIES PREVALENCE IN PUBLIC SECONDARY SCHOOLS IN NAROK COUNTY, KENYA for the period ending : 28/March/2021.	
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