

Factors Influencing Early Sexual Practices Among Secondary Schools Teenage Girls in Mvomero District, Tanzania

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Abstract: This study was guided with the general Objective which is to identify the factors influencing early sexual practices among secondary schools' teenage girls in Mvomero District. A descriptive design based on qualitative approach was used in this study. Only Primary data were used. The primary data was collected using interviews, A sample of 60 respondents, (30 dropped out of school students, 10 heads of school, 10 school body member and 10 community leaders,) was drawn from the target population. Purposive sampling technique and snowball technique was used in this study. Purposive sampling was used in selecting head of the schools, school body member and community leaders while snowball technique were used in finding dropped out of the school students. Data were analyzed using content analysis. The study revealed that there are risk factors that influencing day secondary school teenage students' girls who used to leave in rented room and those who travel long distance to reach the school, to engage in early sexual practices while they are in schools. Factor like poor economic of the family, lack of sexual and reproductive health, long distance from home to school, Night Music ceremonies (Vigodolo) and poor parent supervision were found. Also the study found that the girls are in risk of being affected by the different situations after being expelled out of the schools, most of them facing challenges like early marriage, poor living condition, becoming single mothers and even being in risk of getting sexual transmitted diseases. On the strategies made on putting better environment for the girls to study well, the study found some of the efforts made by the communities and schools as well as government on reducing risk factors to early sexual experiences to teenagers, efforts like increasing number of secondary schools, building dormitories and provision of sexual and reproductive health in schools were mentioned. The study concluded that there is a need for the government o have look on the provision of better environment to secondary schools so that to accommodate girls' students, this is due to that, most of girls especially those who travel long distance and those who prefer to live in rent room around the school are in risk of entering in risk sexual practices hence getting pregnant.

Keywords: Early Sexual Experiences, Reproductive Health, Teenagers

1. Introduction

Sexual health is the ability to enjoy and express one's sexuality free from the risks of sexually transmitted infections, unwanted pregnancy, force, violence, and discrimination [1]. According to Nabaggala, J. [2], sexuality begins before birth and lasts a lifetime and involves giving and receiving sexual pleasure, as well as enabling reproduction [3]. Young people aged 10-19 years form approximately one third of Africa's population [4]. Given the

high fertility rates on the continent, this group is expected to continue to grow, and if Africa is to collect the demographic dividend, there is need to connect its potential [26].

Similar to other African countries, the burden of early sexual engagement among teenage students in Tanzania is huge. More girls interviewed in Dar es Salaam (7.8%) reported to have sexual partner (s) followed by Lindi accounted to 5% [38]. Moreover, Isangula [37] noted that out of 400 schoolgirls who were sexually active 200 schoolgirls dropped out of school because of pregnancy. Early sexual

practice among schooling teenagers in Mvomero district has been on an increase for a long time. A study by UNSECO [4] indicates that 23% of teenagers reported to have had premarital sexual intercourse. The largest relative increase occurred among those 15 years of age from 4.6% in 2009 to 23% in 2010. In 2012, 75% of teenagers reported have had sex with two or more partners, and 45% reported have had four or more partners [27].

Furthermore, the government of Tanzania set programs in sexual and reproductive health for young people i.e., media campaigns, peer education and outreach programs, youth development programs and community health facilities [27]. These programs exist within the school system and in other informal settings. Various partners such as The African Medical and Research Foundation (AMREF), the African Youth Alliance) and religious institutions also provide resources and support to encourage healthy behavior among youth, and reduce the incidence of HIV/AIDs, other STIs and unwanted pregnancies.

Despite all the available programs that are aimed at preventing risk sexual practice among the teenagers, but there is still a high number of secondary school teenagers engaging in early sex. In Mvomero district, little is yet done and documented on the factors that influence day secondary school teenagers (especially those who live rented room around the school and those who travel long distance to reach the school) to indulge in early sexual practices. Therefore, there is a need that prompts us to explore a deeper investigation on the major factors that cause its occurrence. So, this study sought to provide an insight to early sexual practice among secondary school teenagers in Mvomero district, the factors influencing early sexual practices and Strategies made by community on removing risk factor in Mvomero district.

2. Empirical Literature Review

2.1. Factors Influence Early Sexual Practices

Different factors were found from different studies conducted concerning factors influencing early sexual practices among senior secondary school teenagers as discussed below: -

2.1.1. Individual and Exposure Factors

Individual factors include that lead to early sexual practices include education, age, personal desire, and residence [28-30]. For example, a study by Adongo [28], in Ghana shows that, among the factors that influence adolescents' engagement in sexual intercourse include personal desire to satisfy their curiosity, teenagers engage in sexual practices with the desire to know how it feels to have sex. Social fitness where by teenage girl's desire to have friends to belong to a social group. These social groups provide avenues for adolescents to share their personal feelings, worries, and to find support from friends for pieces of advice and solutions to their perceived challenges. Sometimes teenage girls engage in sexual practices just to

prove to their friends that they are also women and not babies. It is also observed that educated youth particularly females may be less likely to engage in early sexual practices than youth out of school, although a study shows that educated youth are also at risk of sexual misbehavior [31]. Teenagers who have knowledge about early sexual practices are less likely to engage in sexual practices as they are aware of the consequences that will happen to them, family and to the community when they engage in sexual practices while they are still studying. On the other hand, teenage girls who have lack of the effects of early sexual practices are more likely to engage in sexual practices since they do not know the impacts they are going to face after involving in sexual practices.

Many studies explain the impact of exposure factors to the influence of early sexual practices such factors are like mass media, religious influence, and family background. A lot of teenage girls engage in sexual practices due to low socio-economic status of their families. For example, a study shows low socio-economic status of the family significantly increases the likelihood of variety of unsafe sexual behaviours. This not only increases female odds of exchanging sex for money but also increases chances of experiencing forced sex among females and having multiple partners [32, 33]. In addition, increased rates of urbanization, modernization, and exposure to western media are said to have largely contributed to the decline in traditional values and an increase in sexual activities among adolescents in Africa [34]. Traditional systems that aimed at preparing and initiating young girls into adulthood are currently more or less dysfunctional, so are the tradition values that once regulated sexual behaviour among female youth [35]. The occasional or regular exposure to pornographic movies also mentioned as the factor contributing to the probability of early sexual intercourse.

The study conducted by Odimegwu [5] on the relationship between lack of faith and sexual practice found that there was a correlation between teenager early sexual practice and lack of religious commitment. Religious values are the source of moral prescriptions for many individuals, and the teachings of the churches are likely to play a role in the formation of individual attitudes, values and decisions. The extent to which religion influences individual attitudes and behavior, however, depends on the specific doctrines and policies of the churches and on the degree of integration and commitment of individuals to their particular religious institutions. He further states that religious groups have strong oppositions against premarital sex. Individuals attending religious meeting receive more frequently, messages against pre-marital sex. According to him, involvement in religious institutions will enhance the chances of young people making friends with peers who have restrictive attitudes towards premarital sex.

2.1.2. Parents Level of Education

Garbarino [6] noted that the poor degree of parental education plays a significant role in teen's initiation of early

sexual practice. Teenagers, like adults, may be prone to engaging in early sexual practice due to perception of individual invulnerability and their tendency to focus on the immediate, rather than long-term, consequences of their behavior. Not only do teens have to cope with their own maturational changes, but they also have to come to terms with a confusing inconsistency among adult views and a lack of any clear standard or moral code of conduct. Teenagers need the greatest possible training to enable them to cope well with their sexual development and to avoid the most obvious pit falls.

School and community-related factors also were mentioned. Factors related to early students pregnant in school, were by many studies has been mentioned and revealed that external control over the students' actions and social opportunities provided for them to meet their needs for connectedness, relationships, and approval at school are effective factors in girls to protect them from deviant sexual behaviors. Influence of cultural and social changes in the community as other effective factors on adolescents' sexual risk taking were mentioned in the study [7, 8].

2.1.3. Lack of Sexual and Reproductive Health Knowledge

This also has been mentioned by many studies as the factor that contributing to early sexual practices. It has been mentioned by UNFPA fact sheet that; "teenagers who become pregnant in Tanzania have low levels of education and tend to live in areas where access to health services is relatively poor. In an environment where discussion about sex and sexuality remain taboo, it is little wonder that teenage girls are unable to make a healthy and safe transition to adulthood. In the most recent demographic and health survey 2015/16, only one in ten adolescent girls aged 15 to 19 were using any modern method of contraceptive.

WHO [9], also mentioned that lack of knowledge about sex and family planning, and lack of skills to put that knowledge into practice put adolescent at risk for pregnant. In finding whether school has been providing sexual and reproductive healthy to students some study found that there are weaknesses of SRHR content in school curriculum. Hakielimu [10], in their study about sexual and reproductive health and policy, pointed weakness found in school subjects' content the weaknesses include, the content about SRHR is found in higher classes while girls attain puberty early in lower classes, thus missing key information in the SRHR education.

2.2. Effects of Early Sexual Practices Among Teenagers in Secondary Schools

Different studies found out that engaging in sexual practices at a young age brings negative impacts to teenagers as explained below:

2.2.1. Early Pregnancies and School Dropout

Many studies conducted explain how early sexual practices affect teenage girls especially after finding out that they are pregnant. When looking at the links between early

and child marriage, early pregnancy, and girls' school dropout, it is important to recognize and take account of the different types of evidence and analyses available. Some research and data focus on early and unintended pregnancy, some on early marriage, and some look at both together. While often these two topics are intertwined, they also need to be looked at separately in other circumstances. Around 90 per cent of adolescent pregnancies in low- and middle-income countries occur in girls who are married [11]. This is due to married girls' higher exposure to sex, lower use of contraception, and pressure to conceive quickly after marriage. However, the risk of unplanned pregnancy is growing for unmarried girls as the legal age for marriage increases globally, having some –but not an automatic impact on marriage practices [36].

There is a significant body of evidence looking at the links between early pregnancy (often outside of marriage) and school dropout in Sub-Saharan Africa, but the findings from these studies are not necessarily relevant for, or do not necessarily align with, studies looking at their relationship between early marriage (and resulting early pregnancies) and school drop-out in South Asia (see section three below for more on regional differences). The different perimeters of available studies, along with a lack of robust, comparable national data, and the fact that early marriage and pregnancy, as well as school dropout, are so interlinked with socio-economic inequalities and unequal gender norms, make it difficult to make causal assumptions about exactly how early marriage and pregnancy influence school dropout.

The relationships between early marriage and school dropout are further complicated by time lags between girls leaving school and getting married [47]. For example, one study of community schools in Mali found that 22 per cent of pupils dropping out of school were doing so because of marriage, engagement or pregnancy. These pupils were all girls. A further 20 per cent had dropped out in order to leave their village to seek work. These pupils were a mixture of boys and girls (79 and 21 per cent respectively). Further analysis revealed that some girls in the group dropping out in order to leave their village were going to work in a city in order to save money for their marriage trousseaux, thereby creating an indirect link between leaving school and marriage [46].

Tanzania's Education Act, and its education expulsion regulations of 2002, permits expulsion when a student has "committed an offence against morality" or if a student has "entered into wedlock." Although the regulations are not explicit about pregnancy, ministry officials and school officials interpret pregnancy as constituting an offense against morality. In 2013, the Center for Reproductive Rights found that pregnancy-based expulsion was a near-universal practice in Tanzania. In 2014 and 2017, Human Rights Watch research found that public schools did not interpret this policy uniformly. Some schools allowed pregnant students and adolescent mothers to stay in school, and some head teachers personally supported including them. Still, many schools conducted compulsory pregnancy tests and

regularly expelled students. Although pregnancy testing is not rooted in regulations, it is applied in the vast majority of secondary schools to implement the government's expulsion policy. Human Rights Watch has found that pregnancy testing is a serious infringement of girls' rights to privacy, dignity, equality, and bodily autonomy. Then-President Magufuli endorsed the expulsion policy on June 22, 2017, saying, "As long as I'm president, no pregnant students will be allowed to return to school...the warranty to go to school be it secondary or primary is forbidden." The president's decree, which was accompanied by threats made by Tanzania's home affairs minister against civil society groups and activists critical of the ban, took effect immediately. Because the president made it clear that anyone who gets pregnant shouldn't go back to school.

2.2.2. Early Marriage

Researchers from different parts of the world tried to find the effects of early sexual practices and one of the effects discussed was early marriage. When girls are married at a young age, it is often due to poverty, dowry pressures, parental concerns about pre-marital sex and pregnancy, school dropout or other economic or cultural reasons. For many marriages marks the beginning of their sexual life and an increased social isolation, as girls typically leave their homes due to early pregnancies. However, studies have found that married girls have many disadvantages related to health, social and economic spheres when they are forced to enter into marriage at a young age.

Some of the girls are forced to leave their houses after getting pregnancies and for that reason these teenage girls go straight to those who impregnated them because they have nowhere else to go.

The Law of the child Act 2009 defines a child to be a person below the age of eighteen under section 13. The law of the Child Act is a supreme law for the protection of children rights; however, it was violated by several legislations because the definition of child in Tanzania is not inimitable. In Tanzania the definition of a child is provided diversely according to the context and purpose that certain statutes seek to achieve. For instance, the Employment and Labor Relations Act (2004) defines a "child" as a person under the age of 14 years; provided that for the employment of hazardous sectors, a child means a person under the age of 18 years. In addition, the Law of Marriage Act of 1971 under Section 2(1) defines a child as "who has not attained the age of 18 years" and the same statute under Section 13(1), permits marriage of young girls who have attained 15 years with consent of parents and court. But section 4(1) of the Law of child Act resembles with International Instruments that is: Article 1 of the United Nations Convention on the Rights and Welfare of the Child of [1989] defines a child as "every human being below the age of 18 years". Also, Article 2 of the African Charter on the Rights and Welfare of the Child of [1990] states that "For the purpose of this Charter, a child means a human being below the age of 18 years" The actual meaning of the articles was that, the child should be

protected at least up to the age of 18. Thus, why the articles of the Conventions remained relatively open. Furthermore Article 24 of the ICCPR (1966) recognizes the right of every child, without any discrimination, to receive from his/her family, society and the state the protection required by his or her status as "a minor" So it is internationally recognized that children are those human beings below 18 years old.

In this study early marriage is regarded as a forced marriage because teenage girls are forced to enter into marriage after getting pregnancy or after being forced to leave home by their parents due to dropout from school.

Girls who marry under 18 are less likely to receive medical care during pregnancy, and more at risk from the childbirth-related complications that are the leading cause of death worldwide for girls aged 15 to 19 [11-15]. This study also focuses on finding the effects teenage girls get after being married at a young age.

2.3. Strategies Made by Community on Removing Risk Factor which Contribute to Early Sexual Practices

Negative impacts of early sexual practices forced different researchers to perform different studies that show the strategies made in communities on how to overcome early sexual practices and how to help those young girls who are already affected by early sexual practices. Also, feminist theory as applied in this study shows how to empower women in our society in order to create gender equality. These strategies as explained by different researchers are grouped into three categories, one being provision of sexual and reproductive health education in schools, government and NGOs efforts and last but not list being engagement of community in supporting young girls.

2.3.1. Provision of Sexual and Reproductive Health Education in Schools

Both primary and lower secondary schools' level have a responsibility of providing awareness education concerning early sexual practices and its negative effects to young girls, parents, community and government in general. Most young girls in Tanzania have no place within their communities where they are able to visit and talk about relationship, sex contraception, sexual transmitted infections and HIV/AIDS. However, nearly every girl stated to start sexual intercourse between the ages of 09 to 12 years. This shows how community are not involved enough in overcoming early sexual practices in our community.

Tanzania has several strategic frameworks, including the Education Sector Development Plan (ESDP), 2016/17-2020/21. One of the objectives of this plans: "Equitable access to, and successful completion of basic education for all, improving internal efficiency and addressing the causes of dropout, with particular attention to excluded and marginalized groups, to reduce disparities based on gender, disability and geographical location." [ESDP, 2016/17 – 2020/21].

Improvement of education for all will help these teenage girls to be aware of the effects of the consequences of

engaging in early sexual practices and how to overcome the negative impacts rises after engaging in early sexual practices.

2.3.2. Government and NGOs Support

The government together with different NGO's have a great role to make sure that teenage girls are being protected in all matters concerning early sexual practices before and after engagement in early sexual practices. For instance, President Samia Suluhu Hassan in November 2021 allowed young teenagers who dropped out in school because of either early pregnancy or due to family difficulties to go back to school within two years after they dropped out from school. This policy will help teenage girls who are affected by early sexual practices and faced different problems concerning early sexual practices since they have a second chance to fight for their dreams. Also, in Morogoro region there are NGOs like Raleigh Tanzania and Kinara that educate teenage girls on how to control themselves on early sexual practices and these NGOs helps these teenage girls to run through their dreams.

While there is increasing attention being paid to on adolescent pregnancy by development organizations in Mvomero, the lack of policies established by government ministries to support pregnant girls and young mothers are hindering progress in reaching out to the beneficiaries. As Bangser [40], remarks on Tanzanian girls' programming in the development sector, there is a lack of national coordination where NGOs work together in pressuring the government to advance policies concerning issues impacting adolescent girls. Should NGOs collaborate in technical committees or working groups, this could lead to platforms where programs plan, experience and program evaluation results are shared to inform future program implementation. Also, NGO platforms focusing on adolescent pregnancy-related matters, such as young mothers' returning to school, could potentially lead to the creation of programming guidelines to submit to the government to synthesize with policies (i.e., mothers' rights to an education). NGOs in Tanzania could possibly pressure the government to further act on supporting pregnant and parenting girls after realizing the advantages it would bring to poverty reduction efforts in the country [40].

2.3.3. Community Engagement in Supporting Young Girls

The community has a great role in helping teenage girls to either overcome early sexual practices or to help those who are already affected by early sexual practices.

Community coalitions represent a relatively formalized approach to collaboration, while the concept of community engagement offers a less structured frame work. Some researchers prefer to study collaborative efforts from a community engagement perspective. As Jones and Wells [45] defined it: "Community engagement refers to values, strategies, and actions that support authentic partnerships, including mutual respect and active, inclusive participation; power sharing and equity; mutual benefit or finding the 'win-win' possibility; and flexibility in pursuing goals, methods, and time frames to fit the priorities, needs, and capacities of communities".

Many teenage girls who drop-out of school because of early sexual practices especially after getting pregnancy while in school fail to accomplish their dreams of becoming who they dreamed to be, it is a community that have a great role to make sure that these teenage girls accomplish their dreams even after facing early sexual practices challenges.

Community engagement together with school efforts, promote a school climate that is safe, supportive and respectful and that connects students to a broader learning community [16].

3. Theoretical Framework

Feminist theory is extension of feminism into theoretical or philosophical discussion. It first emerges as early as 1794 with the aim of understanding the nature of gender inequality and examines women's social roles, experiences and interests. Generally, it provides a critique of social relations. Feminist theory also focuses on analyzing gender inequality and promotion of women's interest.

Feminist theory uses the conflict approach to examine the reinforcement of gender roles and inequalities. Conflict theory posits that stratification is dysfunctional and harmful in society, with inequality perpetuated because it benefits the rich and powerfully at the expense of poor. Radical feminism in particular evaluates the role of the patriarchy in perpetuating male dominance. In patriarchal societies the male's perspective and contributions are considered more valuable, resulting in silencing and marginalization of the woman.

This theory is relevant in this study because it based on providing the ideas of empowering women in the society, as woman facing a lot of inequality sexual harassment and being dominated by men. For the case of this study the theory provides the ideas on fighting for the right of secondary school girls who facing some challenges in attaining their education, these challenges are merely contributed by the gender inequalities in societies, girls are considered as valueless in societies hence the societies do not give them opportunity and fare access to education.

4. Research Methodology

4.1. Description of the Study Area

The study was conducted in Mvomero district. Mvomero district is the one of the six districts of the Morogoro Region of Tanzania. It is bordered to the north by the Tanga Region, to the northeast by the Pwani Region, to the east and southeast by Morogoro Rural District and Morogoro Urban District and to the west by Kilosa District. The study area were ten secondary schools which selected due to the high rates of early pregnancies and girls' dropouts in order to highlight factors that affecting girl's retention and transition.

4.2. Research Design

This study used descriptive research design due to its

suitability in social research that can be done in the subjects' natural setting. The study adopted this design because of its strength in interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world [50].

4.3. Research Approach

This study used qualitative research approach; the study used this research approach to gain deep understanding of respondents' attitudes, and opinion of the respondents on determining factors that influence early sexual practice among girl's secondary school teenagers in Mvomero district.

4.4. Sample Size and Sampling Technique

The sample for this study was 60 participants' from 10 schools in Mvomero district in Morogoro region. The sample comprised of 30 dropped out students, 3 from each school, 10 head teachers one from each selected school, 10 community leaders one from each selected school and 10 members of the board one from each school. The sample size was manageable for the collection of required and relevant data which helped the researcher to have in-depth insights into the factors influencing early sexual practices among teenage girls in secondary schools.

Both purposeful and snowball sampling technique used to select 60 respondents from 10 secondary schools. The secondary schools were purposively selected especially day secondary school and geographically easy to be reached from which 1 head teacher selected, 10 school body members which were purposive selected from ten secondary schools, 10 community leaders from 10 villages and 30 dropped out of school students were selected from villages around the school using snowball sampling.

4.5. Data Collection

Primary data were used in this study as a source of information, were interviews as main method for data collection was used to interview all the respondents in this study. Both structured and semi structured as types of interviews were used in collecting data. Structured interview was used to head of schools, community leaders and members of the board while to interview those dropped out students' semi-structured interview was applied.

4.6. Data Analysis

Since the data collected were qualitative, they were subjected to content analysis, where categories, sub categories and aspects were generated from data collected through interviews. Therefore, collected data were cleaned and coded for analysis. Qualitative data were analyzed by using content analysis and thematic analysis. During the analysis of qualitative data, the first step was to take notes during interview, the data were transcribed and arranged in a sequence, then the second step the data were coded and being presented in text form.

5. Results and Discussion of the Findings

5.1. Factors Contributing to Early Engagement on Sexual Practices Among Secondary School Girls

5.1.1. Poor Economic Situation of the Family

Respondents were asked for what forces that driven them to engage in sexual relationships with men while they were student, most of them mentioned on the difficult economic situation of their families is what led them find themselves engaging in love and eventually getting pregnant. From the interview conducted to drop out of school girls found that, the poor economic of the family were contributed by low level of income of the family, single parent family, and parent poor health condition.

Starting with parent low level of income, the respondents mentioned that, they have been living in difficult conditions of life in their families; parents had no money to assist them to go to school. This led to their lack of basic school needs as they faced the challenge of getting school uniforms, learning materials, spending money at school and other things pertaining to girls. This leads to getting involved in relationships o that to get money which helped them support in their school life. But for that matter this led these girls to inter into temptations from friends who are able to support themselves and this led them to follow the group and find themselves trapped in the temptations of men.

The research also identified that the poor family economic situation was also contributed by single parent family, out of thirty participants interviewed twelve girls were living with mother only. The girls mention that Single mother family were one among the forces that drive them to engage in sexual practices while they were in school because it was difficult for one parent to support them. One respondent mentioned that, she was living with her mother alone, however her mother was not able to provide all basic necessities, the life was too difficult because her mother did not able to take care for her and her young relatives, the situation led her to find herself indulging in boys' temptation so that to get money to support her in school.

These findings were also supported by Brown and Park [44], who observed that, in rural China the dropout rate of girls rose to 47% because of parent's inability to pay school fees. Also Kainuwa and Yusuf [51], found that girls' dropout is much influenced by poor economic conditions of their families as 52.1% of respondents reported. "Poverty is a driver and a consequence of teenage pregnancy. Teenagers in the lowest wealth quintile are three times more likely to have started childbearing than those in the highest wealth quintile (42 per cent versus 12 per cent). Transactional sex with older men can be one of the few available sources of income that allows adolescent girls to meet their basic needs, making it a common choice for many girls, even though it increases the risk of unintended pregnancy" [11].

5.1.2. Distance from Home to School and Leavening in Rent Room

The distance from home to school has also among the

reason which is why many girls get into temptation. Many girls have been walking long distances by bicycle to school; some of them have to arrange rooms in the vicinity of the school in order to get to school on time. For girls walking long distances they have been exposed to the challenge of temptations from bodaboda drivers who are taking them or giving them transportation assistance to get to school. Also, for those who rent apartments in the vicinity of the school have been given the greater freedom to live as they wish due to lack of supervision from the parents. The problem stated above found two main challenges which occurred to these students. The first is;

(i). Lack of Close Parental Supervision

For girls who have been rented rooms and started to live in ghettos they have been living without the close supervision of their parents or guardians. Twenty girls interviewed who were living in rented rooms near the schools described the living conditions they were living in those houses. Being over freedom has contributed significantly to these girls' involvement in sexual relationships at school and has leading to pregnancy. From the researcher conducted by Kassahun [54], about 46% of students reported that their parents strongly monitored them, and 49.6% said they had good school connectedness. Moreover, 55.3% of the participants discussed at least one sexual and reproductive health issue with their parents. The most common sexual and reproductive health issue which students discussed with their parents was on HIV/AIDS and pregnancy prevention.

(ii). Temptations from Bodaboda Guys

This was contributed by the lack of supervision from the parents. Due to walking long distance to get to school and girls living in rent houses has led to the challenge of temptations from street boys. Bodaboda riders have been taking an advantage to those girls by providing them with lift to school and persuading them by providing them with subsistence money when they are in financial difficulties. This has led many girls finding them entering into relationship under the influence of the young men. Some of girls who have been assigned rooms near by the school have continues to say that, they have been supported by boys and even adults in the environment around them with the exchange of sex.

5.1.3. Lack of Sex Education and Reproductive Health

Reproductive health education (RHE) has been used in this study to refer to a process of providing information, skills and services that enable a person adopt safe sexual behavior including abstinence [48]. Hence, it is also described as knowledge about matters related to health and reproduction. One of the goals of RHE is promotion of abstinence from sex as recommended behavior. Abstaining from sex is not only a preventive measure against pregnancy, STDs and HIV infections; it is also a barrier against other social ills.

The study found that, Puberty has been the cause of many girls interviewed to inter in sexual relations. Most girls enrolled in secondary school are teenagers. This leads many

to lose control of their sexual urges and to indulge in sexual acts. Respondents said, during adolescence they find themselves in a situation where they are less likely to be consulted by parents or teachers and even if they are mentored by teachers or their parents use secret methods to meet their needs. They go on saying that, being a teenager when entering into a romantic relationship with boys it becomes difficult to leave it. So, this leads them to fail to control themselves and find themselves pregnant.

Talking about teenagers, Adolescence is a critical period for incidence of sexual risk behaviors. Age is one of the reported personal factors related to high-risk behaviors. Nasiri [17] reported that from 350 cases of sexual deviance, fifty eight percent were women in the age group 14 to 19 years. High risk sexual behaviors increase with age among adolescents. A cross-sectional study in Tehran showed a significant increase in the incidence of unsafe sexual behavior among adolescents by increasing age [18].

When participants asked about what factors influenced them to enter in sexual relationship while they were in school, 75% of girls mentioned that adolescence and maturity were among the factor, adolescence made them to be blind of knowing which wrong and which right, they did not aware of what they were doing, Inability to distinguish right from wrong was the reason for them to inter in the sexual practices without thinking that what they were doing was bad. In a study conducted by Leslie-Harwit & Meheus [49], found that teenage girls who started in premarital sex are more likely to have relationship with more boys. This shows that in adolescent period girls are likely to lose their mental control hence entering in sexual relationship.

5.1.4. Night Music Ceremonies (Vigodolo)

Vigodolo is kind of Music played especially at night on various traditional occasions, the kind of ceremony has become popular in different part of the country especially in coastal zone of Tanzania. At Mvomero also it becomes a popular style of ceremony, having a traditional party without playing the music does not make people feel comfortable. This kind of ceremony has become a leading factor for misleading the community and teaching children's negative things. Almost all head teachers have mentioned it as a high-risk factor to the contribution of early sexual practices to teenagers.

From this first specific objective that aimed on finding what exactly led dropped out of the school students engaging in early sexual practices while they were in school. respondent was asked on what exactly led dropped out of the school students engaging in sexual activities while they were in school and led them to get pregnant hence made them to be expelled out the school. The study found that, Poor economic situation of the family is great factor contributing to the early sexual acts, most of interviewed dropout student mention this as the major challenge which brought about to inter in sexual practices while they are in school. The family low level of income brought about to lack their basic school needs and interring into peer groups hence deciding to enter into

relationship with boys so that to get money which will help them survive in their living. Distance from home to school and leavening in rent room was also the factor mentioned by most of respondent, it mentioned by those girls who travel long distance to school that they have been tempted by bodaboda guys when they are indeed of lift to school and they have been convinced by given subsistence money, Lack of sex education and reproductive health was also the challenge to the girls, most of respondents mentioned that they were not aware of what they were doing, they mentioned that during their adolescence they were lacking ability to control themselves hence interring in sexual relations. And night Music ceremonies (Vigodolo) have been mentioned as great threat to development of teenagers while they are in school.

Different study has been conducted on the factors contributing to the teenagers' engagement in sexual practices. A study looking at the reasons for dropout because of early sexual experience among girls at secondary school in Bayelsa state Nigeria; Uche [19] mentioned some of factors, including poverty, and peer influence. Also an investigation into the reasons why primary school pupils dropped out of school in Nandi North District, Kenya indicated that, peer influence, parental negligence, family size and a lack of trained teacher counselors were the main causes of dropout among girls [43]. From these studies the researcher found that, the factors founded by his study are also found in different different study conducted by different researchers.

5.2. Effect of Early Sexual Practices Among Secondary School Girls

The effects are on '*Feeling of Emotions of Shock and Shame*'. In this response the respondents explained on feelings towards the school expulsion after found pregnant. The main outcome is that no one was satisfied with it. The overwhelming majority of drop out students expressed feeling bad or having mixed feelings about the practice, even though some stated their agreement with it for its deterrent effect. Participants lamented the prospective future of lack of education and often poverty. Others tried to position themselves lost life directions, expressing that the situation was hard, painful to accommodate.

Drawing from interview responses from adolescent mothers to address the second objective on the effect of getting pregnancy while they are in school, it expressed by all participants that, they felt emotions of shock, shame, embarrassment and disappointment in them since it is a social misconduct to get pregnancy without being married. All twenty-six participants dropped out of school prior to finishing their secondary school education, either from family pressures to 'hide' their pregnant daughters away from society or school administration and staff expelling them after conducting coercive pregnancy tests on female students.

The discrimination from teacher and other students, the presence of a pregnant student within society was deemed to be disruptive and a negative influence on other students by school administration, teachers and community members, while interviewees expressed the discriminatory attitudes.

5.2.1. Living as Single Mothers

Many girls, after becoming pregnant and dropping out of school, remain at home and take on the responsibility of caring for the child. However many pregnant girls were chased away by the men who gave them the pregnancy thus remaining with their own child. This is further exacerbated by many men fleeing arrest for the crime of giving birth to a student, this makes them flee completely away from the places where live and go to hide in remote places to avoid the law of imprisonment. This has led many to remain alone in the upbringing of the child and hence the girl becomes care giver to their children's. Also some men completely refuse the pregnant; this leads to no legal action being taken thus leaving the girls the children alone. The challenge of parents not following up on their children's pregnancy by taking the case to the police and monitoring is also one of the reasons why these girls do not get their basic rights.

5.2.2. Difficult Living Condition

Many girls who drop out of school due to pregnancy are living in a very low standard of living, due to a lack of special income-generating activities. Most of them fail to provide even the basic necessities for themselves and their children. However, many are out of work and even domestic workers because of the children. Most of them live a very difficult life. Abandoned by abortionists is the biggest risk for these girls living a miserable life. Also, many families of these girls are poor families so parents are unable to afford to support essential services for themselves and their children. Some of them have even needed self-employment such as domestic work but are failing to succeed. Most people now live a miserable life without knowing their future.

5.2.3. Early Marriages

Early marriages are also the result of these girls getting pregnant early, this challenge has made girls find they are entering into marriage unexpectedly; the girls after getting pregnant and dropping out of school often lack the support to earn a living. As we have seen earlier the way society and parents treat these girls after getting pregnant as if they made serious mistakes in their society, or when the family starts to reduce their love and support for them, these girls lack the means to get rid of it beyond finding men to marry. In an interview with these girls eight girls out of twenty-six girls who are equivalent to 32 percent have found themselves falling into marital life with the men who gave them pregnant. When asked why they decided to get married, they replied that they did not have access to life support, as they had been facing many challenges, especially after giving birth. There was no one to provide care for the children or even for them. So when the boys wanted to marry them they decided it would be best for them to get married so that they could be helped to make a living and raise a child. However they went on saying that they are not like they were ready to get married for that period but the living conditions made them lack the choice of what to do so their last option is to get married.

5.2.4. Sexual Transmitted Diseases Such that HIV/AIDS

The school authorities also commented on the girls' potential for serious health consequences such as contracting HIV and AIDS, as well as other sexually transmitted diseases like gonorrhea and syphilis. This indicates that the state of pregnancy for these girls was due to engaging in unsafe sex. Although this study did not aim to determine if these girls were infected with the sexually transmitted disease or not, the research aiming to give girls the freedom to say what they were experiencing, but from the responses provided it was not one of them, I think this was due to fear or whether they would feel strongly affected. However, the high level of unprotected sexual activity results in pregnancy and, in turn, sexually transmitted diseases.

5.2.5. The Increasing of the Dropout Rate of Secondary School Girl's Student

Due to Tanzania's education policy pregnant girls are not allowed to continue their education. This has made many pregnant girls unable to fulfill their dreams of getting an education. However, despite the policy changes on pregnant women returning to school there are some girls who have shown readiness to return to school and some who do not want to go back to school due to various reasons. However, those who are ready to return to school continue to face the same challenges that led to their engaging in sexual misconduct at school and those who are not ready are those who have now found men and are married.

At the social and national level, the challenge of girls to engage in sexual relations at school until they become pregnant has also been a factor. The national lose its workforce from these young. Also, the government spends a lot of money through free education program to enable these students to pay fee and materials. Huge money has been wasted for free due to these girls failing to continue with their studies. This leads the national to incur losses.

5.2.6. Discussion of Findings on Effect of Early Sexual Practices Among Secondary School Girls

On the effect of early sexual practices among secondary school girls, the research found that, feeling emotions of shock and shame to girls after getting the pregnant, living as single mothers, most of the girls were left alone by the boys who gave them pregnant hence remaining single mothers. Also some of the parents react in various ways toward teenage pregnancy. Early marriages also were another effect found by the study, The increasing of the dropout rate of the secondary school girl's student were also mentioned by head of school. also, some of the dropped-out girls were in danger of getting Sexual transmitted diseases such that Gonorrhea, syphilis and even HIV/AIDS, this could a possible effect may face the girls as they used to do unsafe sex until getting pregnant. These finding supported by different studies conducted by different, on the feeling of bad emotion of shock the study conducted by Fernades [52] which mentioned that, fathers send their teenage pregnant daughters away and broke contact with them. This may lead to the increase of bad feeling of emotion to these young girls. In the living in poor condition of life, WHO [14],

states that, adolescence pregnancy is the major contributor to maternal and child mortality and the vicious cycle of ill-health and poverty. Also, on the increase of drop out and early marriage, some studies indicate that, these factors are interred related to each other. Although early marriage and pregnancy are often anecdotally linked to school dropout, this is because early marriage and pregnancy can be both the cause and consequence of dropping out of school. Girls certainly leave or are taken out of school because they are pregnant or married, but girls who have already dropped out of school are more likely to marry and/or become pregnant early [20, 21]. In this study the researcher found that, there are some effects also has been mentioned by respondents, some of effects are as follow.

5.3. Strategies Made by Community on Removing Risk Factor Which Contribute to Early Sexual Practices

5.3.1. Community Engagement in Promoting and Improving Secondary School Welfare

In some areas the community has been taking various steps to help girls who live in vulnerable situations and those who walk long distances to get to school. Such efforts are often made by Ward or village social welfare officers by monitoring the parents of the children as well as the girls themselves in the event that there are unusual acts by the girls, such as being found engaging in sexual activity with boys, bad habits and bad street dynamics. Some local government officials have also had gender desks in their villages to provide sex education for girls, although its implementation is still unsatisfactory.

Although the community leaders are taking I some measures but to a large extent there is still a social challenge of not having proper systems in place to help female students to be safe. The community has been leaving the child's parent in charge to support his or her child, however many parents of the girls interviewed are challenged by poor living conditions.

There are some programs as proposed in Mansfield [55] if they can be implemented to communities can help reduce the problem.

The first one is; Consider creating a positive youth development behavioral intervention emphasize social and emotional competence, improved decision making and communication skills, self-determination, and positive bonding experiences with adult role models with a goal of reducing sexual risks. The second one is; Encourage schools and organizations to use effective tools and resources and training materials. The rights tools may help to reduce sexual risk behavior to girls.

(i). Building Wards Secondary School

This was among of the efforts made by community leaders include the construction of ward secondary schools, in many areas there have been an effort to increase the number of secondary schools in areas where there is a challenge for students to walk long distances to reach schools. These secondary schools are established by village or ward governments in collaboration with the district

council, through interviews conducted to some local government officials, who described some of the efforts they are making in ensuring that they build secondary schools in their wards.

(ii). Building Dormitories

Efforts to build dormitories for these wards secondary school has been described as a specific strategy to help reducing the challenge of young girls to be tempted to engage in sexual practices. Through school bodied in collaboration with ward committees and village councils, they have been seeking various stakeholders in improving school dormitories infrastructure.

5.3.2. The School Efforts on Promoting and Improving Student Welfare

In understanding the various strategies that schools use to address the challenges that girls faces until they get pregnancy, the researcher wanted to know how schools arranging effective strategies to prevent this problem. The researcher believes that the school is a center for the education and upbringing of the girls, also the researcher believes that children's get support from parents as they are at home under the care of their parents, but when they at school the school has a responsibility to put in place effective strategies to ensure that these girls are safe. Through this study the researcher identified a number of factors regarding school participation in the upbringing of these girls. The researcher received the following from the respondents.

On the school side, school administrations have been arranging different programs in improving girl's welfares, by arranging some measure to protect them, the following are measures mentioned by many school administrations as shown below:

(i). Provision of School-Based Sexual and Reproductive Health Education

This also has been mentioned by respondent as a strategy which has been used by school to make sure they reduce cases relating to early sexual experience to teenager. An effective sexuality education program at schools can delay the initiation of sex, reduce the frequency of sex and number of partners and increase contraceptive use and may reduce risky sexual behavior. More so, the curriculum for school-based sexuality education should include the Information on reproductive health problems such as Sexually Transmitted Infections (STIs), HIV/AIDS and the health risks of teenage pregnancy. Give them advice about the different contraceptive methods that are available and knowledge about their correct use.

Sex education is the lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles [41]. In Tanzania, sexual and reproductive health followed after the emphasis from the various frameworks, strategies and policies. Tanzania's strategic framework of 1998 -2002 for prevention

and control of HIV/AIDS/STDs stated that, the in-school youth are to be provided with HIV/AIDS education at primary and secondary levels, with Ministry of Education and Culture (MOEC) being the key actor [53].

Students Awareness of Sexual and Reproductive Health Matters Acquisition of knowledge is usually the first stage in the process of behavior change, although knowledge alone is often not sufficient in itself to produce change in sexual behavior to most people [42]. Awareness on sexual and reproductive health matters includes awareness on HIV/AIDS and STD, contraceptives and pregnancies. A study conducted in West Africa by Neema [38], reported that, more than 90% of 15 to 19 years old were aware of HIV/AIDS. Awareness of other STI was lower while patterns of knowledge about pregnancy prevention were similar to those of HIV and AIDS. In contrast, levels of detailed knowledge on HIV/AIDS assessed using a composite measure recommended by the World Health Organization WHO [14], were found to be low.

(ii). Provision of Counseling and Guidance Service

Before skipping to what respondent said the researcher needs to explain what counseling is by the way. Counseling is the activities of teacher or councilor initiating or inspiring even asking students to use understanding abilities and skills that enable them to manage their own lives now and, in the future. All schools passed through by a researcher had a counseling unit to help provide counseling services to adolescent girls. In addition, some schools have programs for educating girls on gender issues and sexual and reproductive health education. Unfortunately, only few schools offer sex and reproductive health education.

5.3.3. Parents Involvement in Provision of Student Protection Program

Parents and families have a major impact on the success of the process of education and upbringing of children. Involvement of parents is related to their position at home like monitoring the learning of children, as well as participation in activities organized at school such that, parent-teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents. It is well established that parental involvement is correlated with school achievement of both children and adolescents [22, 23].

Among the strategies provided by the school to ensure that they reduce or eliminate the challenge of these girls getting pregnant while in school include involving parents in school-related matters. Teachers often engage parents with their children's problems at school, on behavioral changes and inappropriate behaviors, as well as on their professional development. Through parent meetings also teachers have been emphasizing on the upbringing of girls at home or outside the school environment and teachers have been giving attention to boys who may be having an impact on their girls.

In this study the researcher found that, there are efforts done by community and school to reduce the risk, although

they are not well implemented. There are two strategies; Community engagement in promoting and improving secondary school welfare, strategies which are, building ward secondary school and building dormitories were mentioned by community leaders. And the school efforts on promoting and improving student welfare strategies, this strategy employ provision of Counseling and guidance service, provision of sexual and reproductive health education in secondary schools and Parents involvement in provision of student protection program. These strategies if well implement may reduce the risk of teenagers getting pregnant while they are in schools. Studies provide some of strategies employed to different parts of the world which can help in preventing early sexual to teenagers. For example, the UNFPA, [11] proposed multi-pectoral responses to combat teenage pregnancy by providing three strategies; one, by Ensuring access to age-appropriate sexual and reproductive health information and services, including voluntary family planning, particularly in remote areas and for the most marginalized. Two by Sensitizing parents, teacher and community members about the harmful impacts of giving birth at a young age as part of a campaign to decrease the number of girls becoming mothers and advocating to end the exclusion from school of pregnant pupils and teenage mothers, and providing re-entry opportunities for young mothers of school going age. Also the teenage pregnancy prevention designed by the Vermont Agency of Human Services, Planning Division Brook & Murphey [24], clearly indicates the need for the collaboration of all stakeholders: individuals, families, communities, formal and informal organizations/ institutions in order to achieve success. They were also of the view that no single program is responsible for substantial reduction in teenage pregnancy and birth rates, rather a number of strategies working together and designed by community-state partnerships. Another example of teenage pregnancy prevention plan is the one adopted by the Rhodes Island Alliance in the United States [25]. According to the report, for 2010-2015, the United States Centre for Disease Prevention and Control has identified teen pregnancy prevention as one of its top six priorities in public health and of paramount importance to health and quality of life for youth. The belief of the Alliance was to take a strength-based approach to preventing unwanted early pregnancies and to empowering communities and their youth in taking a leading role in this effort. The goal was to ensure that all Rhode Island youths complete their educational, vocational and relationship goals before becoming parents. Tanzania also can take some strategies like these practiced in USA in making sure that the prevention of early sexual practices is taken consideration from the national level.

6. Conclusion

Based on the objectives of this study, the following conclusions were made;

It is certain that the factors that influence the early sexual experience were found,

The study concluded that; most day secondary school especially those wards secondary school located at Mvomero district are in high risk of having large number of dropouts students due to pregnant cases, most of girls who living in rent room and those who travel long distance to school have been facing some challenges toward their education journey. Challenges like poor living condition of the families, lack of sex and productive health education, the influence of traditional ceremonies (Vigodolo), and others. All these contributed much in influencing the girls to enter in sexual relations without their will. For instance, factors like family poor life condition, lack of close supervision from parents, traveling long distance to school and lack of proper knowledge about sexual and reproductive healthy.

Also the study concluded that; the dropped out of the school girls are faced with different challenges after being expelled out of the school. It was found that after getting pregnant, there are some consequences they facing. Some are psychological effects like felling of bad emotion of shock and shame which lead them feel that they have committed unforgivable crime. Also the increase of early marriages and single mothers and possibility of getting sexual transmitted diseases to these girls can be regarded as possible effects.

The study concluded that, there are some of strategies employed by community and school to reduce or totally removing the risk factors contributing to early sexual experiences to girl, these strategies if will be well employed may contribute a lot on removing the risk factors. Strategies like building wards secondary school, building dormitories, providing sexual and reproductive health and Parents involvement in provision of student protection program.

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