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## Effect of Early Pregnancy on Girls' Academic Achievement in Public Secondary Schools in Rwanda

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### Abstract

Early pregnancy in secondary schools is a problem of great concern. It is likely to affect the academic achievement, for instance in adolescent girls. Hence, the purpose of this paper therefore, was to assess the effects of early pregnancy on the girls' academic achievement in public secondary schools in Bugesera District, Rwanda. The study adopted the correlation research design. The target population was 220, including 200 students, 15 teachers and 5 school head teachers. The study used a simple random sampling and convenient sampling techniques to get the sample size of 154 respondents. Questionnaire and interview guide were used as data collection instruments. The analysis of data was done using SPSS version 21. The findings revealed that 71.9% of students and 47.7% of teachers agreed that various causes of early pregnancies to girls in public secondary schools located in Bugesera district include peer pressure, use of social media, lack of sex education and parental guidance. The study found that 70.4% of students and 56.0% of teachers agreed that there was girls' academic achievement in terms of getting degree and certificate and career and professional development in public secondary schools. The study indicated there is a significance correlation between girls' early pregnancies and academic achievement. Based on the findings, the study recommends that parents should make close guidance to their children. The school administration and head teachers should make effective control and supervision about the students' behavior in school setting. The government should put much emphasis of allocating punishment that should be given to people that make sex violence, mostly children who are in school ages.

**Keywords:** *Adolescent girls, early pregnancy, academic achievement and public secondary school.*

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## **1.0 Introduction**

Education is measured as a human right and also important to economic and development expansion. Haci Bektas, quoted by Ilhan Ozturk (2001) suggested that a nation that does not educate its women cannot progress. Various international conventions that recognize education as a basic human right include; The African agreement on the Rights and Welfare of the child, Article 11 on the right to free and compulsory basic education; While the United Nations International convention on Social and Economic rights, Article 13, declares the recognition of the right of all to education. Having established education as human right and input to development both the Millennium Development Goals (MDGs) and the Education for All (EFA) memo committed governments to achieving gender equality in basic education by the year 2015, with a focus on ensuring girls' full access and achievement in basic education of good quality (Burnett and Felsman, 2012). This becomes a basis for further education and training. However, this has not been the case the world overdue a variety of challenges; like early pregnancies that specifically contribute to girls non completion of schools, (Muganda-Onyando et al., 2008). In accordance with Molosiwa and Moswela (2012) school girls' pregnancy is an intentional crisis that affects the social economic welfare of countries, societies and families at large because it is one of the leading causes of school drop out for female students.

In the United State of America 30% of all teen girls who drop out of schools cite pregnancy as a key reason (Shuger, 2012) and fewer than 38% of the teen mothers ever earned their high school diploma (Van Pelt, 2012). Countries of the Sub-Saharan Africa were the first with the highest prevalence of adolescent pregnancy and birth among developing countries with a prevalence of 28 percent of girls (UNFPA, 2013a, p. 15). According to the UNFPA (2013), births to girls under age 15 in Sub-Saharan Africa are projected to double by 2030 (UNFPA, 2013b, p. 18). Research indicated that adults often perceive adolescent parenting to result with negative implications; however, some adolescents perceive it to be positive and necessary to foster personal growth (Smith, Skinner and Fenwick, 2012, p. 181). The adolescent period is characterized by many changes and multiple influences that lead to adulthood.

Kincaid and colleagues (2012) revealed that early introduction of sexual behaviours among adolescents with multiple sex partners or unprotected sex has been accompanied with negative consequences including maternal mortality. To reduce maternal mortality, the World Health Organization set up various programs in order to increase the community awareness of the importance of pregnancy prevention at an early age; by increasing the availability and use of contraceptive methods and also by preventing forced sex (World Health Organization, 2015a, p. 9). This was to reduce marriages that happen before age of eighteen especially in developing countries. This organization is also striving to reduce unsafe abortions, avail and encourage the community to visit health care settings in order to have access safe maternal care during per partum (World Health Organization, 2015). The high rate of maternal and neonatal morbidity and mortality associated with adolescent parenting makes reducing pregnancy in adolescents an urgent priority (World Health Organization, 2015). Research indicates that developing and implementing targeted programs to prevent adolescent pregnancy should include the perception of adolescents about how their lives would change if they experienced childbearing (Herrman & Waterhouse, 2011).

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Rwanda being partly to the above conventions had establish the right of everyone to basic education through the constitution and the government's objective in vision 2020 which is to provide Universal Secondary Education (USE) by 2010 and subsequently Basic Education for All by 2015. Achieving these targets meant addressing the high dropout and repetition rates (Ministry of Education, 2003). In Rwanda, adolescent pregnancy has increased from 4.1% in 2005 to 7.3% in 2015 (RDHS, 2014-15). Through the Ministry of Gender and Family Promotion of Rwanda, a campaign was launched in 2015 to last 8 months with the aim to set up strategies to prevent unintended pregnancies among adolescents in secondary schools across the country (MIGEPROF, 2015; NYC, 2017). To improve the health of children at school, the Ministry of Education of Rwanda elaborated thematic areas which include Sexual Reproductive Health through the national school health strategic plan 2013-2018 in order to manage adolescent pregnancies in schools (MINEDUC, 2014).

### **1.1 Statement of the Problem**

In 2018, the government and its partners launched a campaign to end adolescence pregnancies through a series of initiatives to empower young girls to unlock their leadership potential and strict punishments for adults who defile and impregnate teenagers (The New Times, 2018). The new push to combat teenage pregnancies was announced as cabinet ministers, Members of Parliament and other stakeholders joined a little over 300 teenagers in the lower chamber of the parliament for the official launch of the 'Girl2Leader' national campaign. This was to respond to statistics that showed an increase of adolescent parenting where Rwanda accounts about seven percent of adolescent births every year (NISR, MOH and ICF International, 2015). In 2017, Laterite carried research and found that an estimated 13.4% of 12-year-old boys had already dropped out of school at least once during their education, compared to just 5.2% of 12-years old girls. Boys continued to drop out slightly. However, at the age between 15 and 17 years-old the rate of boys' drop out was lower than that of girls (16-18% more than boys). The survey done by Laterite reported that many secondary schools' female students dropped out the school because of early pregnancy. In October 2018, during a health session held at Kigali, UNFPA with the voice of youth leaders where Rwabuhiri Rose, the Chief gender monitor emphasized that teenage pregnancy often means an interruption of young girls' educational aspiration and stigma from their families, friend and communities.

Teenage pregnancy on the other hand was also a threat to both the health and future of the young mothers. Teenage mothers were more likely to suffer complications during pregnancy and less likely to treat them, exposing them to greater risk of complications during delivery and greater risk of dying for reasons related to childbearing. Teenage pregnancy also affected the child's education since they tended to quit school in order to attend to the child hence affecting their future abilities to compete with their counterparts on the job market. The thematic report on the Socio – economic status of children (2014) from the fourth Rwanda Population and Housing (RPHC4) indicated a total of 5,775 female children countrywide between the ages of 12 – 17 who had given birth at the time of the census. Again, the Ministry of Health (MoH) showed that the number has reached from 17,337 teens in 2017 to 19,832 teens who have been impregnated in 2018, where the five districts of the Eastern province accounted a big number of early pregnant girls where Bugesera district included with a number of 925 girls who were impregnated. This was a risk for the child mothers

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to the ability to peruse their education. Teenagers' pregnancy might also lead the victims into engaging in early and/or forced child marriages in order to receive support for basic care and/or escaped from their families for fear of neglect or taking legal action against their responsible partners. This paper therefore sought to assess the effect of early pregnancy on girls' academic achievement in Bugesera district in Rwanda.

## **1.2 Research Objective**

The objective of the paper was to assess the effect of early pregnancy on girls' academic achievement in Bugesera district in Rwanda.

## **2.0 Literature Review**

### **2.1 The Concept of Adolescent and Teenage Children Rearing**

The problem of teenage children rearing is a worldwide alarm. Many studies done on this problem revealed that the adolescent pregnancy and children rearing is big problem which can be connected to the school `dropout. According to Olivari *et al* (2015), the issue of early pregnancy is inseparable to a number of factor that affect the adolescents' relationship with families, peers and it also greatly impacts the vocation at school and also at work . Adolescence is regarded as a developmental stage that every person passes through along the life span. Conferring the idea of Curtis and colleagues (2015) adolescent is a developmental period between the age of ten and nineteen. It is characterized by liberal vicissitudes that are physiological, psychosocial and cultural. The adolescent parenting comes is by the time when adolescent give birth and become responsible for raising children in order for the child becomes well equipped (Kincaid *et al* , 2012, p.2). Vincent and Alemu (2016) proposed that parenting in adolescent refers to any pregnancy or birth that happens in the adolescent period before the age of twenty.

### **2.2 Occurrence of Adolescent Pregnancy**

As it was reported by WHO (2016), the prevalence of adolescent parenting declined over the three decades in some regions and countries. This was explained by the fact that the age to get married was increased. More importantly the use of contraceptives methods were currently used much more than in the past two decades. In addition the education policy, education for all, put in place in many countries resulted in a big number of girls and boys going to school. This ensured that many of them get educated with the decline in the ignorance about sexuality. Education policy assisted to reduce the occurrence of early and unwanted pregnancy (Sedgh at al 2015). In Rwanda and similar countries however, according to NISR and MOH reports (2015) the problem continued to rise with high pick. In 2016 Vincent and Alemu conducted research and came up with a conclusion that at least sixteen millions of adolescent girls aged between 15 and 19 years give birth each year. In LMIC, the occurrence of pregnancy in girls, each year, under 15 years old was estimated to be at least one million as it was reported by WHO in 2016. According to the WHO report (2016) 10% of girls get pregnant before sixteen years. This report revealed, furthermore, that most of those girls came from sub-Saharan Africa, south central and south eastern Asia. Conferring the example of Rwanda and Mozambique the extent the occurrence of girls' early pregnancy varies tremendously. The % of girls who get pregnant before 15 years is 0.3%, in



Rwanda while in Mozambique it was about 12.2%, referring to the WHO report (2016). This was accompanied by a high rate of early marriage. More than thirty percent of adolescent girls get married before they attained the age of eighteen years, fourteen percent before 15 years and 25% gave birth at the age of 18, as Vincent and Alemu (2016) concluded.

### **2.3 Causes of Early Pregnancy**

According to Barn and Mantvanni (2007), the major causes of adolescent unwanted pregnancy include poor education, family background and also short of experience in rearing children. Furthermore the US department of health and human services (2012) put out that teenage do not have the same access to information, guidance and the support they need to act on their full potentials. Amongst the reasons behind the youth early pregnancy comprise economic situation, limited education, scarcity of opportunities and careers available for the teenage. In addition, the pregnancy in the youth can be comprehended if one looks at the fact that in adolescent stage the teenage sexual urges is very high. According to Cutis (2015) , during the adolescent stage there is a rapid development of weight , secondary sex characteristics and continuous brain development . He suggested that these physiological changes are accompanied the huge curiosity to explore sex functionality. Klaw (2008) inferred that the teenage that live in rural area are more liable of getting pregnant early relatively to those who live in urban area. This can be explained by a limited access to education and information for youth in rural areas while comparing to youth in cities.

### **2.4 Consequences that Follow Early Pregnancy in Adolescent**

The overall rate of rearing children has declined since the year 1990, referring to WHO report (2016). The report, however, revealed that eleven per cent of all births is for only adolescent whose age ranges between fifteen and nineteen. The aftermaths linked to the teenage pregnancy included frustration, depression, low performance in class and most of the case school dropout. Mwaba (2000) articulated that the adolescent parents have a high tendency of school dropout which can be also linked to the lack of qualification that could otherwise assist the individual to search for employment. Moreover, there was a number of other consequences that include emotional and psychological problem. Depression can result in lack of self-esteem, confidences and hopelessness and motivation. The report by Lockhart and Wodarski (1990) revealed that the extent of teenage pregnancy would affect their connectedness with their families. The society considers their cases as daily stories which demotivate pregnant adult in all aspects of life. As reported by UNFPA (2013) early pregnancy and labor resulted in complications such as obstetric labor and fistula which can be linked to the immaturity of the body.

In addition, WHO (2016) reported that children from young mothers are likely to be affected by asphyxia which is fatal. Any time the youth engaged in sexual intercourse it brings them a high risk of being infected with sexually transmitted diseases such as HIV and other STDs. All those were accompanied by economic deficit as they became a financial burden to the guardian. Vendule et al (2001) said that teenage pregnancy may lead to mental disorder. Rutman et al (2002) declared that the society considered the single young mothers as very thoughtful problem that negatively impacts the economic vision of the community. On the other hand, some teenage opted to abort as a solution to the issue which is also a liability to death. Child Trend Bank (2010) reported announced that the offspring that result outside marriage were exposed to unstable family causing

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more financial issues and furthermore they were likely to have socio-emotional problems. Agreeing with Wilcox (2012), the children which grew with a single parent, most of the cases female, were less advantaged in the angle of achievement. Wilcox (2012) put out that around 15% of the students did not accomplish their studies at high school level and two point five were likely to be adolescent mothers.

## **2.5 Impact of Teenage Pregnancy on Completion Rates**

Van Pelt (2012) observed that in the United States only 50% of teen mothers had a high school diploma compared to 90% of girls who did not have a teen pregnancy whereas fewer than 38% of teen girls who had a child before turning 18 earn their high school diploma. She stated further that less than 2% of teens who had a baby before 18 ever earn a college degree. In analyzing DHS data from Cameroon Eloundou-Enyegue (2004) calculated that in Cameroon teenage pregnancies accounted for 13% of female dropouts in grade 6, 33-41% in grades 7-10 and 4-22% in grades 10-13. According to his estimates pregnancies increased the gender gap by six percentage points during primary which increased to thirty in secondary schools in contrast to 11 percentage point's difference with other factors.

Quoting statistics from the Ministry of Education (2005) Inter Press Service (July 28th 2006) observed that the completion rates in Kenya for secondary school education declined from 92.1% to 89.6% in 2004 with boys recording a 91.5% rate as compared to girls 87.5% with pregnancy accounting for 31% of the school dropout cases among girls. The overall effect of unchecked girl child dropout was lowering the gender parity index from about 1 in primary school to 0.75 in favor of boys at secondary school (Kenya National Bureau of Statistics, KNBS), 2010. By 2005 secondary school dropout rates in former Bungoma district that encompassed the present day Kimilili Sub-County stood at 30% for girls and 26.5% for boys respectively. It was important to note that over a half of children enrolled in schools in Bungoma drop out before completing their basic education and in the process impacting on the quality and quantity of labor produced (Republic of Kenya, 2005).

## **2.6 Measures to Handle the Problem of Teenage Pregnancy**

As a measure to control the early pregnancy in adolescent, WHO (2012) recommended that early marriage need to be abolished through the use of contraceptive method, education opportunities and socioeconomic programs should be put in into action. Forke and colleagues (2011) supported this saying that there must be effort on the sides of states and also all concerned institutions to act against the teenage parenting. Those efforts should be in the aspect of education and services for comprehensive reproductive health to be availed to the adolescent. All community leaders must monitor the implementation of all those guidelines. In addition, Binagwaho (2012) suggested that adolescents should have access to confidential voluntary counseling and testing, condoms and other health support to remove barriers to services, own the test results from testing without disclosure or request for the consent to the third parties. She went onto add that the legal provision to exercise these rights by adolescent should relate to states policies and their compliance in health care providers.

## **2.7 Perception of Teenage Pregnancy in Society**

Benson (2004) stated that quasi totality of the countries, developed and non -developed consider teenage pregnancy a social disgrace. The belief was that it might have devastating impact on the adolescents and on the entire society. This was because it was most likely to result into social alienation, economic stress. This may lead in return to the school dropout and sometimes early marriage where a couple of teen hold a family and yet they did not have enough support in terms of finance and ideas given that they were also at the level of owning families. In underdeveloped countries, the young parents had to surface huge embarrassment and negative feedback and reputation from society. The society extravaganced them as strange. However, in the western world the youth considered pregnancy as normal. Nevertheless, most of those who originated from older cohorts did not tolerate it as normal practice. For instance, the survey done by Taylor, Clark and Funk (2007) showed that eighty two percent of the women did not agree with adolescent sex making.

## **3.0 Research Methodology**

The study employed correlation research design. The sample size was 154 respondents got by using Yamane formula and sampled by simple random and convenient sampling techniques. The data was collected using questionnaire and interview guide. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by conducting of the pilot study that provided reliability of the research instrument and got 79.6% using Cronbach's Alpha. This was considered reliable as it was greater than 70% as recommended. The data management was done by using SPSS software version 21.

## **4.0 Research Findings**

The study sought to assess the effect of early pregnancy and girls' academic achievement in public secondary schools in Bugesera district, Rwanda. The study results are presented in sections.

### **4.1The case of early pregnancy in public secondary schools**

Table 1 summarizes students' perceptions of early pregnancy in public secondary schools.



**Table 1: Perception of students on the case of early pregnancy in public secondary schools**

Statements	SA		A		N		D		SD		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Sharing videos on social media	90	67.2	29	21.6	3	2.2	8	6.0	4	3	1.56	1.01
No effective sex education	40	29.9	80	59.7	6	4.5	7	5.2	1	0.7	1.87	0.7
Creation of peer pressure	28	20.9	80	59.7	6	4.5	16	11.9	4	3.0	2.00	0.83
Effective parental guidance	30	22.4	83	61.9	8	6.0	4	3.0	9	6.7	2.10	1.00
Watch photos on social media	32	23.9	75	56.0	7	5.2	13	9.7	7	5.2	2.16	1.06
Getting special sex education to girls	15	11.2	44	32.8	7	5.2	57	42.5	11	8.2	3.04	1.24
Parental discussion to sex education	12	9.0	36	26.9	11	8.2	54	40.3	21	15.7	3.27	1.26

The study results presented in Table 1 indicates that 88.8 percent of students agreed that they shared videos on social media which impact them to get various indiscipline cases and also this statement was answered at the mean of 1.56 and the standard deviation of 1.01. The students agreed at the rate of 89.6 percent that they did not get effective sex education as it was also perceived at the mean of 1.87 and the standard deviation of 0.7 and also 80.6 percent of students confirmed that they created peer pressure as it was perceived at the mean of 2.00 and the standard deviation of 0.83. The finding also indicated that 84.3 percent of students that they get effective guidance from their parents as it was responded at the mean of 2.10 and 1.00 of the standard deviation. It was also confirmed by 79.9 percent of students that they got access of watching photos on social media which was also answered at the mean of 2.16 and 1.06 of the standard deviation. Students provided their perception on the level of getting special sex education to girls where only 44 percent of students as students girls agreed that they got special sex education and it was perceived at the mean of 3.04 and the standard deviation of 1.24. Finally, it was agreed by 35.9 percent of students that they got discussion with their parents about sex education and responded at the mean of 3.27 and 1.26 of standard deviation.

**Table 2: Perception of teachers on early pregnancy in public secondary school**

Statements	SA		A		N		D		SD		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Well educated about sex education	1	6.7	3	20.0	1	6.7	5	33.3	5	33.3	3.67	1.35
Students use social media platforms	4	26.7	5	33.3	2	13.3	4	26.7	0	0	2.60	1.12
Having complete guidance from parents	2	13.3	5	33.3	3	20.0	4	26.7	1	6.7	2.80	1.21
Discussion of teachers and students about sex education	2	13.3	2	13.3	1	6.7	5	33.3	5	33.3	2.67	1.11
High level of peer pressure among students	1	6.7	9	60.0	2	13.3	3	20.0	0	0	2.47	0.92
Educating parents about sex education	1	6.7	8	53.3	3	20.0	2	13.3	1	6.7	2.60	1.06

The results in Table 2 showed that 66.6% of teachers agreed that they got sex education in which they also perceived at the mean of 3.67 and the standard deviation of 1.35 while 26.7% agreed that they use social media platforms with friends and it was confirmed at the mean of 2.60 and 1.12 of standard deviation. On another hand, teachers provided their perception on having complete guidance from parents to students and 33.4% agreed and also perceived at the mean of 2.80 and the standard deviation of 1.21. Similarly, 66.6% of teachers agreed that they had discussion with students about sex education where they perceived at the mean of 2.67 and the standard deviation of 1.11. Teachers also provided their perception on high level of peer pressure among students where 20.0% of teachers agreed that students made peer pressure at high level. Nevertheless, 20.0% agreed that they helped parents to acknowledge about sex education and it was perceived at the mean of 2.60 and 1.06 of standard deviation.

The researcher collected an interview from five school head teachers leading one of the public secondary schools located in Bugesera district where they were interviewed on the case of early pregnancy in public secondary schools in Bugesera district where they indicated that “*high peer pressure, lack of sex education in youth as well as lack of parental guidance can be one of the factors that can affect early pregnancy*”. They added that, “*it can be better if each public secondary school in Rwanda, introduces club as an extra-curricular activity that fight against early pregnancies*”.

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#### 4.2 The case of girls' academic achievement in public secondary schools

Table 3 presents the study results on perception of students of girls' academic achievement in public secondary schools

**Table 3: Perception of students of girls' academic achievement in public secondary schools**

Statements	SA		A		N		D		SD		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Girls get the first degree	40	29.9	34	25.4	13	9.7	36	26.9	10	7.5	2.79	2.96
Girls don't complete their career of education	46	34.3	54	40.3	8	6.7	21	15.7	5	3.7	2.14	1.16
Some girls don't develop their profession	31	23.1	68	50.7	12	9.0	20	14.9	3	2.2	2.22	1.04
Low completion rate to girls	31	23.1	67	50.0	12	9.0	17	12.7	7	5.2	2.27	1.11
Most of girls don't perform for their certificates	33	24.6	68	50.7	13	9.7	14	10.4	6	4.5	2.19	1.06

As presented in Table 3, 55.3% of students agreed that girls got the first degree and responded at the mean of 2.79 and the standard deviation of 2.96. The perception from students also indicated that 74.6% of students agreed that girls did not complete their career of education due to various factors including early pregnancy. It was also perceived by 73.8% agreed that some girls did not develop their profession effectively where it was answered at the mean of 2.22 and the standard deviation of 1.04. On another hand, Students provided their perception related to academic achievement where 73.1 % agree that there was low completion rate to girls in public secondary schools in Bugesera district as it was confirmed at the mean of 2.27 and 1.11 of standard deviation. Finally, 75.3 % of students agree most of girls did not perform on their certificate effectively as it was responded at the mean of 2.19 and 1.06 of standard deviation.

**Table 4: Perception of teachers on the case of girls' academic completion**

Statements	SA		A		N		D		SD		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Standard of completion rate	2	13.3	5	33.3	0	0	5	33.3	3	20.0	2.60	1.35
Having level of professional development	3	20.0	8	53.3	2	13.3	1	6.7	1	6.7	2.27	1.10
Lower level of getting degree to girls	4	26.7	5	33.3	2	13.3	4	26.7	0	0	2.40	1.18
Lower level of career development of girls	3	20.0	8	53.3	1	6.7	3	20.0	0	0	2.27	1.03
Girl students get certificate effectively	3	20.0	6	40.0	1	6.7	3	20.0	2	13.3	2.67	1.40

The Table 4, indicated the perception of teachers teaching in public secondary schools in Bugesera district, where 53.3% of teachers agreed that there was the standard of completion rate as they perceived at the mean of 2.60 and the standard deviation of 1.35 as well as only 13.4% agreed that there was a high level of professional development of student's girls and perceived at mean of 2.27 and the standard deviation of 1.10. On another hand, 26.7% of teachers indicated that there was a lower level of getting degree to girls due to various problems including early pregnancy where they perceived at the mean of 2.40 and 1.18 of standard deviation. Though, 20 percent of teachers agreed that, there was also lower level of career development of girls. However, 33.3% of teaches agreed that girl students got certificate effectively and responded this statement at the mean 2.67 and 1.40 of standard deviation. The researcher interviewed head teachers on the case of girls' academic achievement in public secondary schools in Bugesera district where they stated that "one of the girls' academic achievements are getting degree and certificate as well as development of academic careers and profession". Though, they indicated that "girls' academic in public secondary schools is not achieved completely due various factors like early pregnancies".

#### **4.3 The effect of early pregnancies on girls' academic achievement in public secondary schools**

The study results on the effect of early pregnancies on girls' academic achievement in public secondary schools are summarized through model summary and correlation analysis.

**Table 5: The R square of lack of sex education on getting low degree to girls (Model Summary)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 <sup>a</sup>	.432	.428	.80768

a. Predictors: (Constant), Lack of sex education to girls

The study results in Table 5 indicates there is a high degree of correlation (r) of 0.657 and R square of 432 in the relationship between lack of sex education and getting low degree to girls. Variables (Lack of sex education to girls) explained 43.2 percent variations from expected and actual results of dependent (getting low degree). This shows a good fit of regression equation where getting low degree to girls can be influenced by the lack of sex education.

**Table 6: Correlation between lack of parental guidance and career development**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550 <sup>a</sup>	.303	.297	.64845

a. Predictors: (Constant), Lack of parental guidance

Table 6 indicates a high degree of correlation (r) of 0.550 and R square of 0.303 in the relationship between lack of parental guidance and lower level of career development. The study results implies that the independent variables (lack of parental guidance) explained 30.3 percent variations from expected and actual results of dependent (lower level of career development). This shows a good fit of regression equation where lower level of career development can be influenced by the lack of parental guidance. Five school head teachers were interviewed so as to get their perception related the effects of early pregnancy on girls' academic achievement where they indicated that *"high dropout rate, lower level of getting degrees and certificate can be one of the effects"*. They added that *"the level of early pregnancies can be reduced whenever, parents provide sex education to their children, by avoiding drug abuse, teaching sexual education to all level of education specifically in secondary schools as well as promotion of debates related to the effects of early pregnancies"*.

## 5.0 Summary of findings and Conclusion

The purpose of this study was to assess the effect of early pregnancy on girls' academic achievement in public secondary schools in Bugesera district in Rwanda. The perception from respondents indicated there is a significance high degree of correlation between lack of sex education and getting low degree to girls as well as the relationship between lack of parental guidance and lower level of career development among girls where coefficient of correlation (r) were 0.657 and 0.550 respectively. It was also indicated that, every increase on the lack sex education to girls, getting lower degree to girls increases somewhere between 59.1% and 88.2% and also every increase on the lack of parental guidance to having lower level of career development increases somewhere between 35.6% and 60.8%. The study concluded there is a significance correlation between early pregnancy and girls' academic achievement in public



secondary schools in Bugesera district in Rwanda. Thus, an increase in early pregnancy among girls reduces the level of academic achievement and increase level of school dropout.

## 6.0 Recommendations

Based on the findings, it is recommended that parents should make close guidance to their children. Mostly, they should focus on the provision of sex education to their children as well as they should protect their children from external strangers that can affect their children like using social media platforms. The school head teachers should make effective control and supervision about the students' behavior in school setting. They should also communicate with the parents whose a child appeared as indiscipline student so as to find an immediate solution. The government should put much emphasis of allocating punishment that should be given to people that make sex violence, mostly children who are in school ages.

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