

**IMPLICATIONS OF (PAULO) FREIRE'S *CONSCIENTIZACAO* IN
MITIGATING TEENAGE PREGNANCY IN PUBLIC SECONDARY SCHOOLS
IN KAKAMEGA CENTRAL SUB –COUNTY, KENYA**

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**A Thesis Submitted to the school of Education in Partial Fulfillment of the
Requirements for the Award of the Degree of Masters in Philosophy of Education of
Masinde Muliro University of Science and Technology**

July, 2021

DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for any consideration. This thesis has been complemented by referenced sources duly acknowledged here in where text, data (including spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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CERTIFICATION

The Undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology thesis entitled **‘Implications of (Paulo) Freire’s *Conscientizacoa* in mitigating teenage pregnancy in public secondary schools in Kakamega Central Sub –County, Kenya’**

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DEDICATION

This research thesis is greatly dedicated to my Father, my mother, my family and academic friends for their moral support and encouragement during the thesis writing period.

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LIST OF ABBREVIATIONS

CP	Critical Pedagogy
COVID -19	Corona virus disease
CC	Critical Consciousness
DITs	Developed Intellectual Traits
EOB	Elements of reasoning
KHIS	Kenya Health Information System
MOE	Ministry of education
NGOs	Non –Governmental Organizations
SSA	Sub –Saharan Africa
NCPD	National Council for Population and Development
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	The United Nations International Children’s Emergency Fund
UIS	Universal Intellectual Standards
WHO	World Health Organization

ABSTRACT

The study explored the implication of Paulo Freire's conscientização in mitigating teenage pregnancy in public secondary schools in Kakamega central sub county, Kenya. The objectives of the study were: to assess the nature of teenage pregnancy in public secondary schools in Kakamega Central sub county, Kenya in the light of Freirean Praxeology, to examine the viability of Paul Freire's conception of critical consciousness on mitigating teenage pregnancy in Kakamega Central sub county, Kenya and to examine Freire's critical pedagogy in curbing teenage pregnancy in Kakamega Central sub county Kenya. The study was anchored on critical theory of Freire. Mixed paradigm design was adapted for the study. The paradigm includes empirical and philosophical designs. Empirical method was for objective one and rational method was employed in objective two and three. Five schools with expectant and teen mothers out of seventeen schools were purposively sampled. Purposive sampling was used to select a sample size of 40 respondents for the study. The sample size included five (5) principals, five (5) guidance and counseling teachers, five (5) class teachers and twenty-five (25) expectants and teen mothers. Descriptive survey was used to collect qualitative data for objective one. Respondents were exposed to questionnaires and interview schedules. The study used hermeneutical phenomenological method, critical Method and analytical method. The quantitative data collected was analyzed using Statistical package for Social Science (SPSS) version 20 while qualitative data was analyzed thematically. The findings indicated that peer pressure was the main cause of teenage pregnancy. Therefore, Freire's critical consciousness, pillars of Critical consciousness, suitable critical pedagogies and Developed universal intellectual traits by Paul & Elder, were identified as the possible cognitive remedies for teenage pregnancy in public secondary schools in Kakamega central sub county, Kenya. In line with the findings of this study, it was recommended that National and county governments should launch nationwide campaigns and awareness of peer pressure as the main cause of teenage pregnancy. Kenya Institute of Curriculum Development (KICD) should also formulate practical content related to Freirean critical consciousness and suitable critical pedagogies.

TABLE OF CONTENTS

DECLARATION..... ii

COPYRIGHT iii

DEDICATION..... iv

ACKNOWLEDGEMENTv

LIST OF ABBREVIATIONS vi

ABSTRACT vii

TABLE OF CONTENTS viii

LIST OF FIGURES xiv

LIST OF TABLESxv

LIST OF PLATES xvi

LIST OF APPENDICES xvii

OPERATIONAL DEFINITION OF TERMS..... xviii

CHAPTER ONE: INTRODUCTION1

1.1 Background to the Study..... 1

1.2 Statement of the Problem.....4

1.3 The study Objectives.....5

1.3.1 General objective 5

1.3.2 Specific objectives 6

1.4 Research questions.....6

1.5 Justification of the Study6

1.6 Significance of the Study7

1.7 Assumption of the study	7
1.8 Scope of the study	7
1.9 Study limitations	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction.....	9
2.1.1 Causes of Teenage Pregnancy	9
2.2.2 Interventions measures for teenage pregnancy	20
2.2.3 Parental and Community Participation intervention measures on teenage pregnancy	23
2.2.4 Policy regime relating to teenage pregnancy prevention	28
2.2.5 Key Gaps Identified	30
2.3 Viability of Paul Freire's conception of critical consciousness on teenage pregnancy in public secondary schools	30
2.3.1 Components of critical consciousness	32
2.4 Freire’s critical pedagogy on mitigating teenage pregnancy	36
2.4.1 Developed universal intellectual traits as a measure for teenage pregnancy	41
2.5 Theoretical Framework of the Study	42
2.6 Conceptual framework.....	45
CHAPTER THREE: RESEARCH METHODOLOGY	47
3.1 Introduction.....	47
3.2 Research Design.....	47

3.3 Methods.....	47
3.3.1 Hermeneutical Phenomenological method	48
3.3.2 Critical method.....	49
3.3.3 Analytical method.....	50
3.4 Study area.....	50
3.5 Target population	51
3.6 Sampling Procedures and Sample Size.....	51
3.6.1 Sampling Procedure	51
3.6.2 Sample size	52
3.7 Instruments of data collection.....	53
3.7.1 Questionnaire	53
3.7.2 Interview	54
3.8 Quality Control	54
3.8.1 Piloting of the Study	55
3.8.2 Validity	55
3.8.3 Reliability.....	55
3.9 Data collection procedures.....	56
3.10 Data analysis procedures.....	57
3.11 Ethical issues.....	58

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION.....	61
4.1 Introduction.....	61
4.2 Demographic information.....	61
4.2.1 Background information	62
4.3 Causes and intervention measures of teenage pregnancy in the light of Freirean praxeology in Kakamega central sub-county, Kenya	62
4.3.1 Causes of teenage pregnancy in public secondary schools in Kakamega Central in the questionnaire	63
4.3.2 Causes of teenage pregnancy derived from interviews.....	64
4.3.3 Intervention Measures from questionnaires.....	68
4.3.4 Intervention measures from interviews.....	70
4.3.5 Phenomenological hermeneutics of the causes and intervention measures of teenage pregnancy	71
4.3.6 Analysis of the causes of teenage pregnancy based on the Elements of Reasoning	72
4.3.6.1 Peer pressure	72
4.3.6.2 Sexual Violence	78
4.3.6.3 Parental inefficiency	82
4.3.6.4 Intervention measures	84
4.4 Freire’s conception of critical consciousness on mitigating teenage pregnancy	85
4.4.1 Freire’s concept of critical consciousness.....	85

4.4.2 Critical reflection	86
4.4.3 Political efficacy/ critical awareness.....	89
4.4.3.1 Critical awareness and identification of oppression	90
4.4.3.2 Critical awareness of one’s consciousness	91
4.4.4 Critical Actions	91
4.5 Critical pedagogy in curbing teenage pregnancy.....	93
4.5.1 Freire’s suitable pedagogies in curbing teenage pregnancy	93
4.5.1.1 Equality between the teacher and learner	96
4.5.1.2 Dialogic education	96
4.5.1.3 Problem-posing education	99
4.5.1.4 Democratization education	99
4.5.1.5 Human agency education.....	100
4.5.1.6 Emotional learning education	101
4.5.1.7 Healing from oppressive systems of education	101
4.5.2 Freiere’s goal of critical pedagogy and teenage pregnancy.....	102
4.5.3 Application of decision-making skills based on developed intellectual traits.....	102
4.5.3.1 Intellectual Humility	103
4.5.3.2 Intellectual Courage	104
4.5.3.3 Intellectual Empathy	104
4.5.3.4 Intellectual Perseverance	106

4.5.3.5 Intellectual Integrity	107
4.5.3.6 Intellectual Autonomy	108
4.5.3.7 Confidence in Reason	110
4.5.3.8 Intellectual Fair-mindedness	111
4.6 Chapter summary	112
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	113
5.1 Introduction.....	113
5.2 Summary.....	113
5.3 Conclusion	114
5.4 Recommendations.....	115
5.5 Recommendation for further Research	115
REFERENCES.....	117
APPENDICES	145

LIST OF FIGURES

Figure 2.1: Conceptual framework	45
Figure 4. 1: Causes of teenage pregnancy in public secondary schools in Kakamega central, Kenya	63
Figure 4.2: General causes of teenage pregnancy in public secondary schools in Kakamega central Sub –county, Kenya	65
Figure 4. 3: Intervention measures of teenage pregnancy in public secondary schools in Kakamega central sub county, Kenya.....	70

LIST OF TABLES

Table 3.1 Sampling Matrix of Schools	52
Table 3.2: Sample size, sampling strategies and instruments of data collection	53
Table 3.3: Summary of Study population, sampling method, and sample size and data collection tools for Kaka mega Central, Kenya	54
Table 3.4 Data analysis techniques	58
Table 4.1 Response rate	61
Table 4.2 type of school and gender of the respondents.....	62
Table 4.3: Intervention measures to curb teenage pregnancy in public secondary schools in Kakamega central Sub –county, Kenya.....	69
Table 4.4: Truth table for respondent 5	77
Table 4. 5: Truth table for respondent 28	81

LIST OF PLATES

Plate 4. 1: inferred source of information	80
Plate 4. 2: Intervention measures	94

LIST OF APPENDICES

APPENDIX I: QUESTIONNAIRES FOR SCHOOL PRINCIPALS, GUIDANCE AND COUNSELLING TEACHERS AND CLASS TEACHERS	145
APPENDIX II: INTERVIEW SCHEDULE FOR EXPECTANT AND TEEN MOTHERS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY, KENYA	147
APPENDIX III: THE MAP SHOWS PUBLIC SECONDARY SCHOOL OF KAKAMEGA CENTRAL SUB -COUNTY	148
APPENDIX IV: APPROVAL LETTER FROM POSTGRADUATE STUDIES	149
APPENDIX V: APPROVAL FROM NACOSTI	150

OPERATIONAL DEFINITION OF TERMS

Adolescence	This is the transitional phase of physiological, psychosocial, moral, cognitive development that takes place from puberty to adulthood
Boda Bodas	Commercial Motorcycle riders in Kenya
Conscientização	Learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality like peer pressure and poverty to mitigate teenage pregnancy.” <i>Conscientização</i> is translated in English as conscientization which refers to critical consciousness.
Consciousness	The state of awareness of the external forces that make teenagers engage in premarital sex.
Critical consciousness	Prexological ability of the teenager to reflect on the consequences of premarital sex that can lead to teenage pregnancy
Critical pedagogy	Refers to methods and principles laid down for teaching children on careful and serious multi-sectoral approaches in curbing teenage pregnancy
Critical theory	A social theory that is put forward for changing and critiquing society in general to prevent teenage pregnancy.
Cultural practices	This is the respondent’s way of life and how it influences teenage pregnancy. The respondents' beliefs and taboos and how they influence teenage pregnancy
Implications	Refers to consequences that will result in the reduction rate of teenage pregnancy on the application of conscientização in teenage pregnancy reduction.
Nature of teenage pregnancy	Refers the causes and intervention measures of teenage pregnancy.
Proactive Teenage	Steps taken to mitigate teenage pregnancies before they occur.

Pregnancy Measures	Basic criteria for such measures involves critical conscious and awareness of dominant oppressive and manipulative psychosexual powers in the society.
Reactive Teenage Pregnancy Measures	Steps taken to mitigate teenage pregnancies after or during the pregnancy periods. Characterized by tarrying attitude. It tends to be more retributive and deterrent in scope.
Tautology	An expression or phrase that repeats itself in a row for purposes of self-affirmation or self-emphasis.
Teenage pregnancy	(Adolescent pregnancy) can be described as a conception by any female who is less than 19 years of age at the end of the pregnancy (WHO, 2004).
Truth tables	Tables showing the truth-value of one or more compound propositions for every possible combination of truth-values of the propositions making up the compound ones.
Ubuntu	Humanity
Viability	Refers to the ability of Freires' critical consciousness in mitigating teenage pregnancy

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teenage pregnancy is a global concern with far reaching impacts on education and the health status of the girl child (Kirchengast, 2016). According to the World Health Organization (WHO) reports about 21 million cases of teenage pregnancy are recorded annually with majority of the cases being reported in Sub-Sahara Africa (WHO, 2020; Treffers, 2003). Teenage pregnancy is not only hitting the developing countries mainly characterized by low income and poor health facilities but also affecting the developed countries though at low rates (Kirchengast, 2016).

Among the developed countries, the United States America (USA) is the leading in teenage pregnancy incidences with about 60% of the total cases which is about four times the cases reported in the entire European Union (EU) (Sedgh *et al.*, 2015). According to Guttmacher (2010) notes that 7% of the female teens who are aged 15-19 became pregnant in USA in the year 2006. The high cases of teenage pregnancy in USA are attributed to inappropriate intervention measures and ineffective sexual educational approaches hence calling for the US government to put up policies prioritizing teenage pregnancy as an issue of national concern (Arai, 2009).

In the European Union, the worst hit countries include Ukraine, Macedonia, Russia, Romania, Bulgaria, United Kingdom and Belarus (Kirchengast, 2016). Other countries outside European Union e.g. China have also reported high cases of teenage pregnancy.

According to Wang *et al.* (2005), teenage pregnancies in China has emerged as a public health concern with most cases being reported within the municipalities with cases having increased from 35.1% in 1996 to estimated 44% in 2006.

World Health Organization (WHO) reports indicates that Sub-Saharan Africa (SSA) has the highest cumulative prevalence of teenage pregnancy compared to other regions in the world with 45% of girls aged between 16-19 years are affected with teenage pregnancy (WHO, 2020). This situation makes SSA countries to experience difficult moments in accommodating and addressing teenage pregnancy and pregnant mothers at school (Nsamenang, 2002). Despite the existence of policies and strategies, in the region, teenagers still get pregnant and consequently terminate their education (Nsamenang, 2002). With the outbreak of the Corona Virus (COVID-19) the World Vision predicted that approximately one million girls across SSA region may fail to return to school due to teenage pregnancy as a result of COVID-19 school closure (World Vision, 2020). The closures of schools due to COVID-19 is a threatening phenomenon because this has led to an increase in teenage pregnancy cases among the sub-Saharan Africa region unless the governments and relevant stakeholders or partners act immediately (WHO, 2020).

Kenya is among the countries in Sub-Sahara Africa affected with the burden of teenage pregnancy (WHO, 2020). It is estimated that approximately 3000 girls drop out of school annually in Kenya due to teenage pregnancy (Kiptanui et al., 2015). According United Nations Population Fund Report on global reproductive health, about 378, 397 teenage pregnancies case among girls who are aged 10-19 years between the month July 2016 to

the month of June 2017 were recorded in Kenya (UNFPA, 2018). A number of factors are speculated to be the reasons behind the high cases of teenage pregnancy in Kenya some being the poverty index and literacy levels as well as the cultural practices (Kirchengast, 2016). For instance, in the western and coastal part of Kenya, cultural practices such as night discos and funeral attendance have been found to increase the susceptibility of teenage girls to premature sexual debut and teenage pregnancy (KNBS, 2014).

The outbreak of corona virus pandemic COVID-19 which lead to prolonged closure of schools worsen the situation as the cases of Teenage pregnancy with African Institute for Development policy (AFIDEP) in comparison with Kenya Health Information Systems (KHIS) statistics showing that cases of teenage pregnancy increased by approximately 41% (153000) cases between March to June 2020 (AFIDEP, 2020).

Several counties have reported high cases of teenage pregnancy between the months of January and July 2020. The most affected three counties include: Nairobi County with 11,795 cases, Kakamega County 6,686, Homabay County 5,961cases of teenage pregnancies have been reported (AFIDEP, 2020). These statistics have rattled not only parents and teachers but also health workers, administrators and crime prevention agencies. It further indicated that, approximately 8% of school going children in the county fall victim to teenage pregnancy and they are either pregnant or have delivered. Kakamega central having 17 secondary schools registered approximately 1,400 cases of teenage pregnancy between January and July 2020 (AFIDEP, 2020). Therefore, it is

against this backdrop that the study investigated the implication of Paul Freire's critical consciousness on mitigating teenage pregnancy in Kakamega central sub- county, Kenya. Researchers have attempted to seek lasting solutions to the problem of teenage pregnancy in secondary schools but the problem persists (Nzioka, 2001; Taffa, 2003; Were, 2007; Okigbo & Speizer, 2015). Despite the concerted efforts that have been made, still the problem has a gap to be filled with Freire's critical consciousness in various sectors of the country especially the education sector (Mumah *et al.*, 2014). The slow progress being made could be because most solutions that are put forward tend to be reactive, more apparent and elicit the response when teenage pregnancy has occurred. Some which are proactive like guidance and counseling seem to address teenage pregnancy itself while leaving out the prima because hence, necessitating the researcher to explore the gap by Freirean intervention measures.

1.2 Statement of the Problem

Teenage pregnancy is a concern in the world which needs immediate response (WHO, 2011). The report by Kirchengast (2016) indicates that approximately 21 million girls globally become pregnant. Teenage pregnancy cases in Kenya are on in an increasing trend from the month of January to June 2020 (UNICEF, 2020). Its' statistics indicates that around 41 % (153, 000) cases of teenage pregnancy have been recorded in Kenya between the month of January to July 2020. It is in line with this escalating rate of teenage pregnancy the researcher sort to investigate why the rate is high.

Kenya Health Information System, (2020) statistics indicates that teenage pregnancy in secondary schools has been on an increasing trend from 2016 to date. It further clarified

that around 6,686 cases of teenage pregnancy have been reported in Kakamega County from January to July 2020. It further reports that out of the 6686 cases Kakamega central has recorded around 1,400 cases of teenage pregnancy hence the need for current study. Sedgh *et al.* (2015) observe that most solutions which are put forward tend to be more, reactive than proactive and the existing proactive measures are apparent. Reactive measures elicit responses after teenage pregnancy has occurred. These measures tend to be based on deterrent and retributive principles with minimal emphasis on humanization of the solutions. Further they are biased towards the exclusivity of posteriori epistemological solution to teenage pregnancy and thus rendering the intervention measures to be epistemologically more partial than holistic (Higgins,1996). This acts against epistemological holiness that embraces a priori and posteriori aspects of the phenomenon of teenage pregnancy. Freire identifies *conscientização* as the only way one can have the inherent potency to detect or identify the existing oppression in the society (Freire, 1972). Therefore, it is against this backdrop this study examined the implications of (Paulo) Freire's concept of *conscientização* in mitigating teenage pregnancy in Kakamega central sub-county, Kenya.

1.3 The study Objectives

1.3.1 General objective

The main objective of the study was to examine the implications of Paulo Freire's concept of *conscientização* in mitigating teenage pregnancy in public secondary schools in Kakamega Central sub-county.

1.3.2 Specific objectives

- i. To assess the nature of teenage pregnancy in public secondary schools in Kakamega Central sub-county, Kenya in the light of Freirean Praxeology
- ii. To examine the viability of Paulo Freire's concept of critical consciousness in mitigating teenage pregnancy in Kakamega Central sub-county, Kenya.
- iii. To examine Freire's critical pedagogy in curbing teenage pregnancy in Kakamega Central sub-county, Kenya.

1.4 Research questions

This study was guided by the following research questions to accomplish the above-mentioned objectives.

- i. What is the nature of teenage pregnancy in public secondary schools in Kakamega Central sub-county, Kenya in the light of Freirean praxeology?
- ii. What is the viability of Paulo Freire's concept of critical consciousness in mitigating teenage pregnancy in Kakamega Central sub-county, Kenya?
- iii. How can Paulo Freire's critical pedagogy be applied in curbing teenage pregnancy in Kakamega Central sub-county, Kenya?

1.5 Justification of the Study

Teenage pregnancy is not a new phenomenon (Chen *et al.*, 2007). Studies indicate that teenage pregnancy poses severe economic constraints, psychosocial and health risks to the victims (Taffa, *et al* 2003). Statistics by (AFIDEP, 2020) indicate that around 6,660 cases of teenage pregnancy were reported from January to July 2020 in Kakamega County, out of the 6,660 cases of teenage pregnancy Kakamega central sub- county, Kenya recorded around 1,400 cases between January and July 2020 thus necessitated the

study to establish viability of conscientização as the possible remedy for teenage pregnancy.

1.6 Significance of the Study

Teenage pregnancy is an oppression that has no specific time of departure in the world and it has unforeseeable end in Kenya. Hence, it has evaded basic solutions due to its multidimensionality and complexity in nature (Freire, 1993). Therefore, this study contributes heavily to the ongoing debate on teenage pregnancy by trying to come up with viable solution to teenage pregnancy in Kakamega Central Sub-County. It is expected that the findings strengthen the obligation and execution of the teenage pregnancy regulation policy at all levels of the educational system. The research also divulges the opinions of the participants toward teenage pregnancy and is expected to aid the Ministry of Education to make decisions on how to reduce the increasing cases of teenage pregnancy in schools especially in the era of COVID-19 pandemic and for future.

1.7 Assumption of the study

- i. The findings and results are a true representation of the overall picture and can therefore be applied in schools and other different counties to minimize teenage pregnancy.
- ii. The target population provided accurate and reliable information.
- iii. The target population was adequate to make a general conclusion on the study.

1.8 Scope of the study

The study was conducted within Kakamega central in Western Kenya. It examined the implication of Paulo Freire's concept of *conscientização* in mitigating teenage pregnancy

in public secondary schools in Kakamega Central Sub- County, Kenya. Carrying out a study on the implication of Freire's concept of *conscientização* in mitigating teenage pregnancy in public secondary schools in Kakamega Central sub –county, Kenya was very crucial in understanding the nature of teenage pregnancy in terms of the causes and intervention measures of teenage pregnancy in the study area. The study sampled principals, guidance and counselling teachers, class teachers and expectant and teen mothers. The study specifically employed hermeneutical phenomenological method, critical method and analytical method which are confined within the philosophical dictum.

1.9 Study limitations

The limitations of the study included;

- i. From informal data collection sessions, some students were expectant but were not willing to give information. The limitation was solved by interviewing teen mothers in the school.
- ii. Some school administrators were not willing fully to give exact statistics on teenage pregnancy. The researcher overcome this limitation by asking guidance and counselling teachers to give exact statistics on teenage pregnancy.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review was carried out in line with objectives. The sub –sections were: Causes and intervention measures of teenage pregnancy, Freire’s critical consciousness and Freire’s suitable critical pedagogies.

2.1.1 Causes of Teenage Pregnancy

For many years, teenage pregnancy has posed a serious challenge internationally and locally. Empirical studies have been conducted to investigate the factors responsible for teenage pregnancy (Jewkes et al., 2009). The findings of these studies differ from one another on the argument concerning possible cause of the teenage pregnancy. These could be attributed to differences in research methodology, the case studies under consideration, the respondents sampled and data analysis techniques used in the study. Although many various causes producing pregnancy have been reported in prior literature, they are often associated with adolescence and risk-taking behavior (Were, 2007).

Teenage pregnancy presents a huge and cross-cutting challenge to teenagers (Adams, 2001). Adams (2001) undertook a study to investigate and analyze the factors that contribute to teen pregnancy (TP) and motherhood in Nepal, as well as the implications and current policy and program responses. A literature review, papers, published literature and unpublished material were employed for this process. The results suggest

that the mother and new-born baby are at risk worldwide and especially Nepal, TP and motherhood and have a major influence on health, social and economic life generally.

The study also found that adolescents acquired false information from the usage of family planning methods that led to pregnancy among adolescents. Institutional, interpersonal, structural and public policy variables were the primary factors. The socioeconomic variables that lead to early pregnancy were part of the vulnerability of pregnant teenagers.

According to Yakubu & Salisu, (2018) pregnancy in girls aged 10 and 19 years is on the increase in Sub-Sahara Africa (SSA). Several children in Africa are getting pregnant before they reach the legal age of maturity (18 years). A survey on socio-economic influences of teenage pregnancy in Sub-Sahara Africa was conducted by Odejimi & Bellingham-Young, (2014). The study concluded that the pregnancy of the youth remains an urgent and difficult issue around the world. Reports show that Africa's pregnancy rate is the greatest in comparison with other continents.

Another study was conducted by Panday et al. (2009) to investigate factors contributing to teenage pregnancies in South Africa. The research adopted exploratory design using focused group interviews to collect data from learners in grade 10 – 12, aged between 15 – 19 years. Results showed that there was lack of openness and transparency in adolescent pregnancies, access to government funding, sexual discrimination, poverty, peer influence, drug misuse through a lack of leisure facilities for the student and attitudes of health workers in health facilities. Thus, while sex education is part of the

Life Skills curriculum, teens continue to become pregnant owing to the lack of openness and openness when talking to parents and teachers on sexual issues (Panday *et al.*, 2009). The study adopted exploratory research design. The sample comprised of adolescent learners. It is not clear what category of learners participated in this studies.

A study was conducted by Jewkes *et al.*,(2009) on contributing causes of pregnancy in teenagers as well as the educators' assessments of the effects of teenagers' pregnancy on their behavior in the Mankweng area, Limpopo Province, South Africa. In connection with the research interviewees, 14 educators from seven high schools in the region of Mankweng were targeted. A detailed interview was done to gather data so that a platform could be created in order to ask open-answer questions and examine the views of educators on the effects of teenage pregnancy. The data gathered were thematically evaluated.

Themes coming from the perceptions of the respondents on the effects of pregnancies in young people were carefully identified. The research has shown that the factors contributing to adolescent pregnancies include drug addiction, poverty, absence of parental care, lack of family planning professionals and non-use of contraceptives. The gaps identified in the study in Mankweng area, Limpopo Province were in the sampling design, the sample selected and the instrument of data collection (Gcelu, 2019). The sampling was done purposively, the sample comprised educators only and data was collected through an in-depth interview.

Especially in rural Zimbabwe, the prevalence of pregnancy for young people appears to have increased. Mutanana & Mutara (2015) used Hurungwe District, a rural community in Zimbabwe, as a case study to investigate the factors that contribute to adolescent pregnancies in Zimbabwe's rural communities. To address the research challenge, the researchers used a qualitative research design. The target population consisted of women married, their husbands, and community leaders before they turned 18. Six women who were married before they turned 18 and five men who are married to some of the sampled ladies made up the sample. An in-depth interview tool was used to collect data. The researchers also identified three key informants and conducted data collecting with a focus group of 12 participants (8 men and 4 women).

Some of the reasons that contribute to teenage pregnancies in rural areas in Zimbabwe have also shown that they include socioeconomic backgrounds, lack of sex awareness, peer influences, traditional roles, lack of contraceptives, low self-esteem and low educational standards.. To that aim, the researcher advocated empowering rural youths and sexual health education for adolescents of rural Zimbabwe (Mutanana & Mutara, 2015).

The region with the largest number of women who have given birth prior to the age of 19 is ranked second in the world following West Africa (Njoka, 2016). Philemon (2009) conducted research on the factors that contribute to teenage pregnancies in Tanzania, using Kinondoni Municipal Council as a case study. The study showed that teens' social economic features, general knowledge about reproductive health issues and information

sources played a key influence in adolescent pregnancy. The key findings of the study indicated that education, reproductive health knowledge and the availability of contraceptive products for adolescents were poor. They learned about reproductive health from a variety of sources other than health facilities or schools, making it unreliable and deceptive. Some had previously dropped out of school, while others had been denied the opportunity to finish their studies. They didn't have anything to do because of their lack of education, which was compounded by their low socioeconomic situation. They were also at a greater risk of engaging in sexual behaviors at a young age, which could result in a second pregnancy.

In addition, the parents' low economic status as well as low education levels were also cited as contributing factors. The research conducted in Kinondoni Municipality, Tanzania Philemon , (2009) informs on the variables of the study, though it does not inform on the methodology used. The study in Kakamega Central sub-county, Kenya adopted phenomenological design and descriptive survey design. Sampling was done using stratified random sampling, systematic sampling and purposive sampling.

Teenage pregnancy, according to PAN (2015), is defined as a pregnancy that happens in young girls, typically between the ages of 13 and 17. Makundi & Kakoko (2010) did a study on the factors that contribute to the high rate of teen pregnancies in Mtwara. The study's goal was to determine the social and cultural elements that contribute to teenage pregnancy in Tanzania's Mtwara Municipality. The study included 186 participants, and data was gathered using questionnaires and interviews. Home schedules were created to

record demographic information for all members of a given household. Those under the age of 20 were included in the sample of eligible responses. In each selected household, all eligible respondents were interviewed.

Because sexual behaviors among youths in the region were frequent, the majority of teenagers in Mtwara Municipality were exposed to a high risk of early pregnancies, sexually transmitted diseases, and HIV/AIDS, according to the findings. Furthermore, 56 percent of male respondents and 57 percent of female respondents were sexually active, according to the research. At the time of the first sexual encounter, the average age was 15 years. The findings also showed that the social cultural reasons like FGM exposed the teenagers to early pregnancy. Some students at day secondary schools were obliged to rent a room to stay away from their parents, which proved to be another reason for the increase in sexual activity among teenagers. Finally, the study discovered that there was a link between socio-cultural elements and the high rate of teenage pregnancy.

The gaps identified in the study conducted in Mtwara Municipality of Tanzania were in terms of the methodology and the variable of the study. The study respondents were those less than 20 years of age sampled from selected households. The gender of the respondents has not been clarified. It is not clear if it comprised females only or both male and female. The study is also silent on the sampling design as well as the instruments of data collection. The target population in this study was expectant and teen mothers, principals, class teachers and guidance and counseling teachers. In both study data was collected using questionnaire and interview guide. As the study in Mtwara

focused on socio-cultural variables contributing to teenage pregnancy, the study in Kakamega Central Sub-county, Kenya aimed at establishing the causes of teenage pregnancy and intervention measures in the light Freirean praxeology.

Achieng (2014) Study on factors that contribute to high frequency of teenage pregnancy in the District of Rachuonyo, Kenya. The study, which took cross section research designs, examined pregnant adolescents in Rachuonyo District who were unmarried between 13 and 19 years old. Findings revealed that three factors that is socio-economic factors, low level of knowledge as well as cultural factors were all intertwined and none was singularly identified to be associated with teenage pregnancy. On socio-economic factors it was evident that peer pressure was the main contributor of teenage pregnancy as most relied on their peers and ended up being influenced to engage in irresponsible sexual behavior. These included early sexual debut, having more than one sexual partner as well as alcoholism. On cultural factor, the study identified poor communication between the teenagers and their guardians on discussions related to sexuality and reproductive health, though the reasons for communication breakdown was not identified in this study. Incest as well as sexual violence, coercion and rape were also identified as factors contributing to early pregnancy and teenage motherhood. The research also found that the study population had limited knowledge on use of contraceptives and family planning services which was also surrounded by stigma and cowardice. This is indicative that the duty bearers of the teenagers including parents and grandparents have an important role to play in terms of guidance as the respondents were mainly under their custody.

Methodological gaps as well as gaps in the variables of investigation were identified in the study conducted in Karachuonyo District. Cross sectional survey research design was used to conduct the study. The sample comprised unmarried pregnant teenagers within the ages of 13-19 years. The research focused on socio-economic as well as socio-cultural variables to investigate the causes of teenage pregnancy (Achieng, 2014). The study in Kakamega Central sub county, Kenya filled the following gaps. Mixed research design was adopted and the sample comprised of expectant and teen mothers, class teachers, principals and guidance and counselling teachers. Further the study aimed at putting forward Freirean intervention measures as possible remedy for teenage pregnancy.

Western and Coastal regions of Kenya records that one in every four girls is affected with teenage pregnancy, Kenya Demographic and Health Survey (KNBS, 2014). A study was conducted by Njoka, (2016) on teenage pregnancy in Kilifi County, Kenya. The research employed a qualitative approach using desk review, focus groups and key informant interviews. The sampling was non-probabilistic, as well as snow balling was deliberate in nature. The criteria used to recruit study participants include girls between the ages of 14 and 19, readiness to study, pregnancies or those who have given birth and high schools and those who have left school due to pregnancy in the previous year. From the analysis, it was evident that socio-cultural factors, poor parenting and cultural changes combine with the poverty situation to generate and perpetuate the problem were contributing factors.

Cultural elements like traditional dance, belief, incest, rape and degradation of societal restrictions have been shown to be interactive in ignorance of family planning and poverty, together with governmental meddling with networked instances, in order to increase the persistence of adolescent pregnancy. Girls that are the victims of adolescent pregnancy have been dramatically restricted and have been exposed to stigma and discrimination. Gaps identified in the study conducted by Njoka, (2016) on teenage pregnancy in Kilifi County, Kenya are in terms of methodology. The gaps included the use of purely qualitative design, sampling through non-probabilistic procedures, data collection using questionnaires, interviews and FGDs and a sample of girls between 14 and 19 years of age. The study in Kakamega central sub county, Kenya adopted mixed design. Sampling was done using both probability and non-probability sampling procedures. The sample comprised of expectant and teen mothers, principals, class teacher and guidance and counseling teachers.

Were (2007) explored the predictors of teenage pregnancies using a case study of Kenya's Busia District. Empirical data suggest that the amount of education of females significantly influences the likelihood of childhood pregnancy, with more vulnerable non-school teenagers and those with elementary education. The availability of religious forums to educate young people on sex and family matters considerably lowered the probability of adolescent pregnancy among the factors included as proxy for sex education. Age is positively connected to adolescent pregnancy. Older adolescent girls were more likely to become pregnant. Although the use of contraceptives has been demonstrated to have a positive effect, only a small proportion of adolescents use modern

contraceptives and neither quality nor accessibility issues have been taken into account. This study also indicated that the other significant variables described by the young people themselves were peer pressure and socio-environmental factors such as unsuitable types of gratification, as well as the lack of parental advice and guidance.

In general, girls predisposed to pregnancy without access to academic opportunities, sexual education and knowledge on contraceptives and pervasive poverty. In the broader socio-economic and social-cultural framework, the issue of teenage pregnancy should be considered. The absence of guidance on sexuality and sexual education, for instance, was strengthened by cultural taboos that discourage this type of debate. Young people should be prepared with the appropriate know-how to make informed sexual choices. This should be complemented with broader programs aimed at promoting girl education and poverty alleviation. Though we are informed that the research in Busia District in Kenya generated empirical results, the study is silent on the research design and methodology used as well as the data analysis that was conducted (Were, 2007).

These gaps are filled by the study conducted in Kakamega central sub county, Kenya. This study adopted mixed method. Stratified random sampling, systematic sampling as well as purposive sampling was used to select the sample. Data was collected through questionnaires, interviews. Descriptive statistics which employed frequencies and percentages was analyzed with the aid of the Statistical Package for social Sciences (SPSS) program version 20.

In Western Kenya, one in every four girls is affected by teenage pregnancy related issues (KDHS, 2014). Researchers have presented empirical evidence on the causes of teenage pregnancy and early motherhood and their effects on the education and livelihoods of the girls affected as well as the community in general (Were , 2007). Some of the causes identified include family structures, age at first intercourse and limited knowledge on contraceptive and birth control measures. Cultural factors have also been identified as courses of teenage pregnancy. According to APHRC, (2013), Female Genital Mutilation (FGM) is prevalent in Western Kenya and girls who have undergone FGM are more likely to get married and start childbearing early. In Kenya, 98% of girls who have ever been pregnant are out of school (KDHS, 2014). Incest as well as sexual abuse, coercion and rape could also be factors contributing to early pregnancy and teenage motherhood.

Some of the key education stakeholders appear not to be aware of the existing policies to protect the education rights of pregnant and teenage mothers while others do not have the capacity to implement the said policies (KDHS, 2014) . Due to inadequate interventions, pregnant and teen mothers are dropping out of school. In 2019, approximately 17,000 pregnant and teenage mothers dropped out of school in Kakamega County (United Nations, 2017). Therefore, there is need to navigate the implication of Freirean intervention measures in mitigating teenage pregnancy in Kakamega Central sub-county, Kenya as the possible remedy.

2.2.2 Interventions measures for teenage pregnancy

A study by Gcelu (2019) on stakeholder cooperation in the prevention of secondary school pregnancy in Eastern Cape, South Africa found that cooperation with stakeholders is crucial to preventing the pregnancy of learners. The study examined the nature of the functions of stakeholders in the prevention of adolescent pregnancy in high schools involved. For the sake of efficient collaboration the author feels that formal and informal collaboration is important. The study used a sequential explanatory research design to identify the "what" and "how" of phenomena by employing the mixed methodology of the pragmatists.

The study was grounded in the collaborative leadership framework which indicates that Collaborative leadership occurs when one brings appropriate people who possess good information together in constructive ways. This creates authentic visions and strategies for addressing the shared concerns of the organization or community (Birchall, 2018). Makundi, (2010) note that collaborative leadership is grounded in the belief that all of us together can be smarter, more creative, and more competent than any of us alone. This study was constructed from an interpretivist stance using a qualitative research approach. A case study design was employed to explore the complexity of the effectiveness of stakeholder collaboration in the prevention of learner pregnancy. This helped to gain an in-depth understanding of stakeholders' experiences as they collaborate in the prevention of learner pregnancies (Chigona & Chetty, 2007).

The target population in this study was school managers (SMs), Life Orientation teachers (LOTS), parent-members of the school governing bodies (PSGBs), and parents who were not members of the school governing bodies (PNSGBs) in one educational district in the Eastern Cape, South Africa. The two purposively selected secondary schools were chosen on the basis that they had both experienced high learner pregnancies in recent years, which had since decreased.

Parents, teachers, and school managers in the two secondary schools were the appropriate people brought together to solve the problem of learner pregnancy in their schools. The former U.S. first lady, Hillary Clinton, once quoted the African proverb “it takes a community to raise a child” or “to build the nation”. Likewise, in the African set-up, the upbringing of a child is a collaborative enterprise entered into, not only by the parents, guardians and relatives, but by the wider community. The school adds a formal dimension of upbringing. This is in line with Grant & Hallman, (2008) who view that when stakeholders engage in collaborative work, they learn from each other by revealing what they know and sharing ideas. Studies suggest a better and more effective management of natural resources and environmental quality can be achieved through teamwork (Gras-Velázquez, 2016). Collaboration makes prudent and lasting decisions, supports action and encourages change. It involves team members' complimentary abilities, common methods and mutual responsibility. The results tend to be beneficial when stakeholders work together.

An interview schedule was drawn up to solicit responses that would indicate whether stakeholder collaboration in the prevention of learner pregnancy was effective. The results of this qualitative research were presented as themes. Verbatim quotes of the participants were used to demonstrate what emerged in the findings. A number of qualities regarding effective stakeholder collaboration were indicated. These included working together, dedication, trust, delegation, sharing ideas, transparency, regular meetings, implementation of decisions, and regular feedback. Findings from this study agree with findings of Shrestha, (2012) and Sharkey, (2009). All participants indicated that learner pregnancies decreased in their schools, a trend that is supported by literature Omwancha, (2012); As teenage pregnancies decline, so do preterm births, Region, (2020); Repository, (2007). The results demonstrated that education for stakeholders was an integral part of the community-wide programs. This project involved training civic leaders, parents and other members of the community on evidence-based approaches to prevent pregnancy and improve young people's reproductive health. Another major aspect of this activity was the education of the community on the needs and resources available in the neighborhood. This was the reason for a quick and severe drop in youth pregnancies in the region when the program, led by school managers, was introduced with a strategy integrating the collaborative responsibilities of stakeholders in high schools. The study indicated that stakeholder cooperation is vital not just to prevent pregnancies of learners at these schools, but also for the effectiveness of all organizations. The study advised that stakeholders at other secondary schools receive special training on collaboration, and that schools be encouraged to use collaborative

leadership as a model for creating a constructive and fruitful environment for all stakeholders.

2.2.3 Parental and Community Participation intervention measures on teenage pregnancy

Were (2007) attempted to investigate the determinants of teenage pregnancies in the Busia district of Kenya. To ensure representativeness, a multi-stage cluster sample poll was employed to pick three divisions out of six. The three divisions were organized according to where the administrative offices were located. Five of the eleven locations were chosen as a sample. Within each location, a random sample of clusters was drawn from which the teenagers to be interviewed were chosen at random. The sample size was determined by looking at male and female teenagers aged 10–19 years old. Expectant or teenage mothers, as well as non-pregnant women, were all included.

The main tool to collect primary data from adolescents interviewed was a basic structured questionnaire. The questionnaires have been complemented with data from key informants through extensive interviewing and focus group discussions to assess the attitude and perspectives of the communities/adults on the reasons of teenage pregnancy. Key informants included parents, local province officials (chiefs, village elders and heads), school officials (teachers, heads of schools and Inspectors), clergy, youth associations officials, traditional nurses and healthcare administrators. To determine the size of teen pregnancy, secondary information was collected from three government health clinics serving the relevant divisions on the number of adolescents attending antenatal health clinic. In the focus group discussions and interviews with key

informants, information about the problem of adolescent pregnancies in the community was presented.

The following includes key observations in connection with the problem: The adverse attitude of the community toward education or ignorance of the benefits of education, especially for females, perpetuated the problem of adolescent pregnancy. It had been reported that girls' educational activities, where parents were financially restricted, were sacrificed preferably to boys, and in some instances they had married to increase wealth by dowry so that boys would go to school. In the young, parents and educators, there were no role models to motivate teenagers or to imitate young people. For example, it has been pointed out that some towns do not have a university degree and with respect to female graduates the situation is worse. Another aspect which was mentioned was immoral behavior among adults (such as teachers, widows and public administrative officials, such as chiefs and policemen). Studies by Sharkey and Shrestha, (2009), (2012) reveal that the primordial explanation for the high rates of adolescent pregnancy and births is the prevention of teenage pregnancy through the offer of abstinence-only or full-blown sex education. Walgwe et al., (2016) further emphasize the necessity for multi-faceted multi-sectoral prevention measures for teen pregnancy, encompassing families, administrations at all levels, enterprises, communities and training initiatives.

The study ascribed a high drop-out rate to poverty, peer pressure and environmental variables such as unsuitable recreation forms at the elementary school level – unmonitored night party forums or clubs which operate as an appointment for pre-marital

sex and a lack of guidance and counseling. School drop out was identified as a "unique predictive feature" for adolescents, a precursor to being pregnant, not a result of (Region, 2020). The problem has also been compounded by broad poverty, which explains in part the drop-out rate in secondary schools and the restriction of access to formal education. The decline in traditional African moral frameworks, which have not only improved moral quality among young people, but also promoted cultural qualities such as virginity, were other major issues emerging from the group discussions and the interviews with the key informants.

In general, girls are predisposed to teenage childhood due to lack of access to education, sex training, contraceptive knowledge and pervasive poverty. In the wider socio-economic and socio-cultural environment within the youth sector, the problem of pregnancy should be viewed. The absence of guidance on sexuality and sexual education, for instance, was strengthened by cultural taboo that discourages this type of debate. Studies in parents as primary sex educators in the US, by Sharkey, (2009), Robertson et al. (2016) showed a decline in pregnancy when parent-child sexuality is more widely communicated. The study indicated that establishing and participating in profound confidence in parents and studying students contributed to better education results, like grades and tests, as well as building self-esteem and a lower drop-out rate. Eight of every ten women interviewed showed that ties between boys and girls or aspects of family life were never discussed with their parents. It was not ethical for most parents to talk with their daughters about such matters. This was probably compounded by cultural tabus, which did not support debate on gender issues. On the other hand, other authors report a

fall in the fertility rate among students and a decrease in the pregnancy of students because of working or participation by parents (Odejimi & Bellingham-Young, 2014).

The most frequent reason was peer pressure and followed by night dancing and discos, parental care and parental care, poorness and lack of sex education. The disco is generally arranged in funerals (after the burial), in shopping malls and in youth parties, especially in December. They operate as an appointment for youth before marriage. Many females were conceived during December, when the festivities are at their height. This seems to explain why there was a relatively high attendance in the antenatal clinic earlier in the year.

However, studies by Nyakubega, (2010) reiterate that parents play a pivotal role in curbing teenage pregnancy through proper parenting skills and parental attitudes. Njoka, (2016) argues that parental involvement at an early stage helps to motivate teen mothers to learn more than where learning is left in the hands of schools and teachers. Family education encourages constant learning among students. A constant learning environment encourages students to be engaged and improve their overall performance. NCPD (2013) underlines the effect of low socio-economic position in prevention of teens' pregnancy, as it impacts the social and access to good education for teenagers. In addition, the chance of teenage pregnancy has grown due to poor family connections and familial variables. Poverty leads girls to sexual exploitation activities and sex in exchange for money and food. Such conditions do not permit young girls to negotiate safer sex and are often vulnerable to pregnancy, diseases, including HIV, sexually transmitted and violence such

as rape. Studies by Munga et al. (2014) reveal that early and early pregnancy are closely associated to a range of key socioeconomic drawbacks such as poverty and income imbalance, overall child welfare, off-wedlock births and poor education. Teenage moms have a lower birth weight, a higher increase in poverty and higher risk of accidents. In addition, teenagers are more prone to be anxious and depressed and to drop out of school. In Kenya, sex education is inadequate both in schools and at home (Munga et al, 2014).

Few adolescents are fully educated, and often teachers are not trained enough to provide correct knowledge for their students (UNFPA, 2013). Although it recognizes the necessity to give sexual information, the lack of access in schools to comprehensive sex education contributes to teenage pregnancy and its impact. Bellingham-Young & Odejimi-Young (2014). The reticence of religious organizations that argue that the parents are responsible is also another barrier to sex education at schools. However, parents do not have the skills or information to help young people to comprehend all the sexuality concerns.

Young people are expected to collect information themselves most of the time. Young people should be equipped with the appropriate knowledge to make informed choices about sexual interactions. This should be accompanied by broader measures for the promotion of education for girls. Significant partnerships can help to improve educational outcomes such as grades and tests, and involve parents in schooling and their children's academics. It also benefits from increasing self-esteem and reducing the rate of abandonment (Njoka, 2016). These research showed that parents spending time in

connecting and monitoring with their children establish a climate of open communication which has a favorable effect on risk behavior in adolescents.

WHO, (2020) suggests that speeches on family values have often blocked the provision of information and services to youth who can protect their health, both by experts and sex education workers. In the light of different problems with access, frequently inadequate to or insufficient to respond to the necessities of pregnant or parenting girls, to school, health, financial and social aid. The existing gaps in critical Freirean consciousness and universal intellectual characteristics are addressed. The features are a precipice for both parents, teens, teachers and the society to make smart choices to address the issue of pregnancy in young persons.

2.2.4 Policy regime relating to teenage pregnancy prevention

In the context of the adolescents' sexual and reproductive health (SRHR) policies, facts sheet (2015) has taken a huge leap in Kenya. The country's newest policy has made the following international and national SRHR commitments: Include international policies: “Ministerial Commitment on Comprehensive Sexuality Education and SRH Services for Adolescents and Young People in Eastern and Southern Africa (ESA, 2013), Convention on the Rights of the Child (CRC) ratified in 1990, Program of Action of the International Conference on Population and Development (ICPD, 1994), MDGs approved by the World Summit on Sustainable Development in September 2000, Maputo Plan of Action 2007-2010.”

Kenya has also signed to the Sustainable Development Goals, which capture adolescent SRHR and related issues under “Goal 3 (Good health and wellbeing), Goal 4 (Education), and Goal 5 (Gender equality and empowerment of women and girls). Kenya is also a member of the African Union and has subscribed to the AU version of SGDs as defined in AU Agenda 2063 (Africa We Want). The Agenda covers youth and gender issues under Aspiration 6. The national policies include: Constitution of Kenya (2010), Sexual Offences Act (2006), Children’s Act (2001), Counter Trafficking in Persons Act (2010), Prohibition of Female Genital Mutilation Act (2011), Person With Disability Act (2003), HIV and AIDS Prevention and Control Act (2006), Marriage Act (2014), National Reproductive Health Policy (2007), National Youth Policy (2007), Sessional Paper No. 3 on Population Policy for National Development (2012), Gender Policy in Education (2007) in Kenya Health Policy (2012-2030) in Kenya Health Sector Strategic and Investment Plan (2013-2017), Education Sector Policy on HIV and AIDS (2013), National School Health Policy (2009), National Gender-Based Violence (2014) and Kenya Vision 2030.

The 2015 policy seeks to improve the policy landscape in terms of inter-ministerial coordination, incorporation of emerging challenges especially the rise of information and communication technology as well as the desire to profile ASRHR issues within the health sector and link it to broader development issues such as poverty and inequality, education challenges and economic development. Also, the new policy incorporates issues raised in recent studies and consultations including Kenya Population and Housing Census (KPHC) 2009, Kenya Demographic and Health Survey (KDHS) 2014, Kenya

Service Provision Assessment (KSPA) 2010, Adolescent and Youth Reproductive and Sexual Health: Taking Stock in Kenya (2011), Adolescent and Youth Sexual and Reproductive Health Evidence-Based Interventions (2013), Insights on Family Health in Kenya (2013), Kenya Adolescent Reproductive Health and Development Policy: Implementation Assessment Report (2013), Global Evaluation of Life Skills (2012) and in Kenya Population Situational Analysis (2013).

2.2.5 Key Gaps Identified

From the reviewed literature and policy pronouncements, there are critical gaps that have not yet been addressed, none of the stakeholders or institutions neither mass media nor policy regimes on teenage pregnancy has proposed the use of Freire's Critical consciousness as one of the measures of teenage pregnancy. Therefore, it is against this argument the researcher endeavored to explore Freire's conscientização in mitigating teenage pregnancy in public secondary schools in Kakamega Central Sub –county, Kenya.

2.3 Viability of Paul Freire's conception of critical consciousness on teenage pregnancy in public secondary schools

It is very important to understand who is Paul Freire's before reviewing the concept of critical consciousness and its viability on mitigating teenage pregnancy. Paulo Freire was born on 19 September 1921 in Recife, into the household of an officer serving in the military police. He was a man with a great sense of humour yet, at the same time, a man who opposed all forms of injustice in the society .

Critical consciousness and *Conscientizacao* are two terms that are commonly used in educational psychology but have different meanings. Whereas consciousness is the state of awareness of an external object or something within oneself, critical *Conscientizacao* is defined as the capability to distinguish social, political, and economic repression and take action against the oppressive elements of society (Berthoff, 1990).

Critical consciousness is a common concept used both in education and social model. It was initially hypothesized by Paulo Freire as a portion of a pedagogical technique used to intensify literacy among Brazilian farmworkers by empowering this beleaguered group to both analytically scrutinize their social circumstances and to take actions on the prevailing forms of social injustice (Watts, 2011). The decision by Paulo Freire to theorize critical consciousness was swayed by the philosophies of social philosophers of the twentieth century such as Franz Fanon and Albert Memmi who stated that strategies and practices on an institutional level contribute to the internalized persecution of underprivileged groups (Watts, 2011). The thesis by Fanon and Albert Memmi influenced Freire to emphasize that as people learn about entrenched oppression they gain the command to decrease the internalization of oppression (Watts, 2011).

Diemer *et al.*, (2014) confirms that critical consciousness may be of help for teenagers' professional development and health, thus signifying the importance of making this model a central piece of the discourse related to youth development (Diemer & Blustein, 2006; Watts, 2011). Critical consciousness is important in getting solutions to persistent problems because it emphasizes in attaining a comprehensive indulgence of the world,

making it possible for the awareness and exposure of social and political inconsistencies (Watts, 2011).

Freire's critical consciousness has been categorized as a remedy to despotism (Diemer *et al.*, 2014). According to Diemer *et al.*, (2014), the more, the oppressed community develops greater levels of critical consciousness, the more they are empowered to better comprehend their sociopolitical disparities and to take action to make adjustments, rather than internalizing the tyranny that is meted against them. Additionally, critical consciousness involves taking action against the oppressive elements in one's life that are illuminated by that understanding (Berthoff, 1990). It has been confirmed that individuals with higher ranks of critical consciousness tend to make better decisions than their counterparts with a lower capacity of critical consciousness (Diemer & Blustein, 2006). Critical consciousness also comes with numerous advantages (Watts, 2011). Therefore, it is important to nurture, survey, and establish the effectiveness of critical consciousness that precisely target growing social oppression among the youths especially the teenagers (Berthoff, 1990). Critical consciousness does not work in isolation but it is surrounded by its' pillars.

2.3.1 Components of critical consciousness

According to Godfrey and Gray-man (2014); Watts (2011), critical consciousness is made up of three components comprising of critical reflection, political efficacy, and critical action. These components are developed in steps of transitive consciousness from semi-intransitive consciousness to transitive consciousness to critical transitive consciousness (Freire, 2000; Leonard and McLaren, 2002). When individuals go through

these steps, they are able to connect their subjective experiences to community issues and make better judgments on how to cope up with challenges like teenage pregnancy.

Critical Reflection refers to the ability to analyze inequities and injustices connected to one's social and individual conditions for example teenage pregnancy (Freire, 1972). It involves critical analysis of social, political, economic, and race or gender-based inequities (Freire, 1973). Through critical analysis, youth begin the process of conceptualizing why the community has limited access to desirable resources and opportunities in some given areas. This process provides a link between the oppressed and how society's systems perpetuate the injustices (Freire, 1972). Giroux, 1983 refers critical reflection as a method of examining everyday realities to analyze the symbiosis between personal contexts and the wider social forces of structural oppression (e.g., social, economic, and political environments without excluding teenage pregnancy which is our point of concern in this study). The process impedes the access to opportunity and resources in terms of education for the girl child and thus, sustain unbalanced ecosystem for humanity and perpetuate injustice that limits well-being of other beings especially feminist teenagers (Diemer *et al.* 2016; Diemer and Li 2011; Giroux, 1983; Watts, 2011). Critical reflection encompasses thinking critically about accepted cultures, the behaviors, suggestions, feelings, and predictions which accompany assumptions in identifying the unseen interests hidden by individuals and social assumptions and beliefs and identifying how past events affects or influences the present details of everyday life and how ways of thinking and feeling serve to maintain and perpetuate existing systems of inequality (Diemer & Blustein 2006; Diemer *et al.* 2006). Diemer & Blustein, (2006) assert that

critical reflection has two subdomains: that's a critical analysis of perceived social inequalities, such as racial/ethnic, gendered, and socioeconomic constraints on educational and occupational opportunity; and egalitarianism, the endorsement of societal equality" (Diemer *et al.* 2014). The level of criticism is related to critical thought of a cognitive-emotional process of constructing meaning through interpretation of social experiences that are shared or similar and which are influenced by cultural norms, informing normal patterns of thought and conduct (Carlson *et al.*, 2006; Jemal, 2017). Therefore, critical reflection figures out particularly on social injustice like forced marriage, sexual harassment, and negative cultural practices which are the causal attributions for the disparate conditions of people in our modern society.

Diemer & Blustein (2006) concurs that critical action occurs when people by policy reforms, policies, or services consciously seek to change their unequal circumstances prevailing or dominating in given scenarios. This results when different structures or campaigns rising from political, official, and social media rise to oppose exploitation and injustice to foster a just society for all (Watts, 2011). Effective intervention for teenage pregnancy involves a wide range of multi-sectoral approaches in the prevailing context for engagement of several various sectors and providing campaigns in given environments like groups, political parties, and demonstrations (Diemer & Blustein 2006). Therefore, critical reflection is fundamental to both policy makers, law makers and other relevant stakeholder in hammering teenage pregnancy in connection to political efficacy.

Diemer, (2006) refers political efficacy as the ability and power of the individual people to change their political community psychologists, educators, and political scientists. Diemer et al., (2015) more privileged groups effectively create critical knowledge concerning the existence of oppression in society and its negative repercussions, and less about their oppression. In the aftermath of Brown's fiftieth anniversary, for example, adults have cooperated with affluent kids and historically marginalized communities to examine schooling systems (Watts, 2011). The study reported that the students of White had the opportunity to reflect, dismantle privileges and confront silence through their power interactions (Torre, 2008). While all teenagers can benefit from developing political efficacy, several studies have found that the positive impacts of critical consciousness on other developmental outcomes are greatest among those who are directly oppressed (Diemer et al., 2010). Political awareness may be a process worth researching in a broader cross-section of the public, especially given the growing acknowledgment that adolescent pregnancy is a multi-dimensional and intersectional concern among school-aged students (Watts, 2011).

Freire, (1972) refers to critical action as an individual's capacity to actively contribute by means of policy reform, practice or programs in changing their unfair conditions. This happens when people jointly struggle against oppression as part of the official political system or involvement in social justice movement (Watts, 2011). According to Diemer et al., (2015), critics cover a wide range of participation-based activities, including people, clubs, political parties or protest rallies and awareness-raising events, through individual social and political movements.

The intention to use critical consciousness has been informed by the fact that it has been found to benefit so many adolescents (Diemer & Blustein, 2006). For instance, teenagers with a higher degree of critical consciousness have unique characteristics. They have also been found to have an outstanding mental and physical wellbeing (Diemer & Blustein, 2006). These teenagers also have a superior association with their occupational future, better work character salience, and improved lucidity in their professional identity, and less ineptness (Zimmerman *et al.*, 1999). Therefore, we hypothesize that, it will of help to address teenage pregnancy in public secondary schools.

2.4 Freire's critical pedagogy on mitigating teenage pregnancy

The word critical pedagogy is derived from the term 'critical' and pedagogy. Critical simply means thorough consideration while pedagogy means leader of (Kincheloe, 2008). The type of critical pedagogy emphasized in this study is Freire's critical pedagogy. Freire's seminal *Pedagogy of the Oppressed* (1970) analyzed liberation and proposed how it might be achieved. He argued that it can only be achieved by the oppressed because "the oppressor, who is himself dehumanized because he dehumanizes others, is unable to lead this struggle". However, the oppressor can work in solidarity with the oppressed. Liberation can only be achieved, Freire argued, through "a humanizing pedagogy in which the revolutionary leadership establishes a permanent relationship of dialogue with the oppressed" (Freire, 1997). Freire went on to outline the characteristics of this humanizing, revolutionary pedagogy. In the first case he opposes the banking concept of education where "the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat" (Freire 1970). This type of

pedagogy makes the learners passive as opposed to participatory and therefore they perceive things the way they are without transforming them . (Kincheloe, 2008). To transform the learners from oppressional variable in the society they should be hinged towards dialogical teaching pedagogy to empower them.

This permits the teacher's authority to be dialectical with the learners' authority: "as teachers relinquish the authority of truth providers, they assume the mature authority of facilitators of student inquiry and problem posing" Freire, 1969). In relation to teacher authority, students gain their freedom—they gain the ability to become critical thinkers hence, can be able to critic societal predicaments and oppressions like teenage pregnancy (Kincheloe, 2008). (Darder, Baltodano & Torres, (2009,) operationalized the working definition for critical pedagogy which can be abbreviated as (CP) as "the process by which students are empowered by subjects to achieve a deepening awareness of the 21 social realities which shape their lives and discover their own capacities to recreate them". Some of these realities include social practices "what people say and do," social forms - "the principles that provide and give legitimacy to specific social practices," and social structures - "constraints that limit individual life and appear to be beyond the individual's control, having their sources in the power relations that govern society" (McLaren, 2011)

On the other hand, conscientization facilitates students' growing awareness of the often hidden ways in which power shapes everything from schooling to culture to what counts as knowledge in our society. In the second case Freire affirms that dialogue that

transforms the learners and the society at large should be accompanied with “love, humility, faith, trust, hope, and critical thinking”. The tenets like love, faith, and hope are paramount in addressing the fear that critical pedagogy gives learners a negative impression of society or a sense of helplessness to change it. Hence, Freire advocates for a hopeful society that can be constructed by humans or that can be transformed by humans (Kincheloe, 2008).

Freire, (1970) argued that both teachers and students must pair their actions with reflection, which he calls praxis. Freire believed that learners would learn to read the world through praxis and dialogue and thereby learning to transform them. North American scholars such as Henry Giroux, Peter McLaren, Ira Shor, Stanley Aronowitz, and others, were simultaneously arguing for critical pedagogies that could radically change the nature of public schooling and ultimately lessen oppression (Freire, 1969). One of their central ideology is “formal education”. Their ideologies qualify teaching to be inherently political. Giroux, (1983) viewed schools as “agencies of cultural and social reproduction” in that “they legitimate capitalist rationality and sustain dominant social practices”. Teachers must therefore be aware that what they can appear to be neutral instruction really supports and reproduces the dominant social order in society. Critical pedagogy therefore tries to interrupt this reproductive role of education in the transformation of society.

Dewey, (1963) advocates problem solving pedagogy as a more relevant way of empowering the subjects (students) to transform the world from oppression. The strategy

is more practical, because the way to determine experiences and positions within the larger community or the globe leads students to take an active part. Kincheloe and McLaren, (1994) allude that “teacher must empower his or her students by raising their awareness of reproducing process of an inequitable status quo in schooling and offer societal institutions”. In Giroux' words, therefore, teachers have the ability and ability to criticize and modify the existing inequities in society, whether transformational or intellectual (Sadeghi, 2008). She maintains that the responsibility of this transforming intellectual is to learn from pupils, appreciate their opinions and participate in the process of dialogue.

Giroux, (1997) maintains that “creating appropriate conditions, teachers enable students to become cultural producers who can rewrite their experiences and perceptions.” In so doing, students are able to theorize and understand how to question the authoritative teachers in the classroom set up. Freire, (1998) maintains that classroom experiences and with the guide of the teachers, should be practical to encourage the students to participate actively in their own education and development of critical consciousness which helps them to evaluate the validity, fairness, and authority within their educational and living situations. He further maintains that “teaching that does not emerge from the experience of learning cannot be learned by anyone”. Teachers play a major part in CP, according to Degener (2001), because they spend the most time with pupils and effect the program and how the classroom is learning. He says that a critical teacher should be able to draw students' views on the structure and curricula of the programmes, establish a classroom which engages in dialog and find a strategy to prevent class discussions.

Freire, (1990) alludes that in school, teachers need to have a critical reflective role, in that they should act as equalizers between the oppressors and the oppressed that is to say the learner and the world. Deep self-reflection of teachers gives the students the authority to critic oppression in the society and transform it. Kincheloe and McLaren, (1994) maintain that self-reflection is “the form of questioning one’s motives, purpose, ideology, and pedagogy as informed by theory and habit”. Thus self-reflection allows teachers to center their classes on their own educational activities by accepting poor educational thoughts and oppressive forms (Higgins, 1996).

Heaney (1995) believes that students should refuse passive dialogue. He also thinks that critical consciousness is not individual or intellectual efforts as a result of collective fight and practice. In conversation between equality partners the objective of the educator and educate, the leader and followers is called praxis (Gur-Ze'ev, 1998). Praxis is “the self-creative activity through which we make the world. The requirements of praxis are theory both relevant to the world and nurtured by actions in it, and an action component in its own theorizing process that grows out of practical and political ground” (Baker, 1990; Lather, 1991.) Praxis of education seeks to bridge the gap between theory and transformation. In other words, practice links liberatory education with social transformation (Boyce, 1996). Freire's practice reflects as well as acts, both interpretations and changes. As he puts it, “Critical consciousness is brought about not through intellectual effort alone but through praxis, through the authentic union of action and reflection” (Freire, 1970, cited in Burbules & Berk, 1999). Therefore, the researcher assumes that it can also be used to address teenage pregnancy in public secondary schools in Kakamega central sub-county, Kenya.

Boyce (1996) maintains the willingness to participate in communal actions for practicing students. Praxis is critical reflections and action aimed at implementing a range of learning practices and processes to create a better learning world as well as a better learning environment (Kessing-Styles, 2003). Recognize the value and consequences of practice Sadeghi, (2008) argues that praxis is likely to happen through dialogue. Therefore, a teenager who is a critical thinker, possess Praxis and reflection that enable them to listen and judge sexual predators' viewpoints (mind) and assumption and challenge them authoritatively without fear nor favor. For praxis and reflection to be achieved, teenagers should have inherent capacity of decision making that fuses into Developed Universal intellectual traits (Paul & Elder 2001). It is against the argument the researcher endeavored to examine the implication of critical consciousness on mitigating teenage pregnancy in Kakamega Central sub-county Kenya.

2.4.1 Developed universal intellectual traits as a measure for teenage pregnancy

One of the elements of a critical thinker is decision making which is the aspect of critical thinking that is more pragmatic in reflecting on the menace of teenage pregnancy (Paul & Elder 2001). It requires that the student thoroughly revisit the whole process from UIS to EoR without omitting any (Namwamba, 2007). It is important to note that Freire's critical pedagogy fuses into a proper review which requires the students to adopt developed universal intellectual traits which include: intellectual humility, intellectual autonomy, intellectual integrity, intellectual courage, and intellectual perseverance confidence in reason, intellectual empathy, and intellectual fair-mindedness as a possible remedy for teenage pregnancy (Paul & Elder, 2001).

2.5 Theoretical Framework of the Study

This study employed critical theory (Freire, 1993). Critical theory is a reflective action based on self-efficacy and critique of the societal norms by employing skills from humanities and social sciences to enlighten the people on the prevailing obstacles that enslave them in the society (Freire, 1970). It can also be described as a social theory that is put forward for changing and critiquing society in general on some impending phenomenon that requires urgent attention from respective stakeholders in society (Horkheimer, 1982). Critical theory can also be inferred as an approach that studies society in a dialectical way by analyzing political economy, domination, exploitation, and ideologies.

Critical theory can be traced from sociological perspectives, literary criticism, and the Marxist tradition which was developed at the University of Frankfurt in Germany by a group of sociologists who refer themselves as the Frankfurt School as an antidote to human oppression. Critical theory is associated with many founders who mainly define critical theory as the Frankfurt School's work. The founders included Max Horkheimer, Theodor Adorno, Herbert Marcuse, Leo Lowenthal and Frederick Pollack (Rose, 1990). They argue that critical theory was employed among the workers in Brazilian firms or industry to camouflage themselves from slavery. Others further suggest that critical theory was used by Frankfurt theorists while in exile from the Nazis in the United States where they were concerned about the direct exposure to the Marxian thinkers and communist hence took into consideration the employed (Blackburn, 2000).

Critical theory creates awareness of the oppressive social relationships and taking action against oppression for purpose of social reconstruction (Freire, 1996). The essence of critical theory is propounded by Freire in his concept of conscientization (*conscientizaçao*). Freire enlists seven dimensions of a critical theory namely; Dialectical reason that is epistemological, Critique of the political economy, Critique of domination and exploitation, and Ideology critique which are based on ontological grounds. He also enlists Critical ethics and Struggles, and political practice under praxeological synthesis. The theory encourages dialogically praxis for both student and teachers. Well-suited dialogue, primes students for conscientization through ongoing reflection on oppression. Critical reflection by questioning gives an alternative to banking education, is suitable for students to study the truth, to ponder and to take action for the common good against the oppression that prevails. The study is a curriculum for the Liberal Arts. In engaging students in practice, the instructor plays a vital role in helping them to understand their experiences. Critical self-reflection methods, student interrogation of new problems relevant to dialog stimulation, problem-built curricula and support for common good educational goals present four ways of engaging in critical awareness that will support social justice.

The concept of conscientizaço is crucial to comprehending Freire's liberating education (Blackburn, 2000). The process through which humans become increasingly conscious of the roots of their oppression is known as conscientizaço. Illiterate persons, for example, may lack the intellectual confidence to consider their place in the world critically. They may be unaware that the oppression they face (for example, poverty and discrimination)

is the outcome of the operation of unfair institutions and procedures in a society, which, if acknowledged, can be changed. As a first step toward reaching "teenage empowerment," conscientização is the process by which the oppressed's capacity for critical thinking is improved (Freire, 1970).

However it is not an entirely selfish idea that can be employed, both intellectually and in practice, to promote social progress, unless there are clear thoughts on 'empowerment' (Rowlands, 1997). The theory was relevant in objective one because it enabled the researcher to identify various oppressional factors that cause teenage pregnancy in the light of critical consciousness. The theory identified oppressional factors like peer pressure, parental inefficiency, poverty, drug abuse among others as the causes of teenage pregnancy. Further, the theory points out the usefulness of critical consciousness and its components like critical reflection and critical action as the antidote for teenage pregnancy as it reflected in objective two of this study. In objective three, the theory filters out Freire's suitable critical pedagogies like dialogue, active participation and good critical thinking like confidence which enable the teenager to have inherent capacity to critic and reflect on the consequences of the prevailing oppression like teenage pregnancy in the society.

2.6 Conceptual framework

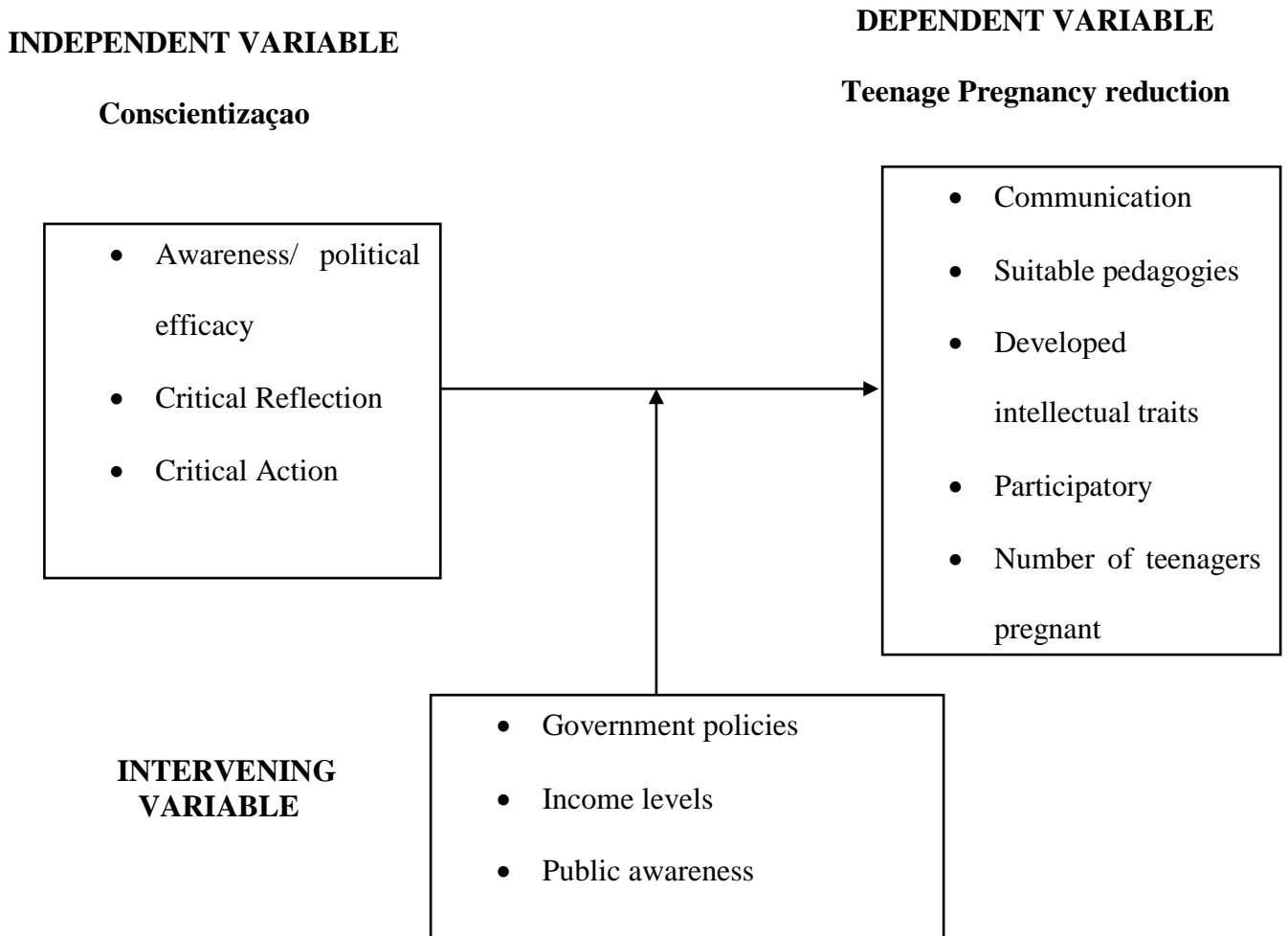


Figure 2.1: Conceptual framework

Source: Author, 2021

The study relied upon Freire's critical theory. The independent variable was *conscientização* and the constructs were critical awareness, critical reflection and critical action. These variables influenced the dependent variable that is teenage pregnancy reduction. The constructs under the dependent variable included communication, Suitable

pedagogies, developed intellectual traits, number of teenagers and participation .The independent and dependent variables were influenced by the intervening variables which included government policies ,income levels and public awareness .However, with proper assimilation of critical consciousness as propounded by Freirian critical theory in a wider context outside the school set up can liberate the teenagers. *Conscientização* is paramount in fostering critical mind necessary to mitigate teenage pregnancy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elucidates the research design, location of the study, target population, sampling and sample size, instrument of data collection, questionnaire guide, interview guide and ethical considerations.

3.2 Research Design

The study falls within philosophy of education discipline and would ideally have used philosophical design and methods exclusively. However, the study had an empirical variable that calls for field data collection. Therefore, the study adopted mixed designs: namely, descriptive survey design and philosophical design. Descriptive survey design is an empirical method of collecting information through administering questionnaires and interviews to sample individuals (Orodho, 2004). This design deals with people's perceptions or meanings, attitudes, beliefs and feelings and emotions. (Mugenda and Mugenda, 2003). It is on this basis that the design was adopted to examine the implication of Freire's critical consciousness on mitigating teenage pregnancy in Kakamega central sub county Kenya. Philosophical design attempts to formulate philosophical method that provides the ultimate constituents of reality in lived experience (Husserl, 1931). Further, it puts forward other philosophical methods relevant in the study as explained below.

3.3 Methods

The research employed philosophical methods. The basic concern of this type of research is reflection and clarification of assumptions on praxeological awareness. Philosophical

research helps in understanding the area in its totality and developing clarity. It also provides a means or instrument of attaining a philosophical end and knowledge of fundamental notions. This design is relevance in that ,it provides an appeal to the fundamental nature of the human person, who is a human being, for instance , man is a rational animal or man is holomorphic being (Aristotle) man is wise man(homo sapiens) –evolutionary theorists. Man is working being (kalmax) man is transcendental being (the ontology of man) therefore we need philosophical design to understand the teenager.

3.3.1 Hermeneutical Phenomenological method

Hermeneutical phenomenology is a style of interpretation that stresses the way we handle objects and subjects in the world and how we perceive them. In fact hermeneutics gives as a method a way to understand the process of interpretation in philosophical discourses, yet their beginnings focus on the study of texts and later ancient and classical civilizations (Gadamer 1976). A branch of phenomenology is also aimed at revealing the true nature of consciousness and experience by penetrating more into objects and learning to understand deeper layers of what people think they see in their experience first (Husserl, 1931). Hermeneutical phenomenology is an approach focusing on life (Denscombe, 2005). It addresses the perceptions or meanings of people, attitudes and ideas as well as feelings and emotions beyond interpretation. Lived experiences are the aims of a phänomenologist to research and so emphasize the necessity to explain issues as nearly as possible as possible.

The method was mainly employed in objective one. It was used to establish people's lived experience on teenage pregnancy. This was achieved through in-depth interviews

on expectant and teen mothers in schools. Further, the method was employed to interpret arguments of RES 1, RES 3 and RES 5 because their arguments were most penetrative and demonstrated logical thinking.

3.3.2 Critical method

According to Njoroge & Bennaars (1986) critical method is the exercise of in-depth thinking skills based on various standards. Its purpose is to clarify problems, issues and concepts. It can be conducted on a one-to-one basis, or with groups. It is the core service of philosophical consultancy. Critical method is inclined to Socrates in terms of searching for answers to critical problems, a classical ancient Greek philosopher, and developed by Leonard Nelson (1882-1927) a German Critical philosopher and socialist. This method employs systematic reflection on questions asked and engages in rigorous analysis of dialectical arguments in an educational dialogue to arrive at solutions. The critical method equips the researcher with important skills to understand the various social injustice in a society (Freire, 1974). Further, the method was relevant to this study because it provided intellectual insight on reflection, decision-making, awareness, and political efficacy on the problem at hand.

The method was employed in objective two and three respectively. In objective two the method was employed to establish Freire's critical consciousness, critical reflection, critical awareness and critical action as the possible solutions for teenage pregnancy. In objective three critical method was also employed to establish Freire's suitable critical pedagogies as the possible mitigation measure for teenage pregnancy.

3.3.3 Analytical method

Analytical method is used in analyzing philosophical issues thematically. Analysis may be explained as an understanding of fundamental concepts, other related concepts, and interrelationship between these concepts. According to Foley, (1996) “While analysis is characteristic of the analytic tradition in philosophy, what is to be analyzed (the *analysandum*) often varies. The methods allow, interpretative analysis, and trend analysis conveniently. The method has been employed in objective two and three respectively. In objective two, the method analyses Freire’s concept of critical consciousness, and its’ components thematically with an aim of establishing their role in mitigating teenage pregnancy.

In objective three, the method is employed to analyze the Freire’s suitable critical pedagogies and Developed Universal intellectual traits thematically to establish the usefulness in mitigating teenage pregnancy.

3.4 Study area

The study area can be termed as the entire population that the study intends to be carried out (Mugenda, 2003). This study was conducted in public secondary schools in Kakamega central sub –county Kenya as indicated in Appendix IV. The County is the leading with teenage pregnancy cases in Western Kenya. According to Kenya Health Information system (KHIS, 2020) statistics indicated that Kakamega County was the second largest affected by teenage pregnancy cases which stands at around 33%. Further it noted that the county recorded 6,669 cases of teenage pregnancies between the months of January and June 2020. These statistics from Kenya Health Information Systems

(KHIS) survey rattled not only parents and teachers but also health workers, administrators and crime prevention agencies on the menace thus necessitated the study.

3.5 Target population

The study targeted expectant and teen mothers, principals, guidance and counselling teachers and class teachers in seventeen (17) public secondary schools in Kakamega central sub county –Kenya. The target group was informed by their interaction with the teen mothers and expectant teenagers in school. The inclusion criteria were expectant and teen mothers aged 14-19 years in the selected schools. All the principals, class teachers, guidance and counseling teachers in the selected schools were included in the study. The researcher excluded teen mothers below and above the cut off age.

3.6 Sampling Procedures and Sample Size

This section describes sampling procedure and sample size.

3.6.1 Sampling Procedure

The study adopted purposive sampling on in-depth information (Mugenda and Mugenda, 1999). It allowed the researcher to use cases that had the required information with respect to the objective one of the study. Purposive sampling was used to include five schools in the study (Table 3.1). Out of seventeen schools in Kakamega central sub – county, Kenya. Purposive sampling was used to select 5 schools that had expectant and teen mothers cases. Out of five schools purposive sampling was further used to select one boarding school and four mixed day that had a total of 25 expectant and teen mothers who were included in the study. The selected boarding school had 5 cases of expectant and teen mothers. The purposive sampling was arrived at due to high number of reported cases of teenage pregnancy in the selected schools.

Table 3.1 Sampling Matrix of Schools

Type of school	Total number of schools	Number of schools	Sampling method
Boarding	6	1	Purposive
Mixed day	11	4	Purposive
TOTAL	17	5	

Source: Researcher, 2021

3.6.2 Sample size

Purposive sampling was used to select a sample size of 40 respondents as sample size for the study. This included, five (5) principals, five (5) guidance and counseling teachers, five (5) class teachers and twenty-five (25) expectants and teen mothers. The study sampled twenty-five (25) expectant and teen mothers purposively. The technique was used because it is appropriate for selecting sample from a hidden population (Flick, 2006). Expectant and teen mothers are considered as hidden population because it is difficult to develop a reliable sampling frame of this category of the population. Purposive sampling was used to select the respective principals, class teachers and guidance and counseling teachers because this group of respondents is considered to have critical information to answer the research questions in this study (Creswell, 1994). The class teacher interacts with the student in the classroom as well as outside the classroom, while guidance and counseling teachers interact with the students outside the classroom and school principal get reports on teenage pregnancy cases from respective stakeholders. The total sample size was determined from the various participating groups as shown in Table 3.2.

Table 3.2: Sample size, sampling strategies and instruments of data collection

Description	Target Population	Sample Size	Sampling Design	Instrument of data collection
Principal	17	5	Purposive	questionnaire
G & C Teachers	17	5	Purposive	questionnaire
Class teachers	80	5	Purposive	questionnaire
Expectant and teen mothers	1400	25	Purposive	interview
Total	1,514	40		

Source: Researcher, 2021

Table 3.2 shows the target population, sampling strategies, sample size and data collection tools. The study used a total of respondents from a target population of 1,514

3.7 Instruments of data collection

Questionnaires and interviews were used in this study to collect data from the sampled respondents. The sampled respondents were: school Principals, expectant and teen mothers, guidance and counselling teachers and class teachers.

3.7.1 Questionnaire

The questionnaire was administered to principals, guidance and counselling teachers and teachers. This is because, they are literate and therefore can adequately respond to the questionnaire items (Onwuegbuzie, 2004). They can also respond to the instrument at their convenient time hence increasing the response rate (Johnson & Turner, 2003). The questionnaire included Section I, Demographic Information, Section II Causes of teenage pregnancy, Section III, Intervention measures.

3.7.2 Interview

The researcher interviewed 25 expectant and teen mothers in the selected schools on specific themes (Table 3.3). The study did not employ focused group discussion because the selection of twenty-five participants in interview was in margin with Baumgardt (2006) who agrees that “participants can range from $n = 1$ to $n = 40$ because such group can bring the study to the point of data saturation and redundancy”. The interview included Section I, Demographic Information, Section II, causes of teenage pregnancy and Section III intervention measures of teenage pregnancy.

Table 3.3: Summary of Study population, sampling method, and sample size and data collection tools for Kaka mega Central, Kenya

Population units	Sampling method	Sample size	Data collection tool
Principals	Purposive	5	Questionnaire
Guidance and counseling teachers	Purposive	5	Questionnaire
Teachers	Purposive	5	Questionnaire
Pregnant and teen mothers	Purposive	25	Interview

Source: Researcher, 2021

3.8 Quality Control

This section discusses the various ways in which the quality of the instruments was controlled. It involved pilot study, validity and reliability.

3.8.1 Piloting of the Study

Piloting or pre-testing was carried out in three public secondary schools in Shinyalu sub-county which were excluded in the final study. Piloting was done to pre-test the questionnaire for principals, class teachers and, guidance and counseling teachers to correct any ambiguities detected. After piloting the same test was administered again to the same respondents at an interval of one week to check on the uniformity of their responses. The research instruments were pre-tested in order to determine their validity and reliability (Orodho, 2008). According to Gay, (1992) and Orodho, (2008) piloting enabled the researcher to correct any ambiguities detected in the research tools.

3.8.2 Validity

Kasomo , (2006) described validity as the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful, and right. This is important as conclusions drawn from such data are more accurate, relevant and meaningful. Content validity of the research instruments was ensured through supervisors, and other experts in the Department of Educational Foundations of Masinde Muliro University of Science and Technology to determine whether the instruments of data collection covered the intended aspects under investigation. The face validity was used to format, arrange and amend the document appropriately so as to meet the intended expectations.

3.8.3 Reliability

Reliability of research instruments is the extent to which results are consistent over time and are an accurate representation of the population under study (Joppe, 2000). The consistency of the study instruments was ascertained through test retest method in the three schools where pre-testing was done. After piloting the same test was administered

again to the same respondents at an interval of one week and the test scores correlated using Pearson's product moment correlation coefficient (R) using the formula to check on the uniformity of their responses.

$$R = \frac{N\sum xy - \sum x \sum y}{\sqrt{N\sum x^2 - (\sum x)^2} \sqrt{N\sum y^2 - (\sum y)^2}}$$

Where x are the scores for test 1, y the scores for test 2, N is the number of the pairs of data and \sum the summation of the test scores. The instruments used in this study yielded a co-efficient of 0.6 and was considered reliable enough since a coefficient between 0.5 and 1 is considered statistically significant (Kathuri and Pals, 1993).

3.9 Data collection procedures

The researcher got approval to collect data from the school of Graduate studies of Masinde Muliro University of Science and Technology (Appendix IV). The researcher sought permission from the National Council for Science Technology and Innovations (NACOSTI) (Appendix V) to conduct a study in Kakamega Central sub –county. Permission to carry out the study in secondary schools in Kakamega central Sub-county was sought from Kakamega central Sub-county Director of Education, and the Principals for the sampled schools.

Open ended questionnaires (Appendix I) and interviews (Appendix II) were used to collect data from the sampled respondents that included the principals, expectant teens and teen mothers, guidance and counseling teachers and parents to the expectant/teen mothers. The expectant teens and teen mothers were subjected to both the questionnaire and interviews while the principals, guidance and counseling teachers and parents to the

expectant/teen mothers were subjected to interviews. The questionnaires and the interviews were skewed to the possible causes that could have led to the pregnancies.

3.10 Data analysis procedures

After sorting, classifying, coding, and tabulating the data obtained in objective one, was analyzed using descriptive statistics which employed frequencies and percentages with the aid of the Statistical Package for social Sciences (SPSS) program version 20. Quantitative data was analyzed descriptively using measures of central tendency; that is frequencies and percentages. The data was presented in terms of tables, graphs and pie charts. Further, arguments on the causes and intervention measures were subjected to hermeneutical phenomenological analysis. Objective two and three were analyzed thematically to establish their role on mitigating teenage pregnancy. Table 3.4 provides the summary of data analysis as per specific objectives. The truth table was used to establish whether respondents' arguments were logical or invalid.

Table 3.4 Data analysis techniques

Objectives	Variables	Research Design	Data analysis methods
To assess the nature of teenage pregnancy in public secondary schools in Kakamega Central sub-county, Kenya in the light of Freirean Praxeology	<ul style="list-style-type: none"> • Causes of teenage pregnancy • Intervention measures of teenage pregnancy 	Descriptive survey design	Hermeneutical phenomenology Atomic truth table analysis
To examine the viability of Freirean intervention measures in mitigating teenage pregnancy	<ul style="list-style-type: none"> • Critical reflection • Critical awareness • Critical action 	Philosophical design	Critical method and analytical method
To establish Freirean suitable critical pedagogies in curbing teenage pregnancy.	<ul style="list-style-type: none"> • Suitable critical pedagogies • Good decision making skills based on Developed universal intellectual traits 	Philosophical design	Critical method and analytical method

Source: Researcher, 2021

3.11 Ethical issues

Participants were fully informed on their roles, purpose of the study, risk involved if any and how they can benefit from the study and transparency was ensured. The participation was voluntarily and free of coercion. The researcher ensured confidentiality of the information and anonymity of the respondents was respected (Ritchie *et al.*, 2013).

The researcher received approval from Masinde Muliro University of Science and Technology's Institutional Research and Ethics Committee (IREC) to meet the research requirements (MMUST). The National Commission for Science, Technology, and Innovations granted the research permit (NACOSTI). The Kakamega central Sub-county Director of Education and the Principals for the sampled schools were approached for permission to conduct the study in secondary schools in Kakamega central Sub-county.

There were no incentives for participants to participate in the study. The respondents were told that the research would yield no advantages because it was designed to generate data that could affect future policies and programs. The Ministry of Education, Kakamega Central Sub County, and the various principals of the schools where the survey was conducted would all receive feedback from the data collected and reviewed.

Participants in this study were given the option of opting out or participating voluntarily without facing any consequences. Following full disclosure, they made voluntary decisions concerning research participation. This was explicitly stated in the consent form completed before to the interview.

The elements of informed consent were applied in this study: disclosure of essential information to the participants; voluntary participation, ensuring that participants understand the information and the right to withdraw at any stage without prejudice. The researcher used a written consent.

This principle entails fair treatment and right to privacy. The study ensured fair treatment through provision of equal opportunities to participants to participate in the study. Right to privacy was achieved through anonymity by ensuring that the names of the respondents were not written on the questionnaire instead codes and initials of their names were used to achieve non-discriminatory selection of participants.

Information on personal identifiers was excluded and participant's information was restricted to the researchers only. The participants were assured that the information shared would be limited to Masinde Muliro University of Science and Technology. The researcher followed the ethical guideline on how to conduct research. Informed consent, confidentiality and anonymity was assured. The identity of respondents was kept confidential. The nature and purpose of the research was explained to the respondents by the researcher to avoid any contradiction. Then the respondents themselves were asked to consent to answering of questions. The requirement of anonymity, was achieved by asking participants not to sign or write their names. The questionnaire were kept safe for the researcher alone. The responses were not shared by the researcher to anyone apart from the researcher's supervisors for their direction.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents, interprets and discusses the findings. Data analysis in this chapter is ordered objectively. Findings in objective one are presented in form of graphs, tables and pie charts. Findings in objective two and three are thematically analyzed.

4.2 Demographic information

This section gives an overview of the response rate and background information of the respondents to make authentic recommendations at the end of this study.

Table 4.1 Response rate

Respondents	Sample size	Number Responded	Response rate
Principal	5	5	100%
G&C Teachers	5	5	100%
Class teachers	5	5	100%
Pregnant & parenting teenagers	25	25	100%
Total	40	40	

Source: Researcher, 2021

As shown in Table 4.1, the average response rate of principals, guidance and counseling teachers, class teachers and expectant and teen mothers was 100%. This was attributed to manageable sample size for questionnaires and interviews.

4.2.1 Background information

The study sought data on the background information of the respondents and schools.

This section analyses demographic data on type of school and gender of the respondents.

Table 4.2 type of school and gender of the respondents

		N	%
Type of school	Mixed day	4	80.0
	Boarding	1	20.0
Gender of the respondent	Male	3	20.0
	Female	12	80.0

Source: Researcher, 2021

Table 4.2 above shows the gender and type of school of the respondent to be sure that both gender and both types of schools were under consideration. The table above indicates that more mixed schools were sampled than boarding schools. The schools scored different percentages as follows: Mixed day school 80% (4) and boarding 20 % (1) respectively. Further the table indicates that 80% (12) of females were sampled compared to male counter parts who scored 20 % (3).

4.3 Causes and intervention measures of teenage pregnancy in the light of Freirean praxeology in Kakamega central sub-county, Kenya

The first objective of the study examined the causes and intervention measures of teenage pregnancy in the light of Freirean praxeology in Kakamega central sub-county, Kenya. In this objective the findings on the causes and intervention measures of teenage pregnancy were presented, interpreted and discussed. Further the findings were subjected to hermeneutical phenomenological analysis.

4.3.1 Causes of teenage pregnancy in public secondary schools in Kakamega Central in the questionnaire

The study sought to find out the causes of teenage pregnancy in relation to the respondents of the study and the results are presented in figure 4.1 below.

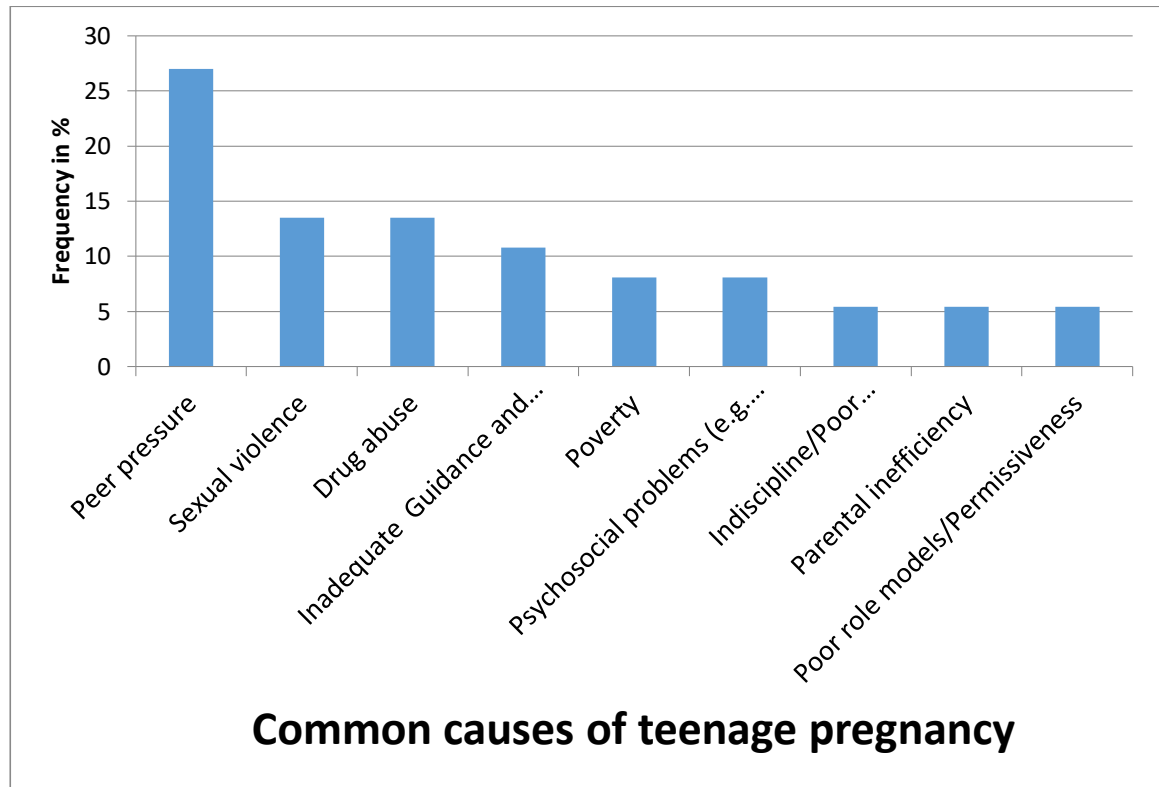


Figure 4. 1: Causes of teenage pregnancy in public secondary schools in Kakamega central, Kenya

Source: Field data, 2021

Figure 4.1 above indicates top six causes of teenage pregnancy as peer pressure 27 % (10), sexual violence and drug abuse each at 13.5 % (5), inadequate guidance and counseling at 10.8% (4), poverty and psychological problems each at 8.1% (3).

The above analysis of the causes of teenage pregnancy is in tandem with the results in Mtwara region in Tanzania by Makundi, (2010) which established that 24.2% of the teenagers are influenced by peer pressure, poverty and parental negligence. Therefore, the top six causes of teenage pregnancy need immediate critical and reflective attention. The selection of top six causes by the researcher concurs with Denscombe (2007) who states that, one -third of the selected sample is always a good representative. Therefore, the researcher infers as peer pressure, sexual violence, drug abuse, inadequate guidance and counseling, poverty and psychological problems as the general causes of teenage pregnancy.

Further, the study is in margin with the findings by Okumu, (2020) in Ukwala ward in Siaya County in Kenya who found out that the causes of teenage pregnancy were peer pressure, poverty, parental negligence and drug abuse. Therefore, the first three causes of teenage pregnancy in public secondary schools in Kakamega Central can be inferred as peer pressure, sexual violence and parental inefficiency hence, appealing to Freirean intervention measure.

4.3.2 Causes of teenage pregnancy derived from interviews

Figure 4.3 presents the causes of teenage pregnancy in public secondary schools in Kakamega Central.

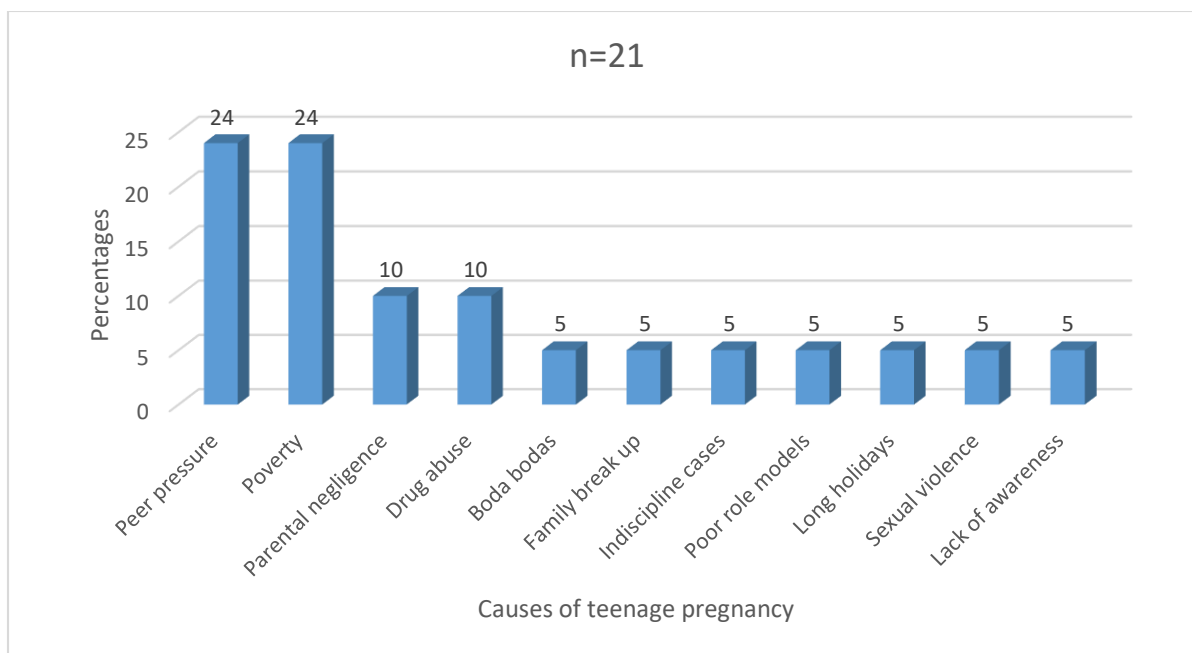


Figure 4.2: General causes of teenage pregnancy in public secondary schools in Kakamega central Sub –county, Kenya

Source: Field data, 2021

Among the causes peer pressure and poverty levels were ranked top with 24% of the respondents agreeing to it. Other cause was parental negligence at 10%, Drug abuse (10%), unstable families and family breakups contributing to 5 % of the cases. Sexual violence (rape), ignorance and lack of awareness on sexual matters among the adolescent each contributed to about 5% of the cases based on the responses given by the respondents. Long holidays for instance, the Corona virus (COVID-19) holiday also exposes the adolescent girls to early pregnancy (5%). Unique to the Kakamega County and Western region as a whole is the issue of bodaboda as they lure the young girls to sexual activities leading to unwanted pregnancies (5%). This study is in tandem with Were, (2007) findings in Busia District who intended to determine the causes of teenage pregnancy. The findings indicated that, peer pressure and socio-environment related

factors like inappropriate forms of recreation, which acted as rendezvous for pre-marital sex, as well as lack of parental guidance and counselling. Overall, lack of access to education opportunities, sex education and information regarding contraceptives, as well as widespread poverty predisposed girls to teenage pregnancy.

Teenage pregnancy cases in Kakamega County and in the Country have been on the rise (Kirchengast, 2006; Inyangala et al., 2016). Several studies have been done around the issue of teenage practices and their impact on girl child education and health status. This study aimed at identifying the actual causes of high teenage pregnancy cases experienced in Kakamega County specifically Kakamega Central Sub-county. The study results indicated that peer pressure among the adolescents, sexual violence cases, parental inefficiencies and drug abuse as the main causes of teenage pregnancy cases among the teenagers in Kakamega Central Sub-County. The study results were in agreement with the previous study on the actors contributing to high rate of teen pregnancy in Mtwara region, Tanzania by Makkundi in 2010 which established that 24.2% of the teenagers are influenced by peer pressure, poverty and parental negligence (Makundi, 2010). A study by Thobajane conducted in Matjijileng Village South Africa also categorized peer pressure as the main contributor to teenage pregnancy (Thobajane, 2015). Peer pressure is the direct influence on people by peers, or the effect on an individual who is encouraged and wants to follow their peers by changing their attitudes, values or behaviors to conform to those of the influencing group or individual. Most of the adolescents do not have their own moral stands and many times they want to look like or do like what their friends do. It is at this stage that they engage themselves in romantic intimate

relationships which end up in unplanned pregnancies. The youth at this stage also tend to involve themselves in drug abuse such as alcohol of which if ladies are involved they may end up engaging in sexual activities without their moral concept (Caputo & Bordin, 2008).

Parental inefficiency has also been categorized as a contributor to unwanted teenage pregnancies by the study results corroborating the findings by Sekiwunga and Whyte in Uganda where they reported that poor parenting played a role in the experienced high teenage pregnancies (Sekiwunga & Whyte, 2009). This is highly attributed to our African culture where parents don't talk matters to do with their sexuality with their children. Some parents exhibit loose morals before their children hence they grow knowing that these things are normal and so they start engaging in them (Sekiwunga & Whyte, 2009). According to United Nation Population Fund report of 2013, family disorganization largely contributes to early teenage pregnancy in that there is little or no love offered to the children in such households hence they seek the love elsewhere (UNPF, 2013). In some dysfunctional families' children are rejected by the parents and fail to provide for them hence subjecting them to sexual activities as they find solace in young men hands where they feel loved as compared to their families (UNPF, 2013).

The study results also showed that poverty levels contribute to early teenage pregnancy. This concurs with the study by Oke which showed a positive correlation between teenage pregnancy and poverty levels of the families (Oke, 2010). High poverty levels in most family exposes the teenage girls to premature sexual activities with older men who are

able to provide for their social needs which their parents cannot afford. Sekiwunga and Whyte argues that teenagers born and grown in poverty are likely to engage in prostitution so as to meet their basic and social needs (Sekiwunga & Whyte, 2009). Most studies have been associating teenage pregnancy with other social activities such as engaging to illegal drug abuse but current study is showing that bodaboda riders are coming up as a new social factor contributing to early teenage pregnancy especially in the Western Kenya region where bodaboda is one of the means of transport. From surveys conducted, its coming out that the bodaboda riders lure your girls to sexual activities in return for free ride especially when they are going and coming from school findings supported by Ondiek et al. (2021) in her study on Economic Determinants of Sexual Debut among In-School Adolescents in Rural Kenya.

4.3.3 Intervention Measures from questionnaires

Respondents were asked to state the intervention measures for teenage pregnancy in public secondary schools in Kakamega Central. The findings were presented in table 4.3 below.

Table 4.3: Intervention measures to curb teenage pregnancy in public secondary schools in Kakamega central Sub –county, Kenya

Reactive Intervention		N	%	Proactive intervention		n	%
Discipline or punishment		10	66.7	Strengthening Guidance and Counseling		9	60.0
Setting up strict deterrent rules		5	33.3	Empowering Teenagers (awareness)		2	13.3
				Good parenting		4	26.7

Source: Field data, 2021

The responses in Table 4.3 shows that guidance and counseling 60.0% (9) was the most used measure while empowerment (awareness) and good parenting scored 26.7% (4) and 13.3% (2) respectively. It was however not clear how guidance and counseling should be strengthened, what empowering teenager meant and which protocols of good parent should be encouraged. Suggested reactive measures comprised of discipline or punishment 66.7 % (10) and setting up strict deterrent rules 33.3% (5) respectively. The suggested reactive measures were very minimal and indicated that strict rules should be set to avoid exchange of bad behaviors and perpetrators should be strictly punished.

This study agrees with UNFPA, (2013) which recommends that Professionals should organize regular sexuality education campaigns and workshops in schools, community centers and religious settings; multimodal efforts to integrate schools, families, community health services, and mass media-based interventions and broader development programs that have positive impacts on girls educational and employment

opportunities which may influence their agency and decision-making around if and when to have children.

The current study was to explore the need of Freire’s critical consciousness which yields good decision making on mitigating teenage pregnancy in public secondary schools in Kakamega Central sub county, Kenya. From Table 4.3, it can be inferred that proactive measures were apparent in schools. Further, schools employ deterrent and retributive principal as opposed to Freirean intervention measures.

4.3.4 Intervention measures from interviews

Figure 4.4 below presents intervention measures in public secondary schools in Kakamega central Kenya.

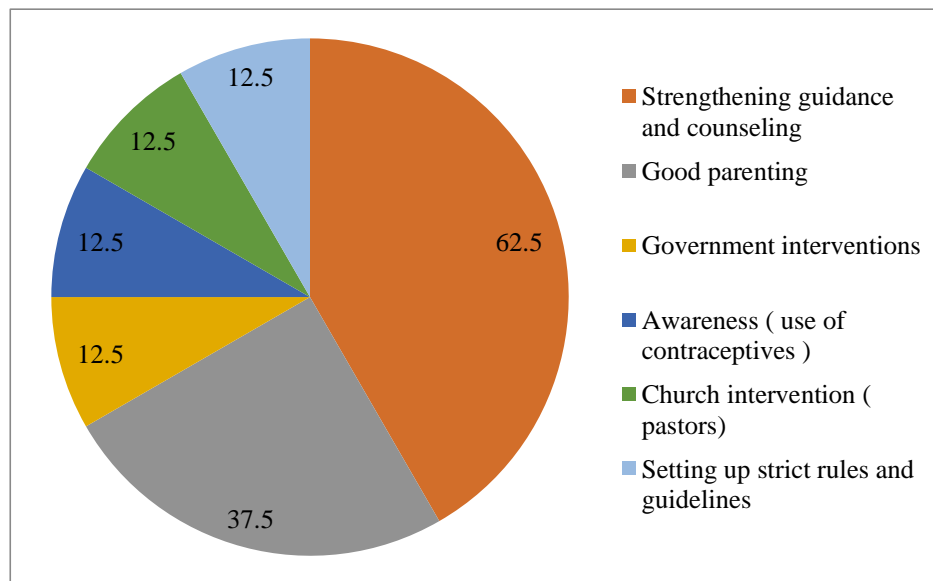


Figure 4. 3: Intervention measures of teenage pregnancy in public secondary schools in Kakamega central sub county, Kenya

Source: Field data, 2021

Figure 4.4 shows that the following intervention measure was used: strengthening guidance and counseling 62.5% (5), good parenting 37.5%, (3) while Government intervention, Awareness (use of contraceptives) and Church intervention (use of church leaders) scored 12.5% (1) respectively.

This study concurs with Gcelu, (2019) who investigated the effectiveness of stakeholder collaboration in the prevention of learner pregnancy in secondary schools in the Eastern Cape, South Africa . He observed that stakeholder collaboration was key to preventing learner pregnancy. The study investigated the nature of the roles played by stakeholders pertaining to the prevention of teenage pregnancy in the participating secondary schools. The author believes that formal and informal collaboration are important for collaboration to mitigate teenage pregnancy. This study investigates on the implication of Paul Freire's critical consciousness in mitigating teenage pregnancy. Freire asserts that to mitigate oppression there is need of collaborative efforts. Pillars of critical consciousness should work in tandem to mitigate teenage pregnancy (Freire, 1972). Data in figure 4.4 further shows that proactive measures were apparent in schools, as they employed deterrent and retributive principal as opposed to Freirean intervention measures.

4.3.5 Phenomenological hermeneutics of the causes and intervention measures of teenage pregnancy

This subsection presents the hermeneutics of the main three causes of teenage pregnancy and suspended intervention measures. Hermeneutics is the philosophical interpretation of an observed phenomenon with the intention of arriving at the neumenon (*or das ding a sich*) referring to the way a thing is in itself (Kant 1983), and Heidegger (1993). The

interpretation takes up the Elements of Reasoning principal (EOR) as expounded by Paul & Linda (2001). The elements are thus listed by Paul and Linda (2001) as Purpose inherent in a discourse, Problem that evokes a discourse at hand, Information sources that illumines the discourse, Particular Interpretational aspects, Inference observable in a discourse, Key concepts in discourse, Assumptions, Implications, consequences and Point of view.

4.3.6 Analysis of the causes of teenage pregnancy based on the Elements of Reasoning

4.3.6.1 Peer pressure

The concept of peer pressure is expounded in connection with 4 unique responses that have been funneled out due to their deeper insights on peer pressure. These were RES 2 stated that:

“One is influenced by having sex with one another person through his friends. Desire to do it because students engage in sex in order to have money for some purpose use.”

The respondent’s central concept is “Friends”. The concept of friendship is usually broad and can be categorized in several ways including beneficial friendship and destructive friendship, long-term and short- term friendship or Aristotelian duality of accidental (Utility and pleasure) friendship versus Intentional friendship (Friendship based on values). The usage of the concept in the RES 2 response does not in any way, whether implicitly or explicitly indicate which of the foretasted types of friendship play the biggest role in teenage pregnancy. Thus, the statement subsumes that any friendship whatsoever can lead to teenage pregnancy. The problem with this assumption it’s too general and decontextualized.

The point of view in RES 2 is that of structural functionalism in which individual members of the society are subject to the operations of the wider society (Ritzer, 2004). It also appeals Ubuntu philosophical Point of view in which a person is only a person through others. This is derived from Ubuntu Philosophical dictum "*umuntu ngumuntu ngabantu*" (Letseka, 1995) and Mbithi's postulate that *I am because we are, and since we are therefore I AM* (Mbithi, 1969).

The implication is that, there is an outright sexual consequence in all friendships, and this consequence is teenage pregnancy. In the context of the respondent, it is clear that any form of teenage pregnancy is associated with any form of friendship- which may not necessarily be the case. The respondent assumes that the purpose of any relation is sexual in nature and that by doing everything one does in friendship; the result is pregnancy.

The conclusion is that, the respondent has an idea of the role of peer pressure on teenage pregnancy through sex, his/her conception of friendship and the conjunctive inclusion of "all others" leads to hasty and uncritical understanding of the role of other forms of friends and other people that might not necessarily lead to sex and subsequent pregnancy. It is also possible that sex may not necessarily lead to pregnancy as in the case of contraceptive measures, yet the response subsumes that sex by default leads to teenage pregnancy.

RES1 stated that:

“Due to peer pressure, students want to do what everyone else is doing and end up being pregnant. ...since some girls cannot afford

the basic needs, they get a person who can provide for them and in the process become pregnant. ... also unfavorable environment at school and at home is the cause of teenage pregnancy since they look for favorable environment and may end up being pregnant”

The entry word to this response is 'everyone else'. Like in the case of RES 1 this response uses the generic concept 'everyone' indiscriminately. The language is emotive and philosophically imprecise due to the multidimensionality of the nature of the society which may include those who influence teenagers positively.

The response by RES 1, implies that all persons in the society are to be incardinated into the cartel of teenage impregnators. While it is true that some members of the society impregnate girls it is inaccurate to assume that everyone else does it. The generalization aspect, if taken seriously can lead to under socialization of teenage girls which in turn can lead to lack of critical social skills necessary to navigate peer pressure.

Further, the dichotomy between the individual girl child and 'everyone else' is a precipice of confusing enclosure of girls without empowerment. The true nature of empowerment lies in the application of critical skills and guided exposure to the realities and perpetrators of teenage pregnancy.

The assumption of the respondent subsumes that peer pressure entails doing what everyone else does without filtering out the good that everyone else might be doing.

The issue at hand in this response is that there is a disconnect between the individual teenager and the wider society. This is a metaphysical problem in which the dilemma of

the particular and the universal come into play- the dilemma that has been ably dissolved by famous philosophers like Thomas Aquinas, William Berkeley and Renes Descartes.

RES 3 indicated that

“Peer pressure - where their friends and other are influencing students drug influence as a factor since some pupils/students get engaged in drug abuse leading to them losing control over their bodies hence ending up in unprotected sex.”

The key concepts are “Friendships and others”. These concepts are prudentially conjoined in RESP 3's words, which are present in RES 5 and RESP 1 who emphasize on friendship and others respectively. However, the conjoinment does not connote the concept of peers and especially negative peers. The point of view is structural functionalism and Ubuntuism. However, devoid of negative peer influence. The issue is that; the statement does not indicate whether socializations leads to sex or pregnancy. It lacks precision, clarity and relevance. The respondent simply gives very general definition of 'peer pressure'.

RESP 5 revealed that:

“Girls want to belong and get into premature relationship which leads to early pregnancy”

This response is the most penetrative of the four because it exhibits elements of logical causation. The key concept used is ‘belonging’, a concept that points to human clamor for identity, appreciation and acceptance. To belong is to be meaningfully part of a social group in relationship to teenage pregnancy; the respondent locates a social group that

accepts the teenagers but also impregnates them, which amounts to relational contradictions. Logically the statement can be symbolized as P and not P.

The point of view of the respondent appeals to both psychosocial and philosophical anthropological interpretation points of view. Psychological perspective indicates that all humans desire to be happy in groups. From Philosophical postulates of Battista Mondin, (2004) , man is the emergent of the other-which means the other person (alter) is a prolongation of another.

The logical problem concerning RESP 5 on peer pressure is absence of belonging leads to premature relationship, which then leads to early pregnancy. The assumption is that premature relationship entails or means teenage sexual engagements, yet this might not necessarily be the case.

In regards to RESP 5 on peer pressure as a cause of teenage pregnancy, there appears to be a logical gap as illustrated in the truth table.

RES5 “Girls want to belong and get into premature relationship which leads to

Early pregnancy”

Atomized Propositions in a Scheme of Abbreviation

P: Girls (want) have desire to belong.

Q: Girls get into premature relationship.

R: Premature relationships lead to teenage pregnancy.

Symbolic argument

$$(P \wedge Q) \supset R$$

Table 4.4: Truth table for respondent 5

	<i>Atomic p</i> <i>1</i>	<i>Atomic p</i> <i>2</i>	<i>Atomic p</i> <i>3</i>	<i>Premise</i>	<i>Conclusion</i>
<i>Instances</i>	<i>P</i>	<i>Q</i>	<i>R</i>	<i>P ∧ Q</i>	<i>R</i>
<i>1</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>
<i>2</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>	<i>F</i>
<i>3</i>	<i>T</i>	<i>F</i>	<i>T</i>	<i>F</i>	<i>T</i>
<i>4</i>	<i>T</i>	<i>F</i>	<i>F</i>	<i>F</i>	<i>F</i>
<i>5</i>	<i>F</i>	<i>T</i>	<i>T</i>	<i>F</i>	<i>T</i>
<i>6</i>	<i>F</i>	<i>T</i>	<i>F</i>	<i>F</i>	<i>F</i>
<i>7</i>	<i>F</i>	<i>F</i>	<i>T</i>	<i>F</i>	<i>T</i>
<i>8</i>	<i>F</i>	<i>F</i>	<i>F</i>	<i>F</i>	<i>F</i>

Source: Researcher, 2021

Given that RESP 5 response is expressed in a clear logical format, Table 4.4 presents its analysis for clarification purpose. The purpose of the clarification is to determine the validity of RESP 5's response on peer pressure. In the 2nd instance of Table 4.4, the premise is true while the conclusion is false indicating that the argument is invalid. An argument is invalid if all the possible premises are true but the conclusion is False.

The invalidity follows from the fact that a combination of the desire to belong and premature relationships may not necessarily lead to teenage pregnancy. There are situations where if it is true that girls desire to belong and that it is also true that they engage in premature relationship then several other consequential possibilities can be entertained; Possibility that they will not engage in sexual intercourse, Possibility that they will learn the nature of opposite sex, possibility that they may become wiser and open to learning about risks. These possibilities can be actuated through proper

manipulation of intervening variables such as proper guidance and training in life skills- especially in critical consciousness

From the above analysis we can infer that the cause of teenage pregnancy is neither desire to belong nor premature relationship, but 'unprotected sex' resulting from succumbing to negative peer pressure.

4.3.6.2 Sexual Violence

The second most prominent cause according to analysis in figure 4.2 is sexual violence which scored 16.2 %(6). The verdict was drawn from the questionnaires which asked the respondents to list the most 3 prominent causes of teenage pregnancy. Various respondents indicated different words related to sexual violence such as 'sexual violence and harassment' (RES4), 'sexual harassment' (RES 1), 'sexual violence'(RES 3, RES 4, RES 14, and RES 13). Respondents 11 (RES 11) and Respondent 12 (RES12) are very categorical on rape as the most common form of sexual violence against teenage girls and a cause of teenage pregnancy.

Key concepts related to sexual violence from the open ended questionnaire and interviews were sexual violence, rape, sexual harassment. While these concepts are evident in the responses. Their meanings are neither alluded to nor expounded by the respondents. Their scopes are equally not clearly stated either implicitly or explicitly. This leads the researcher to infer general meanings from secondary sources to fill in the informational lacuna. According to WHO (n.d), sexual violence is defined as:

Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed,

against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work"(p.149).

Further WHO (n.d) list the following form of sexual violence:

“Rape within marriage or dating relationships; — rape by strangers; — systematic rape during armed conflict; — unwanted sexual advances or sexual harassment, including demanding sex in return for favors; — sexual abuse of mentally or physically disabled people; — sexual abuse of children; — forced marriage or cohabitation, including the marriage of children; — denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases; forced abortion; violent acts against the sexual integrity of women, including female genital mutilation and obligatory inspections for virginity; — forced prostitution and trafficking of people for the purpose of sexual exploitation.”(Pp.149-150).

While the respondents do not give a clear cut definition of fore stated concepts there is clear conviction that sexual violence in its various forms lead to teenage pregnancy.

Implicational reasoning among the respondents especially Respondent (RES 2) subcategorizes forced teenage marriage as a form sexual violence. Other responses listed above correlated sexual violence indiscriminately with teenage pregnancy or without exceptional cases where there might be some form of sexual violence without necessary teenage pregnancy.

According to Paul and Linda (2001), informational criteria of analysis of thought responds to the prominent source of information that a thought processes inclines itself to or direction sources of information about phenomenon.

Inferred source of Information:

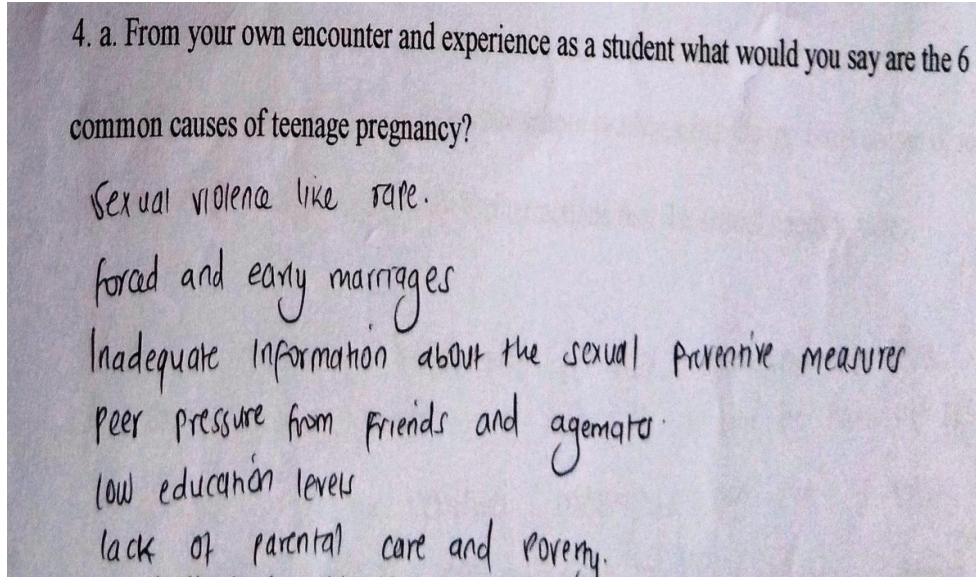


Plate 4. 1: inferred source of information

Source: Questionnaire (RES 12)

From responses given by RES 12, in regards to top three causes of teenage pregnancy, it's clear that the respondent inclines him/herself to the following sources of information.

“WHO(n.d).SexualViolence:

https://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf

Hakimi M et al. Silence for the sake of harmony: domestic violence and women's health in central Java. Yogyakarta, Gadjah Mada University, 2001.”

“UNICEF Innocenti Research Center. Early marriage: child spouses. Innocent Digest, 2001, No. 7.”

The top 3 cause in the list provided by RES 12 (sexual violence, forced marriages and inadequate information about sexual preventive measures are interestingly tautologous and self-inferential that they emphasize on the one concept of sexual violence as

indicated in WHO (n.d, pp.149-150). Forced marriage and denial of information on preventive measures (contraceptive included) amount to the same thing - sexual violence. The respondent is more emphatic than exploratory, more in-depth than expansive. In so doing, the conjunctive logic of tautology is evident as indicated below

Validity of tautology inherent in RESP 28: Given that sexual violence is inclusive of forced early marriage and denial of information (WHO (n.d), Hakim *et al.* (2001) and UNICEF (2001), logically it follows that sexual violence =forced Early marriage=denial of information on preventive measures.

This can be schematically abbreviated as P: Sexual violence, P: Forced early marriage, P: Denial of Preventive information and symbolized as $P \wedge (P \wedge P)$ where P has truth value of T (True- coherent truth from listed sources above).

Table 4. 5: Truth table for respondent 28

	Atomic proposition	Self-Referential Tautology	Secondary Tautology	Final Tautology
	P	P	$P \wedge P$	$P \wedge (P \wedge P)$
1	T	T	T	T
2	T	T	T	T

Source: Researcher, 2021

The fact that Line 1 and 2 under Final Tautology are identical in terms of truth value, it is evident that this respondent is typical of the respondents who emphasize the role of

sexual violence in teenage pregnancy as a social problem reminiscent of ant dialogical relationship between the oppressed and the oppressor (Freire, 1997).

4.3.6.3 Parental inefficiency

Parental inefficiency under general causes of teenage pregnancy was mentioned by 5.4% (2). Under most prominent causes scored 10.8% (4) and under interviews it scored 25 % . (2) Given that most prominent causes question were intentionally structured in the questionnaire to elicit ranking, it is therefore logical to pick out parental inefficiency as the third most popular cause of teenage pregnancy in public secondary schools in Kakamega central.

Key concepts are parental guidance (RES 1 and RES 4) and mother absenteeism (RESP 4). The respondents appreciate the role of parents in giving existential direction to their teenagers, and that lack of it is throwing the child to social dangers. RESP 4 (Teacher) funnels down the role of the female parent (mother) in providing social and developmental road map to teenagers.

The problem at hand for the issue is that, the responses related to parenting elicit both a social lapse and ethical deviation. Failure the lapse in the social role has undesirable short term and long term effects on children. To fail to bring up the child in the most ideal is an indication of deontological omission- commission which is a breach of ethical imperative in parenting (Kant's 1996).

The respondents RES 1 and 4 citation alluded the implication of poor parenting to teenage pregnancy. RESP 4(Teacher) cites mother absenteeism as the primary cause of teenage pregnancy. The narrowing down to mother absenteeism means that the mother's negligence, psychological absence and physical absence can be considered as the efficient causes of teenage pregnancy. To this effect. RESP 4 states

Mothers absenteeism - Girls have the freedom to roam the whole night as most of them are free to do so with little supervision from mothers.

This statement is in congruence with the following findings of Mtwara region in Tanzania by Makundi (2010) which established that 24.2% of the teens felt that parents and guardians never monitored them. It also concurs with FAWE Uganda in 2011 where most girls felt that they got pregnant during holidays which is a clear indicator of neglect and lack of parents. This is further confirmed by the findings of Nundwe (2012) which showed that parents were too busy with economic activities to be available for useful information with their own children on sexual matters. Unavailability of parents is critical indicator of teenage pregnancy as it influences teenagers (Panday *et al.*, 2009).

The afore stated point of view nucleates parenting to the mother while giving the father a leeway of responsibility escape, which in turn thwarts paternal deontological role. According to the deontological theory of ethics, what is right is right by superveniency. This means that rightful duty is not relative to the whims of relativism. Parenting is a deontological duty proper to both the father and the mother.

4.3.6.4 Intervention measures

The admission that guidance and counseling, empowerment and appeal to good parenting implies that there is a predilection towards proactive measures against teenage pregnancy at least in principle. It also implies less preference to reactive measures. Critical consciousness, a principle that underlies the three (Guidance, Empowerment and Good parenting) is not explicitly indicated as would be the case with life skills training and similar cognitive and skills training. The gap of explanation indicates relaxed attitude and possible lapse to Freirean measure (proactive) in practice.

The following responses explain the suspended Proactive measures

RES 10:

Guidance and Counseling should be strengthened. Parents should not delegate their responsibility to teachers. Seminars... by church to sensitize youth on damages of premarital sex.

RES12:

Strengthening Guidance and Counseling... Talking to parents to take responsibility.

RES 15:

Educate girl child. Guidance & Counseling. Empower girls.

It is noticeable from RES10, RES 12 and RES 15 responses that there is indeed a prescriptive appeal to proactive measures. Consequently, the reactive measures are seen as deterrent measures for future victims and supplementary to proactive ones. The fact that life skills studies was not alluded to by any of the individual respondent implies that Education in critical consciousness and awareness are out of sync in Kakamega Central.

This is evidence by the response of RES 10 who asserts that

Critical Consciousness should only be taught to F4s because they are mature. It can only be taught to those who can differentiate what

is good for them.” Awakening the awareness of some teenagers is telling them to start doing it.

4.4 Freire’s conception of critical consciousness on mitigating teenage pregnancy

The second objective of this study sought to examine the viability of Freire’s conception of critical consciousness in mitigating teenage pregnancy in Kakamega Central. The objective explores the key findings of objective one, causes and intervention measures of teenage pregnancy in Kakamega central in light to Freire’s components of critical consciousness.

4.4.1 Freire’s concept of critical consciousness

Critical consciousness, a translation from Portuguese *Conscientizacao* is a concept that was developed by the Brazilian educator and Philosopher of Education, Paul Freire. (Freire 1970). He states that “critical consciousness is the process of learning to *perceive* political, social and economic confusions with the aim of dissolving or resolving oppressive elements in the society”. Critical consciousness (abbreviated as CC) is an inclusive term referring to the awareness of oppressive social structures as experienced by those who have been oppressed historically or are still under oppression. Oppression in Freire's conception, is dynamic that not only involves observable phenomena like sexual harassment, discrimination, and hostile working environment, but also internalization of mental and psychological dispositions that enslave the mind and thwart ideal mental processes like critical thinking which is necessary in dealing with the causes of teenage pregnancy.

Freire's understanding of critical consciousness is thus both realist and rational in nature. Critical conscious involves reading both the literature and the world with an explicit interaction of self and social reconstruction. Freire advances three major components of critical consciousness; that is critical reflection, Political efficacy (critical awareness) and Critical action. His emphasis is on awareness and action in explanatory of the concept of praxeology in which reflection should logically end into action, reflection without action is dead, which action without reflection is mere activism. (Freire, 1992).

The finding in Table 4.3 and Figure 4.4 suggests that guidance and counseling should be strengthened and appealed for good parenting. This is a clear indication of reflection without action which appeals to mere activism that amounts to action without reflection which is dead (Freire 1972). To navigate the issue of teenage pregnancy, there is need of concrete coordination among the components of critical consciousness that require the student to thoroughly revisit all the components of critical consciousness without commission or omission (Namwamba, 2007).

4.4.2 Critical reflection

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a wider background of events. The process can be categorized in terms of dimensions that analyse different events and activities of reflection which can be in terms of comprehensive observation, comprehensive description, making meaning and adding depth and breadth to the meanings (Mezirow, 1998).

The term critical reflection is understood in various instances as analyzed by (Mezirow, 1998). Critical reflection means looking into details and creatively, thinking about practice and program decisions, making the links between theory and practice clear to stimulate self-discovery in personal and professional life. This gives the depth of understanding the complex or difficult situations and forces in a more 'holistic' view (Mezirow, 1998; Roberts, 2008). It involves achieving an awareness of the situation, evaluating the situation and making changes to action if necessary. This contradicts the findings from plate 4.2 where RES 10 argued that CC can only be taught to the form four students only because they are mature. The respondent further argued that awakening the awareness is telling the teenagers to start doing it. The response by RES 24 clearly indicates a deficit of critical reflection in schools. Lack of focus on critical reflection in schools gives teenagers difficult time to come up with complex situations and take action based on their creativity in a holistic point of view (Mezirow, 1998).

Therefore, teenagers need critical reflection that guarantees them the link between theory and practice in the process of self-discovery in their youth and especially in school. In this way, they are able to understand the complex and difficult situations and forces in a holistic phenomenon. This can be achieved through school administrators and guidance and counselling teachers by improvising the suggested mechanism that were presented especially in Table 4.3 and Figure 4.4. For instance, strengthening of guidance and counselling as one of the proactive measure as opposed to reactive measures like jailing of sexual perpetrators.

Critical reflection can be generalized as the anticipated inequality and recognition of privilege (Diemer, 2014). The definition for anticipated inequality is one of the subdomains of critical reflection offered by Diemer, (2014). This is utilized as a factor: critical analysis of anticipated social inequalities, such as racial/ethnic, socioeconomic constraints and gender class on educational and age category (Diemer, 2014). This definition was additionally chosen for its usefulness in regards to an educational context in secondary schools. It gave a foundation for examining cause of teenage pregnancy in public secondary schools in Kakamega Central sub-county, Kenya. It enabled the researcher to anticipate on social inequalities that foster teenage pregnancy among the teenagers. However, along with other scholars, some researchers describe that, critical analysis of anticipated inequalities cannot come without simultaneously recognizing privilege structures and other elements of critical consciousness which work hand in hand for the motive of liberating teenagers (Moore, 2018). Hence school administrators and guidance and counseling teachers are further tasked to anticipate the inequalities that are available in the school context such as age which can result to teenage pregnancy and address them proactively basing on the pillar of critical reflection.

Further, the identification of the teenager's (youth's) privilege is paramount to critical reflection as he or she is able reflects and evaluates on the forthcoming impediments, in so doing the teenagers are equipped with skills to reflect on the impact of teenage pregnancy (Di Angelo, 2018; Moore, 2018). Scholars have discussed an absence of focus on deconstructing privilege in Freirean CC, describing that oppression and privilege reinforce each other and should be discussed in tandem (Case, 2013; Jemal, 2017).

Actually, reflecting upon the oppression of teenagers in secondary schools is paramount. In so doing educators are able plan the curriculum design, assess, evaluate and make decision about student trajectories (Di Angelo, 2018; Moore, 2018; Rothenberg, 2016). Consequently, more teenagers are able to access education which cognitively broadens their perception of things to a wider lens to enhance a just society. Critical reflection cannot work in isolation from other components as indicated below.

4.4.3 Political efficacy/ critical awareness

Political efficacy is the “sense that the individual has the ability and capacity to change their political and social conditions” (Watts *et al.*, 2011). Collective political efficacy implies that there is a common purpose and shared aspirations among people who feel confident about the capacity of their society to change social and political conditions (Watts and Flanagan, 2007). A sense of efficacy leads to a greater likelihood of effective action in the social world (Watts *et al.*, 1999). Critical awareness can be perceived as one’s ability to identify oppression and being aware of one’s consciousness (Freire, 1974; Houser & Overton, (2001).

Findings presented in Figure 4.1 and Figure 4.3 contradicts the understanding and the role of political efficacy or critical awareness on teenagers. The findings clearly presented peer pressure as the main cause of teenage pregnancy. This indicates that teenagers have a missing link in political efficacy or critical awareness which is an essential pillar of dissolving and resolving teenage pregnancy. Imparting the teenager with the component or the skills, equips them with the ability to identify any oppression that they may encounter through their conscious or through critical thinking. Further, it

empowers the teenagers with confidence and the capacity to change the social, political and economic conditions that oppress them in the society. It is important to measure critical awareness differently from critical reflection, unlike Diemer's CCS model, for a predominantly white educator population due to the scholarship that questions their cultural awareness, or lack of it. For this reason, critical awareness is categorized into two factors identification of oppression (Freire, 1970) and awareness of one's consciousness. According to Houser & Overton, (2001), when learners have the inherent capacity of critical awareness they tend to pose a challenge on prevailing prejudices. In connection with the previous statement, the rate of teenage pregnancy is lowered when learners have the inherent capacity of critical awareness or political efficacy.

4.4.3.1 Critical awareness and identification of oppression

Freire, (1970) advocates that one's consciousness on exploitation is the beginning point of eliminating oppression. Shin *et al.*, (2016) coincides that an important principle of the concept of CC involves identifying multiple or connected systems of oppression in connection to one's position for example teenagers in school should be enlightened on their position to protect themselves from harmful sexual predators for the sake of achieving their academic dream. In Kenya the *haves* tend to struggle to see the *have-nots* in society remain being oppressed, promoting the culture of inequality, (Di Angelo, 2018; Ladson-Billings, 2009; Moore, 2018). Inequality has been opined to perpetuate oppression by failing to acknowledge the beauty and existence of the *have-nots*, as well as failing to recognize their ability or achievement in the essence of maintaining the status quo of the *haves* (Bonilla-Silva, 2018). Di Angelo (2018) and Moore (2018), affirms that lack of consciousness among teenagers has led to the widespread of

oppression like teenage pregnancy. The previous assertion can be reflected from the findings of Plate 4.1 where RES 10 suggested that critical consciousness should be taught to form four students only yet CC is the medicine of the mind which cures teenage pregnancy.

4.4.3.2 Critical awareness of one's consciousness

Houser and Overton, (2001) conducted an ethnographic study on the development of critical awareness in teachers and students in a first-grade classroom. They concur that: Critical consciousness for freedom of choice would require not only a critical awareness of the relationship between self and society, but also an awareness of the existence of consciousness itself and the importance of remaining critical and conscious of one's ever-evolving consciousness. The awareness of one's consciousness is reinforced by critical consciousness pioneers who have described it as the metacognitive activity that occurs when one's consciousness changes (Diemer *et al.*, 2014; Freire, 1974; Watts *et al.*, 2011). The above explanation is in tandem with my study which aimed at changing the mind or developing rational creatures who cannot be intimidated by other peoples' mindset but can be able to question and reflect on it before final judgment is arrived at. Therefore, critical consciousness is viable in that it enlarges the Meta –cognitive domain of reasoning among teenagers that enables them to say no to social –economic prejudice related to teenage pregnancy in secondary schools.

4.4.4 Critical Actions

To achieve Paul Freire's liberty (1970; Diemer *et al.*, 2016; Jemal, 2007; Watts *et. al.*, 1998), this thesis expands Diemer's (2014) critical action, which is understood as a

cooperation of individuals or collective action to facilitate social, economic and political change. Critical action is perceived as a social, economic, and political activity that is advocated by educators to eliminate educational disparities and difficulties experienced by individuals for instance teenagers.

Freirean critical consciousness denotes that, humanizing actions taken by both the oppressed and privileged work to bring liberation for the oppressed (Freire, 1970). Diemer *et.al* (2016) puts that critical action is one's activity or process in social and political engagement to disrupt the perceived inequalities. Findings presented in Figure 4.1 and Figure 4.3 does not concur with Freire's and Diemer's understanding of critical action. The findings clearly indicated that there were no collaborative efforts between teachers and members of the society. This can be validated from figure 4.3 which presented *boda bodas* as the causers of teenage pregnancy. Given that *boda bodas* are members of the society; this substantiates the divided community or society that infringes on its children freedom. In addition, Res 12 revealed that parents were not executing their roles and they deliberately left their duties to teachers. Further, this was evidenced in data presented Table 4.2 Figure 4.4 that proactive measures which were in school were apparent as opposed to really and active proactive measures. Therefore, critical action based on collaborative action of the society will break the chain of teenage pregnancy.

Therefore, critical consciousness is an antidote to the causes of teenage pregnancy like peer pressure, sexual violence, parental inefficiency and drug abuse because it provides teenagers with the ability of awareness, understanding and motivation to critically

evaluate the afore mentioned causes of teenage pregnancy as the main societal obstacles they undergo in their daily activities. As such, CC nurtures well-molded teenagers despite the many pitfalls they are subjected to. Critical Consciousness abbreviated as (CC) provides the mechanism to evaluate the main pillars of CC, and evaluates how they can be used to enhance critical thinking in conjunction with critical reflection and action. This awakens teenagers from the world of imagination to the world of praxeological beings which is the world of reflective, decisive and practical beings. Many approaches have been constructed propounding that CC is the only measure for oppression like teenage pregnancy in connection with Freire's suitable pedagogy of education.

4.5 Critical pedagogy in curbing teenage pregnancy

The third objective aimed at navigating Freire's critical pedagogy and the need for good decision making based on Universal intellectual traits in curbing teenage pregnancy. Freire advocates suitable pedagogies like problem posing education, democratic education, and dialogic education as some of the suitable pedagogies necessary to transform the society from oppression like teenage pregnancy (Freire 1969). Paul & Elder, (2001) ideology of good decision making based on Universal intellectual traits fuses in Freire's suitable pedagogy because Freire's suitable pedagogies can be only achieved through Developed Universal Intellectual traits.

4.5.1 Freire's suitable pedagogies in curbing teenage pregnancy

In this objective, Freirean suitable pedagogies are thematically analyzed in relation to objective one.

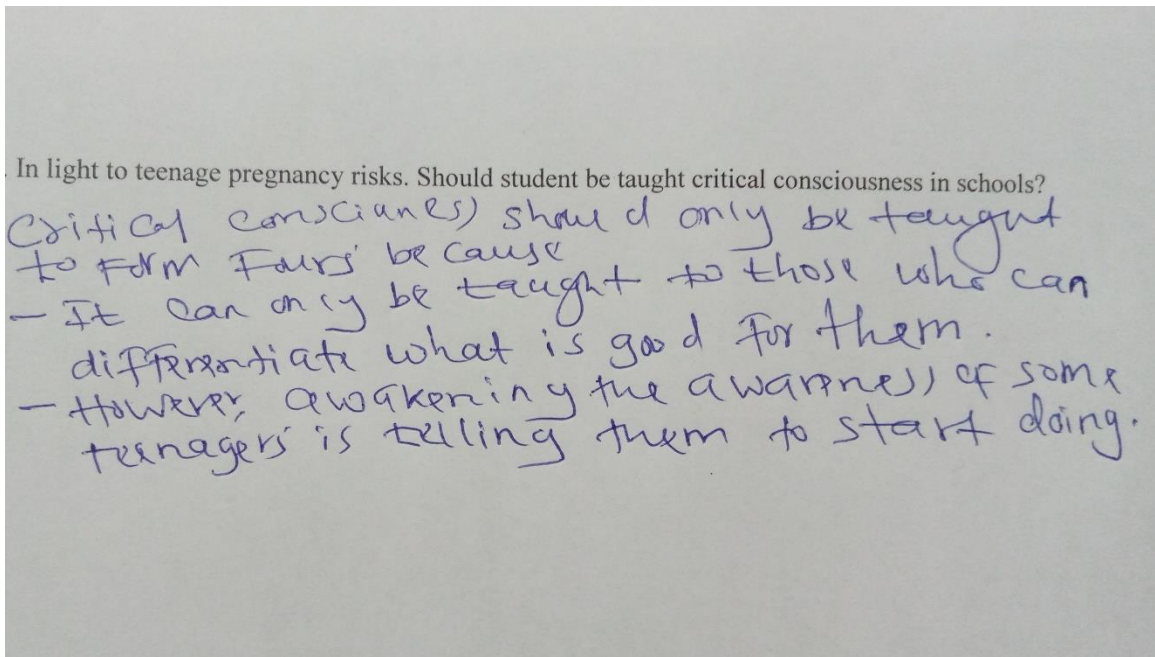


Plate 4. 2: Intervention measures

Source: Field data, 2021

From plate 4.2 the respondent subsumes that general awareness is a gift for teenage pregnancy. This paves the way for the research to explore Freire's critical consciousness against teenage pregnancy.

Further the response evokes a dilemma between practical epistemology and rational psychology which views the human person as having inherent potency of critical self-consciousness and awareness that is supposed to be tapped to wire him/her towards self-realization (Freire 1969). The fear of engaging lower secondary schools indicates lack of confidence in the appropriate pedagogies that can deliver safe information of teenagers in critical consciousness. Thus creating lapse or a gap to navigate Developed Universal Intellectual traits (Paul & Linda 2001).

The statement by RES 10 that " (Critical consciousness) can only be taught to those who can differentiate what is good for them" contradicts Kohlberg's descriptive moral development which locates knowledge of conventional/normative knowledge of good and bad between 10-13 year yet the age set of typical form one students in Kenya is between 13-15years (Castagno, 2008).

The best possible explanation is not that the lower secondary students lack knowledge of good, but there might be lack of understanding of critical consciousness in all and about the best method to instill it as a mitigation measure against teenage pregnancy, either explicitly or by infusing it with other proactive measures like guidance and counseling, Parental formation and Empowerment of teenagers. Exposure in Critical consciousness is a perspective of experience in personal responsibility and accountability which include increased focus, improved decision making, goal setting, and more future orientation and perspective (Paul & Elder 2001). Participants demonstrate personal responsibility and accountability in their sexual decision making and academic school endeavors.

RES 6 state that:

... since I had a child, I needed to focus. Having a child put sense in my head.

From critical consciousness perspective, self-awareness and cultural identity positively influence our racial self and how we interact in environments (Castagno, 2008). Enhancing these executive skills has the potential to improve education attainment and decrease poor sexual decision-making.

4.5.1.1 Equality between the teacher and learner

Freire's concept of education challenges the traditional style of a "banking" education. In "banking" education, teachers are subject-actors who contain knowledge (Freire 1969). That knowledge is deposited into the passive learn-objects, who are empty containers. For Freire, those roles are too rigid, giving too much power to teachers and too little power to students. Freire, (1973) advocates the element of equality in teaching. In so doing the learners will gain courage to pose questions thus cultivating dialogic and problem posing education which transforms or empowers learners to think critically on the societal predicaments or social ills like teenage pregnancy (Freire, 1973). The foregoing argument by Freire is not in tandem with data presented in Figure 4.1 and Figure 4.3 which revealed that teenagers were not well equipped with the skill of questioning or dialogue based on equality in teaching as the basic tools to counter their fellow counterparts on peer pressure as one the main cause of teenage pregnancy. This validates the existence of "banking" concept of education in public secondary schools, which does not transform the learners holistically. The researcher therefore, encourages the teachers to cultivate or nurture the element of equality in classroom environment. In so doing learners will have courage to pose questions in complex or difficulty situation which ignites dialogue hence empowering or transforming the teenagers to think critically to overcome the main cause of teenage pregnancy.

4.5.1.2 Dialogic education

Dialogue is the main way of enhancing equality between the teacher and the learner. Hooks, (1994) described dialogue as the simplest way people can cross boundaries

erected by systems of oppression to keep people apart. Freire, (1973) asserts that dialogue is a relationship involving empathy nourished by love, humility, hope, faith and trust.

Dialogue involves participation by learners. Freire maintained that, for education to be relevant learners or students need to be active participants in the process of learning. This can be achieved through Socratic questioning, brain storming, group discussions, and debates. Dewey (2004) advances active participation and experiential learning. Dewey was particularly interested in critical thinking, which includes critical reflection. This critical reflection and critical thinking based education would be used to push educators harder into thinking outside classroom environment pedagogies (Dewey, 2004; Fishman & McCarthy, 1998).

Findings presented in Figure 4.1 and Figure 4.3 are not in congruence with Dewey's desire for dialogic education. For him dialogic education enhances critical thinking which promotes critical reflection on various social ills in the society (Dewey 2004). In so doing learners will be able to reflect on the prevailing dominations that distract them like teenage pregnancy. Gadoti, (1994) views Dewey as having influenced by Freire to a large extent. According to Gadoti, the major difference in the philosophies of Dewey and Freire lies in the foundational beliefs about the purpose of education.

Dewey, (2004) viewed education as a means of helping learners to live and participate in a democratic or liberal society free from oppressive elements of oppression like teenage pregnancy. Dewey's assertion further contradicts findings presented in Figure 4.1 and Figure 4.3 which established that the society enslave its members. To be precise boda

bodas who are members of the society were among the causality of teenage pregnancy regardless of them being parents.

Freire, (1970) asserted that education enhances structural changes through the process of transforming members of the society or teenagers to think critically about educational issues like teenage pregnancy. Relevant dialogue is a powerful tool for transforming the teenager from the bondage of peer pressure. Further, it will enable the teenager to critical reflect on the prevailing consequences of teenage pregnancy and take appropriate action. Freire's arguments are logical, valid and sound but they contradict the findings presented in figure 4.1 and 4.3 which showed that learners were easily persuaded by the their fellow counterparts due to negative peer pressure indicating the lapse of dialogic education which empowers the learners. Lack dialogic education subjected teenagers to blind sexual intercourse. Therefore, teenagers should be empowered with dialogical or Socratic education which will enable them to engage sexual predators for appropriate decision.

Jackson and Davis (2000) are in tandem with the study in that there is a disconnect between relevant content and pedagogical practices within classrooms, while others argue that learners often fail to see connections between the academic content presented and the world outside the school environment. This is something which hammers the learners to societal prejudice (Bushaw & Lopez, 2012; Goodlad, 1984; Jacobs, 2010; Schlechty, 2011).

4.5.1.3 Problem-posing education

Through dialogue, education moves away from problem-solving project to problem posing. Problem-solving education reduces the human experience to mere problems that are solved. On the other hand, problem-posing education humanizes life in all of its complexities and empowers humans to have agency to change their lives for the better by understanding and intervening in these complex problems (Freire, 2000). Freire's problem posing education contradicts the findings in Figure 4.1 and Figure 4.3. This can be validated from various complexities learners encountered and were unable to solve them. Learners encountered complexities like negative peer pressure, poverty, drug abuse and parental in efficiency but they did not manage them hence succumbed to teenage pregnancy. Therefore, learners should be empowered with problem posing skill as a human agency to strive in changing their lives positively. Further, problem posing education enables them the teenagers to think critical to arrive at logical solution in educational issues like teenage pregnancy.

4.5.1.4 Democratization education

Critical Consciousness (CC) education develops students' capacities to participate in and create democratic spaces (Hooks, 1994). In traditional forms of education, students learn unilateral authority is normal, yet at the same time, they are contradictory told that they live in a free and democratic society (Shor, 1992). Through critical pedagogy, students experiment with sharing power, co-creating solutions, and taking command of the learning process. A considerable number of educators including Dewey and Piaget, as well as Freire "have asserted that learning works best in an active creative process" based on freedom, equality, and justice society (Shor, 1992). Dewey and Piaget, as well as

Freire's agreement contradicts findings in Figure 4.1 and Figure 4.3. To be precise learners were unable to achieve a just society for democratic education. Democratic education in a just society empowers the teenagers with the skills of problem posing which in turn will enable them to engage sexual predators to arrive at a logical conclusion. Further it will enable them to co –create solution to the problem of teenage pregnancy in the society rather than succumbing to negative peer pressure. Therefore, democratic education is paramount in taming teenage pregnancy because it empowers the teenagers to ask questions and critic posed premises from sexual scavengers to arrive at logical conclusion.

4.5.1.5 Human agency education

Freire, (1972) maintains that critical consciousness is deeply rooted in lived experience. It was the “real and concrete hunger” of not knowing where or when his next meal was coming, this drove Freire to be passionate about changing the world (Freire, 1970). This hunger created in Freire deep belief opened the future possibility and made him to take actions that brought about social change (Freire, 1969). Freire's statements and the findings presented in Figure 4.1 and Figure 4.3 amounts to relational contradiction. They clearly indicated that teenagers had no passion to change their future but they were swallowed by the concrete hunger of teenage pregnancy. To validate participant 22 said that *“I engaged in sex due to poverty...”* Therefore, teenagers and all other stake holders need urgent education or what can be termed as human agency education to handle the concrete hunger of teenage pregnancy which has no specific time of departure from public secondary schools. This type education will dissolve and resolve the causes of teenage pregnancy like negative peer pressure, poverty and drug abuse among others.

4.5.1.6 Emotional learning education

“Learning cannot be reduced to a purely intellectual activity. It is more than a mental operation and more than the facts or ideas transmitted by books or lectures” (Shor, 1992). Critical education embraces both the intellectual and emotional aspects of learning. As emotions are brought into the learning experience, students are freed to experience a wide variety of feelings. Some of the emotions that students experience include curiosity, laughter, hope, joy, anxiety, defensiveness, and sadness which give the learner the ability to succeed in school (Shor, 1999). Shor’s ideology of education that frees learners from emotional feelings and desires contradicts findings presented in Figure 4.1 and 4.3. They clearly indicated that girls were driven by their desires and interest without excluding peer pressure. Further, RES 8 substantiated that “*one is influenced to have sex to get money to use*”. In the 5 sampled schools, learning was mainly academic and intellectual. Learning was anchored on mental operations rather than emotional learning that would enable the teenagers to control their anxiety and desires which renders them prone to teenage pregnancy. Therefore, school should embrace both emotional and intellectual learning to enhance learning experience that would subject learners to a wider variety of feelings and learn how to control them even when they are out of the school compound.

4.5.1.7 Healing from oppressive systems of education

Hooks, (1994) wrote about an “*engaged pedagogy*” that connects the ideas learned in the university to the lived experiences of the students. Students seek out these kinds of classes because they desire to experience education as a practice of freedom. This freedom emerges as students use ideas in the classroom to liberate themselves from the

oppressive systems they experience daily. Hooks' "*engaged pedagogy*" contradicts the findings of presented in Figure 4.1 and 4.3. Despite gaining experience of education as a practice of freedom from their teachers, teenagers still were unable to overcome variable of teenage pregnancy. The tables indicated that education they got did not free them as the case of Hooks' "*engaged pedagogy*". This clearly indicates that teenagers did not apply ideas learned in classroom to overcome or free themselves from the bondage of teenage pregnancy. This was validated RES5 who agreed that they had not have enough skills or experience to overcome negative peer pressure. Therefore, education should be hinged towards healing the oppressive elements of education like teenage pregnancy among others.

4.5.2 Freiere's goal of critical pedagogy and teenage pregnancy

The goals of critical pedagogy are beyond critical thinking, its major emphasis is on transformation of the society (Burbules & Berk, 1999). For the society to be fully transformed it recalls the elements of universal intellectual traits based on decision making to handle the issues and oppressions like teenage pregnancy (Paul & Elder 2001).

4.5.3 Application of decision-making skills based on developed intellectual traits

Decision making is a very concrete element for a teenager who is a critical thinker. Critical consciousness is an aspect that yields critical thinking which is more pragmatic although it begins from critical reflection. The teenager must go through the whole process from EoR to UIS without omitting anything (Namwamba, 2007). The rising cases of teenage pregnancy demand that teenagers to use DITs to handle the prevailing dominant oppression in the society. Developed intellectual traits include intellectual humility, intellectual autonomy, intellectual integrity, intellectual courage, and

intellectual perseverance confidence in reason, intellectual empathy, and intellectual fair-mindedness (Paul and Elder, 2001).

4.5.3.1 Intellectual Humility

The term intellectual humility refers to “developed knowledge to an extent of one’s ignorance. It includes an acute awareness that one’s native egocentrism is likely to function self –deceptively to tell the mind that it knows more than it does (Paul & Elder, 2001).” Therefore, an intellectual thinker is a person who has the skills of critical pedagogy that enable him or her to persist social prejudices that might come directly or indirectly from the society without emotional influence in the pursuit of their reason (Paul, 2001). Such individuals can accept that they have no rational knowledge to grasp everything. The element is helpful for teenagers to identify individuals with irrational mind who might lead them into incorrect decision making which finally results fair-mindedness.

The explanation by Paul & Elder (2001) differs with the findings presented Figure 4.1 and Figure 4.3 which indicated that students were unable to resist the causes of teenage pregnancy like ignorance and negative peer pressure which emanated from other individual’s intellectual arrogance which lead many teenagers to succumb to the bondage of teenage pregnancy. Therefore, there is need for schools’ administrators to focus on intellectual humility during life skills lessons which were purely utilized for academics. This will transform the teenagers hence, making them autonomous subjects at the expense of Freirean Banking Concept of education.

4.5.3.2 Intellectual Courage

The term intellectual courage means “facing and fairly addressing ideas, beliefs or viewpoints even when it is painful, intellectual courage is recognizing that ideas that society considers dangerous or absurd are sometimes rationally justified (in whole or in part) or simply in matters of subject taste. Conclusion and beliefs inculcated in people by society are sometimes false or misleading.” (Paul & Elder, 2001).

Therefore, a courageous teenager is the one who is ready to tackle ideas and viewpoints with courage. Such teenagers will be ready to engage peer groups and sexual predators whose mind is out of their point of view. In general, teenagers are not supposed to fear constructive intellectual confrontations based on reason and evidence. In so doing they are able to critique, question and challenge any problems posed to them with courage. The explanation contradicts the findings presented in Figure 4.1 and Figure 4.3 which demonstrated that students had the element of intellectual cowardice as opposed to intellectual courage hence they passively and uncritically convinced to indulge in premarital sex which consequently led to teenage pregnancy. Therefore, there is need to impart learners with the skills of intellectual courage that will lay concrete precipice for teenagers to tackle severe and nonconformity issues that the society poses to them

4.5.3.3 Intellectual Empathy

Intellectual empathy means “to put oneself imaginatively in the place of others or a routine basis so as to genuinely understand them. It requires one to reconstruct the view points and reasoning of others accurately and to reason from premises, assumptions, and ideas other than one’s own.” (Paul & Elder, 2001)

Therefore, an intellectual thinker is one who is critically conscious and tentatively feels the pain of other people for example teenagers (Paul & Elder, 2001). When an individual puts themselves in the situation of fellow individuals it helps the thinker to understand the point of view of the other party. The explanation disagrees with the findings in presented in Figure 4.1 and Figure 4.3. To be precise boda bodas did not have inherent capacity of intellectual empathy for teenagers. They seemed to possess the element of intellectual self-centeredness which catalyzed them to impregnate teenagers. Further participant 7 appealed to the church to impress intellectual empathy for teenagers, “the church should not restrict information on contraceptives because these children need to be aware on the existence of contraceptives given abstinence is not working during this time of COVID -19.”

RES 9 maintained that, parents lacked intellectual empathy to their children. They left their responsibility to teachers and some did not provide basic need to their daughters. An intellectually empathetic parent or *boda boda* will take an action of enlightening the teenagers or their children on the consequences of premarital sex or to abstain from premarital sex. Further, Sexual predators who were found by the study to be the main causer of teenage pregnancy should have intellectual empathy because the teenagers are like their daughters and sisters. School administrators and teachers should wear the uniform of intellectual empathy by imparting teenagers with the skills of critical thinking.

4.5.3.4 Intellectual Perseverance

Intellectual perseverance is the “disposition to work one's way through intellectual complexities despite frustration inherent in the task. Some problems are complicated and cannot be solved easily. One has intellectual perseverance when one does not give up in the face of complexity or frustration. The intellectually perseverant understands that carefully and methodically reasoning through complex issues and problems takes precedence over coming to conclusions. Intellectual perseverance involves adhering to rational principles firmly despite the natural tendency to go with first impressions and simplistic answers. It also entails a realistic sense of the need to struggle with confusion and unsettled questions over an extended time to achieve understanding or insight.” (Paul & Elder,2001). Therefore, a teenager who is a critical thinker has the element of intellectual perseverance.

Thinking is neither easy nor a linear projection but more cumbersome and frustrating because it involves deeper understanding, analysis, and critical reflection on some complexities. Making a decision requires that one review every time the decision they make before especially if they are in frustrating situations or when they find themselves in dilemma on what to do to escape some situations. In this regard, we infer that the thinker has to review not only his/her decision but also his/her critical consciousness that leads to the decision they made before. The explanation by Paul & Elder ,(2001) seems to differ with the findings presented in Figure 4.1 and Figure 4.3 without excluding the evidence of participant 6. The tables indicated that learners were unable to endure intellectual perseverance but they opted for intellectual laziness. Participant 6 alluded

that “*I engaged in premarital sex to withstand the poverty in our family and to be at bar with my fellow peers.*” Therefore, this calls all stakeholders concerned to embrace the teaching of intellectual perseverance in school for students to understand that everything is achieved through concerted efforts and endurance. In so doing learners will accept to undergo severe challenges and obstacles to make their ends meet as opposed intellectual laziness.

4.5.3.5 Intellectual Integrity

Intellectual Integrity means “striving to be true to one’s own disciplined thinking and holding oneself to the same standards that one expects others to meet. For, example, it involves holding oneself to the rigorous standards of evidence and proof to which one holds one's antagonists. It means practicing daily what one advocates for others. It requires honestly admitting discrepancies and inconsistencies in one's own thought and action and identifying inconsistencies within one's thinking.” (Paul & Elder, 2001). A teenager who is a critical thinker is the one with inherent potency of intellectual integrity. Therefore, if a teenager decides that premarital sex is not for them, then the decision must be held for as long as possible. Hence, intellectual integrity does not stop the teenager from being critical conscious but it extends their horizon of acting on certain prevailing situations of oppression. Paul & Elder’s understanding of intellectual integrity contradicts the findings presented in Figure 4.1 and Figure 4.3 which established that sexual predators like *boda bodas* were not honest to teenagers. Participant B alluded that *boda bodas* took an advantage of the teenagers who originate from humble background and lured them with money. Therefore, they did not hold oneself to the reasoning of the teenagers but lured them with money and impregnated them. It was also established that

students lacked the element of intellectual integrity which is concrete in upholding same decision in continuous horizon without fear or favor but they were swayed by negative peer pressure from their fellow colleagues as it was presented in Figure 4.1 and Figure 4.3 respectively. This can be further evidenced from the continuous rising trend of teenage pregnancy cases especially from the month of January to August 2020 during COVID 19 period (KHIS, 2020). This evidence demands all stakeholders especially school administrators to strictly implement the teaching of intellectual integrity as opposed to intellectual hypocrisy among the learners which will help them to say no persistently when sexual predators persuade them. In so doing, the incidences of teenage pregnancy would be minimized.

4.5.3.6 Intellectual Autonomy

Intellectual autonomy “means thinking for oneself while adhering to standards of rationality. It means thinking through issues using one’s own thinking rather than uncritically accepting the viewpoints of others. Intellectually autonomous thinkers do not depend on others when deciding what to believe and what to reject. The explanation by Paul & Elder does not concur with the findings presented in figure 4.1 and figure 4.3. The figures showed that teenagers did not carefully select principles of thought and action which were to guide their mind not to accept all issues presented to them. They were influenced by other's views only to the extent that those views were not reasonable and did not accompany the evidence.” (Paul & Elder, 2001). RES 3 further evidenced that teenagers were influenced by negative peer pressure by their colleagues which subsequently led to teenage pregnancy. Therefore, a teenager who is a critical thinker

has the element of Intellectual autonomy. It empowers the teenagers with concrete tools of thought which allow them to think for oneself”.

Intellectual autonomy requires the teacher to use critical pedagogy that make the teenager independent as opposed to banking concept method of teaching where the learner is assumed to be empty plates waiting to be filled by the custodians of knowledge. In banking education, Freire asserts that teachers dominate the students, think for the students, and assume that students are empty slates that need to be filled thus making the argument oppressive as observed by Freire, (1985).

Intellectual autonomy promotes freedom in thinking hence opening the mind of teenagers to be rational beings on the prevailing oppressions. In the five sampled schools, it was found that most teenagers lacked the element of intellectual autonomy. Most of them agreed that the authority of their teachers or seniors was final. Further, they agreed that they followed their fellow colleagues without reflecting on future implication which most them termed as peer pressure. Therefore, school administrators and teachers are supposed to empower the learners to make independent decision depending on the prevailing situations. This further discourages the banking concept of teaching at the expense of dialogical or Socratic method so that the learners can possess intellectual autonomy. This will enable the teenagers to be critical thinkers who do not passively accept belief of others rather, they think through situations and issues for themselves. Hence, they are able to reject unjustified authority while recognizing the contributions of reasonable

authority. Further, they will carefully form principles of thought and action and do not mindlessly accept those presented to them Freire, (1969).

4.5.3.7 Confidence in Reason

Confidence in reason is based on the belief that:

One's own higher interests and those of human kind at large are best served by giving the freest play to reason, by encouraging people to come to their own conclusions through the use of their own rational faculties. It is based on the belief that, with proper encouragement and cultivation, people can learn to think for themselves; form insightful viewpoints; draw reasonable conclusions; think clearly, accurately, relevantly and logically; persuade each other by appeal to good reason and sound evidence; and become reasonably people despite deep-seated obstacles in human nature and social life" Paul & Elder, (2001).

The explanation by Paul & Elder is not in tandem with the findings presented in Figure 4.1 and Figure 4.3. The findings indicated that teenagers were influenced by insightful viewpoints like negative peer pressure from their colleagues. The colleagues persuaded them to the point where they were unable to make logical conclusions which rendered them to indulge in premarital sex. Participant 9 alluded that "*due to peer pressure my desk mate persuaded me to have a boyfriend like her, who finally impregnated me.*" This indicates that teenagers were influenced by negative insightful viewpoints which rendered them unreasonable, inaccurate and unclear despite the deep seated obstacles in human nature and social life. Therefore, an intellectual teenager is the one who has confidence in reason. To reason is to make inference based on premise or evidence in a logical sequence. As such 'confidence in reason' means that the thinker must respect evidence and logic as tools for discovering truth (Paul & Elder, 2001).

Critical consciousness does not distrust reason and evidence. In this case a student who argues against pre-marital sex needs to produce evidence of the underpinning effects of premarital sex, which must, in turn, be questioned by the teenager. Findings from the five sampled schools indicated that most students had no confidence in reasoning. This scenario gave an opportunity to the sexual perpetrators like *boda bodas* to persuade and harass the teenagers for unplanned sexual activities. This was a clear indication that most school had not been fully prepared their learners to make inferences based on premised evidence or logical sequence. This scenerio created a gap for sexual oppressors to continuously engage learners in premarital sex which consequently led to early teenage pregnancy. Therefore, school stakeholders should be in the fore front to impart skills of confidence in reason to learners to minimize teenage pregnancy.

4.5.3.8 Intellectual Fair-mindedness

Fair-mindedness entails the “pre dispositions to consider all relevant viewpoints equally, without reference to one's own feelings or selfish interests, or the feelings or selfish interests of friends, community or nation. It implies adherence to intellectual standards (such as accuracy, sound, logic and breadth of vision) uninfluenced by one’s advantage or the advantage of one's group” (*Paul & Elder, 2001*). Therefore, a student who is an intellectual thinker has dialectical ability. This is the ability to entertain more than one opinion or ideas without admitting all of them. The understanding of intellectual fair – mindedness by Paul & Elder is not in congruent with the findings in objective two especially on the feelings and self –interest of *boda bodas*. Further the findings presented in Figure 4.1 and Figure 4.3 is in tandem with intellectual bias.

The results in Figure 4.1 and Figure 4.3 indicated that teenagers were biased to negative peer pressure due to their own feelings or self-interest that lead to teenage pregnancy. Intellectual bias in this case means admitting evidence that renders reason outdated. For example, students with fair-mindedness cannot admit all aspects that emanate from sexual perpetrators and they can make judgments on their own to avoid the risks of teenage pregnancy. Findings in Figure 4.1 and Figure 4.3 indicated that, students lacked the element of fair-mindedness, the factor which triggered the teenagers' mind to be influenced by peer pressure hence resulting to teenage pregnancy. A critical thinker teenager is the one who considers all relevant viewpoints equally, without reference to one's own feelings or selfish interests, or the feelings or selfish interests of friends, community or nation. This demands the school administrators and teachers to actuate and strengthen the teaching of intellectual fair-mindedness which will help the learners not to admit all aspects that emanate from their sexual oppressors despite their positions and influence in the lives. This criterion is very fundamental among the learners or students because it broadens their cognitive domain of reasoning which allows them to admit the opinions or ideas of their oppressors and make judgments on their own to minimize teenage pregnancy.

4.6 Chapter summary

This chapter presented findings of the study on the causes of teenage pregnancy, intervention measures, Freire's critical consciousness and his suitable critical pedagogies in relation to good decision making based on developed universal intellectual traits by (Paul & Elder, 2001).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter sought to analyze the summary of the findings based on research Objectives, the conclusion, the recommendations and suggestion for research.

5.2 Summary

This research project endeavored to determine the role of critical consciousness in mitigating teenage pregnancy. In objective one, the research endeavored to establish the causes and intervention measures of teenage pregnancy in the light of Freirean praxeology. Many causes of teenage pregnancy were established. The causes included peer pressure, parental inefficiency, poverty among others but peer pressure was inferred as the main cause of teenage pregnancy. Intervention measure on the other hand were found to be reactive and apparent in that some elicited the response after teenage pregnancy had occurred and the existing proactive measure like guidance and counseling were not active.

In objective two, the researcher aimed at establishing the viability of Freire's critical consciousness as an antidote for teenage pregnancy. Freire's critical consciousness and components were established as the possible remedies for identifying oppression like teenage pregnancy.

Objective three was meant to identify suitable critical pedagogies in curbing teenage pregnancy. Freirean suitable critical pedagogies like dialogue and problem posing

education were established as the possible measure for teenage pregnancy. In the process good decision making based on Developed Universal intellectual traits like intellectual courage and fair mindedness was identify to work together with Freire's suitable critical pedagogies in mitigating teenage pregnancy.

5.3 Conclusion

The purpose of the study was to examine the implications of Freire's critical consciousness on teenage pregnancy in public secondary schools in Kakamega Central. From the findings of objective one, it was concluded that peer pressure was the main cause of teenage pregnancy. Most measures that are in place are apparent as opposed to proactive measures. Further the few existing proactive measures seem to focus on the problem partially or are not fully implemented because teachers are always on toes to complete the syllabus as opposed to Freire's ideology of transforming the learner to become the subject of autonomy at the expense of banking concept of education.

In objective two, it was concluded that, the viability of critical consciousness, critical reflection, critical awareness and critical action should work in tandem to mitigate teenage pregnancy. Freire advocates that for oppression to be mitigated, critical reflection and critical action must work together Praxeologically.

In the last objective, it was concluded that suitable critical pedagogies like problem posing education, democratic education, dialogic education and decision making based on Universal intellectual traits like intellectual humility, intellectual courage and

intellectual confidence were established as the possible mitigation measures for teenage pregnancy in Public secondary schools.

5.4 Recommendations

The study proposes three recommendations for the prevention of teenage pregnancy in secondary school.

- i. In reference to the first conclusion above, schools should create praxiological awareness on peer pressure as the main cause of teenage pregnancy.
- ii. In relation to the second objective, viability of critical consciousness like critical reflection, critical awareness and critical action should be inculcated in both secondary and tertiary curriculums.
- iii. Lastly, Kenya Institute of Curriculum Development (KICD) should formulate practical content related to Freirean suitable critical pedagogy. This equips the teenagers with relevant skills that transforms them to become autonomous. Critical methods of teaching such as Socratic Method, brainstorming, and focused group discussions should be a common means of a teacher's interaction with the learners as opposed to the *banking concept of Freire* in his book "*Pedagogy of the Oppressed*" to broaden the learner's cognitive domain and ability to ask questions or to think critically.

5.5 Recommendation for further Research

The study navigated on the implication of (Paulo) Freire's concept of *conscientizacao* in mitigating teenage pregnancy in Public secondary schools in Kakamega Central Sub-County, Kenya. The study was limited to public secondary schools therefore a comparative study needs to be carried out between private and public secondary

schools to draw logical conclusion on the applicability of (Paulo) Freire's concept of *conscientização* in mitigating teenage pregnancy.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR SCHOOL PRINCIPALS, GUIDANCE AND COUNSELLING TEACHERS AND CLASS TEACHERS

Open-ended questionnaire for gathering data on teenage pregnancy in public secondary schools at Kakamega Central for Philosophy of Education Research.

Instructions:

- i) Please fill this form by writing your real experiences of teenage pregnancy give as much details as you can
- ii) Do not write your identification particulars.
- iii) If the blank spaces provided are not enough you are allowed to use foolscaps
- iii) All information given will be confidential and will be used for the research only.

SECTION 1

1. Indicate the type of school

(a.) Mixed Day school [] (b) Boarding school []

2. Your Gender

(a) Male [] (b) Female []

3. Any responsibility alongside teaching

SECTION II

1. From your own experience as a principal , class teacher or guidance and counseling teacher what are the 6 common causes of teenage pregnancy
2. From the above causes, identify 3 most prominent causes of teenage pregnancy.
3. Give a critical analysis on how the top three causes in 2b above are being handled in your school

SECTION III.

1. Describe the procedures undertaken by your school upon realization of a pregnancy.
2. Give a critical analysis on how the top three causes in section II above are being handled in your school.
3. What would you consider to be the ideal solutions to teenage pregnancy issues and how can these ideals be actualized?
4. In light to teenage pregnancy risks. Should student be taught critical consciousness in schools?

APPENDIX II: INTERVIEW SCHEDULE FOR EXPECTANT AND TEEN MOTHERS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY, KENYA

Interviews for gathering data on teenage pregnancy in public secondary schools at Kakamega Central for Philosophy of Education Research.

Instructions:

- i) Please give information on your real experiences of teenage pregnancy as much as you can.
- ii) Do not mention your particulars.
- iii) All information given will be confidential and will be used for academic research only.

SECTION 1

1. Indicate the type of school

- (a.) Mixed Day school [] (b) Boarding school []

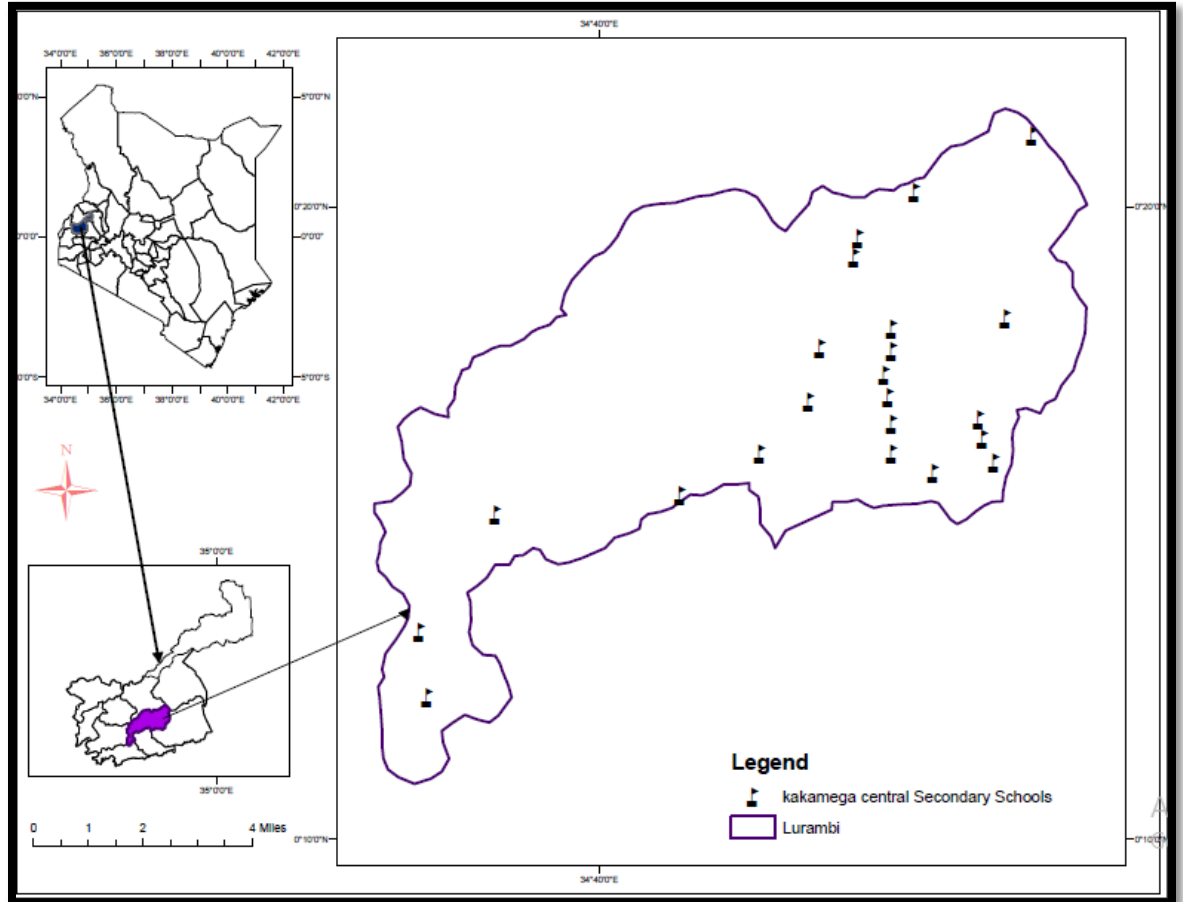
SECTION II

1. What are some of the causes of teenage pregnancy in your school?
2. Which causes do you think need immediate attention and why?

SECTION III

- 1 . What would you consider to be the ideal solutions to teenage pregnancy issues and how can these ideals be actualized?
2. To what extent is the aspect of critical consciousness included in your formal and non-formal aspect of curriculum in your school?
3. Are life skills lessons taken seriously in your school?

**APPENDIX III: THE MAP SHOWS PUBLIC SECONDARY SCHOOL OF
KAKAMEGA CENTRAL SUB -COUNTY**



APPENDIX IV: APPROVAL LETTER FROM POSTGRADUATE STUDIES



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

Date: 20th November, 2020

John Kibwage Nyangaresi,
EEP/G/01-53110/2018,
P.O. Box 190-50100,
KAKAMEGA.

Dear Mr. Nyangaresi,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your master's proposal entitled: "*Implications of Freire's Critical Consciousness on Mitigating Teenage Pregnancy in Public Secondary Schools in Kakamega Central, Kenya*" and appointed the following as supervisors:

1. Dr. Injendi Juma - SEDU, MMUST
2. Dr. Eunice Majanga - SEDU, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Educational Foundations Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your master's thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

Prof. John Obiri
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX V: APPROVAL FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 714283	Date of Issue: 02/December/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. John Kibwage Nyangaresi of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: IMPLICATIONS OF FREIRE'S CRITICAL CONSCIOUSNESS ON MITIGATING TEENAGE PREGNANCY IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL, KENYA for the period ending : 02/December/2021.</p>	
License No: NACOSTI/P/20/8002	
714283 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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