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SOCIALIZATION COMMUNICATION ROLE OF TEACHERS AND PREVENTION OF TEENAGE PREGNANCIES IN PUBLIC SECONDARY SCHOOLS IN NAROK COUNTY, KENYA

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Abstract

Purpose: The purpose was to assess the socialization communication role of teachers and prevention of teenage pregnancies in public secondary schools in Narok County, Kenya.

Methodology: A mixed research design was used in the study. The population of the study included all the 8994 female students of Narok County from 52 secondary schools in the Narok County in the year 2019. The respondents were aged between 13-19 years attending both boarding and day public secondary schools in Narok County in both. Stratified technique of sampling was used to sample the population into strata. The study selected proportionally the subjects from different strata. Total study sample size was 536; 500 respondents for the questionnaire, 12 for the interview, and 24 for the focus group discussions. A questionnaire, key informant interviews and focus group discussions were used to collect data. Quantitative data was analyzed using Statistical Package for Social Sciences computer software package (SPSS statistics version 22). Descriptive statistics drawn include mean, and standard deviation which were presented in tables, frequencies and percentages. Inferential statistics drawn include multiple regression and correlation analysis.

Findings: A significant majority (86.3%) of the respondents indicated that teachers advise on teenage pregnancy impacts positively on student behavior while the rest indicated that it impacted negatively

Unique Contribution to the Society, Policy and Theory: The findings of this research showed that socialization communication helps prevent teenage pregnancies. This therefore means that girls would be able to complete school advance in their studies and when they eventually are of age and ready for marriage, they can help alleviate vicious cycle of poverty as they are eligible to formal employment. There will be general growth in society as women will be empowered. The government and stakeholders should strengthen policies and enhance initiatives to educate more girls and reduce early marriages to the elders in the society, to socialize teenagers in the reality of modern life and the challenges that result in teenage pregnancies. The study improves the theory in that it connects socialization to the role of the teacher

Keywords: *Socialization Communication Function, Preventing Teenage Pregnancies*

1.0 INTRODUCTION

Teenage sexual behavior is a huge concern for the society and nations at large. The period of adolescence is that of rapid physical and cognitive development which makes them begin sexual exploration and experimentation of sexual fantasies and realities (Sanrock, 2013). Pre-marital sex is a risk factor to the teenagers since it exposes them to sexually transmitted infections and unwanted pregnancies which further compound the problem in terms of increased rates of abortion, increased dependency, and disempowerment of girls (Dube, 2013). Teachers are viewed by students as trusted and respected sources of information, and are commonly approached by students with health-related and/or sensitive issues (Ollis & Meldrum, 2014). Teacher involvement in sensitive issues leads to more effective education than when children are informed on these issues by parents alone (Cohen, & Randall, 2012). For instance, it is known that school-based sexuality programs are valued by parents and make the discussion of sexual issues at home an easier process. Parent-child discussions of sensitive issues are also stimulated by school-based child protection programs (Hawkins & Briggs, 2015).

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

Monbiot, (2014), states that communication is key to preventing teenage pregnancies among students in secondary schools. Students who receive training and instruction about how to communicate with their teachers about sexual issues, become more adept at it and express more intent to do so which has a greater impact on preventing teenage pregnancies. Almost all USA students receive some form of sex education at least once between grades 7 and 12. Many schools begin addressing some topics in grades 5 and 6. However, what students learn varies widely because curriculum decisions are decentralized (Monbiot, 2014). Many states have laws governing what is communicated in sex education classes or allowing parents to opt out. Some state laws leave curriculum decisions to individual school districts (Monbiot, 2014). For example, a 1999 study in America by the Guttmacher Institute found that most sex education courses in grades 7 through 12 cover puberty, HIV, STIs, abstinence, implications of teenage pregnancy and how to resist peer pressure. There has been a lot of debate in America on which form of communication on sex education should be taught in schools: Abstinence and abstinence only.

Published literature focusing on communication regarding sexual matters and birth control between adolescents and the different categories of family members in the Sub-Saharan Africa is lacking (Dickson-Gomez *et. al.*, 2017). It is against this background that this study has drawn on available limited research from a number of countries within the African region, bearing in mind that there might be pronounced differences among cultures covered. Communication on sexuality in many African cultures is still a taboo, allowing only ceremonial rites or authorized persons such as paternal aunts and uncles to discuss the subject with young people (Muyinda *et al.*, 2015). A study carried out in Ethiopia revealed that, when communication between teachers and students on issues related to sex takes place, messages are usually ambiguous (Taffa *et al.*, 2015). For example, statements such as do not play with boys are given by teachers advising students on sexuality. In the Ethiopia study, both teachers and students were requested to suggest ways which they felt could improve communication on sexuality at school level. They were asked to propose what the local government could do and what advice they wished to give to other parents and adolescents. The proposed suggestions were in terms of increasing knowledge on sexuality-related issues among teachers and improving communication skills among teachers and adolescents.

Available documentary evidence shows that over 80% of Kenyan adolescents aged 15-19 years perceive themselves to be at risk of getting pregnant and that 70% still engage in high risk sexual behaviour (AMREF, 1997). The same report shows that 20% of girls aged 15-19 years who left school before completing education did so due to pregnancy. Njau (2013) observes that over 80% of teenage boys were sexually experienced and had more than one partner while for girls between 50% and 60% have had the experience. Several researches have shown that effective communication on issues of sex has delayed first intercourse (Lahey, 2012). This communication offers an understanding of sex and can support positive levels of self-esteem and the development of emotional resourcefulness in young people. There are a number of institutions that influence sex knowledge among the adolescents. These include home, church and school. Since a good percentage of the young people's time is spent at school, communication with their teachers on issues of sex is crucial. Secondary school education for most of the youth in Kenya and especially in Nairobi usually starts at around fourteen years of age and under the 8-4-4 system of education it runs for four years (MoE, 2007). The secondary school is thus vital for influencing sex education.

Blake, Kim, Ward, and Chandra, (2014) state that the society expects the school to play a clear role to pass on the true and factual knowledge to the youth. Studies have shown that the quality of teacher -student relationship, parenting style and communication about sex are strong determinants of adolescent sexual behavior (Melissa, 2012). Teachers are in a unique position to help socialize adolescents by providing accurate information about sex and fostering responsible sexual decision-making skills (Hoppe, & Gillmore, 2014). This study focuses upon teens' communication with teachers and their parent's involvement in their lives as they relate to teens sexual behaviors and attitudes. With insight into these relationships, teens' needs can be better met. This study sought to assess the role of Teacher-student communication in preventing teenage pregnancies. Problems caused by negative, irresponsible, or destructive teen sexual behaviors and attitudes can be diminished through improved understanding of these relationships.

Statement of the Problem

Communication between teacher's counsellor and students is crucial in addressing teenage pregnancies (Kirby, 2007). According to Kenya Demographic and Health Survey (2014), teenage pregnancies and especially amongst secondary school learners have been rising at an alarming rate in the world and Kenya in particular (MoE, 2016). The National teenage pregnancy prevalence rate is 18%. Over 370,000 adolescent girls (10- 19) presented with pregnancy in health facilities across 47 counties between July 2016-June 2017 (NCPD 2017). School-based programmes have been put in place to help young people avoid the risks of unsafe sex. The role of the teacher has expanded not only to include the development of cognitive skills but also the child's social and moral wellbeing. Despite the perceived status of teachers by parents and students as competent and informed in matters related to sensitive issues, a large proportion of teacher's express discomfort in educating students in these areas. For example, many teachers indicate fairly low levels of knowledge and mastery in the area of sexual health education (Cohen, Byers, Sears, & Weaver, 2014), with the majority feeling insufficiently prepared to inform students in this area. This lack of preparation may influence the way in which teachers approach their students' education, including the topics covered (Cohen, et al., 2014) and teaching methods employed (Kirby, 2012).

Teachers also indicate feelings of inadequate preparation and support in identifying and managing student's issues of pregnancies, as well as limited knowledge and confidence in their ability to educate students in this area (Walter, Gouze, & Lim, 2016). This has created the problems of teenage pregnancies, abortions, sexually transmitted diseases and sexual exploitation of boys and girls. In fact, in this era of HIV and AIDS, trends indicate that the scourge is increasing most rapidly among young people in their most reproductive years (Melissa, 2012). This is because they are infected during their teenage years through unprotected sex. Beasley, (2013) posits that adolescents were more likely to display references to sexual behavior if a peer displayed similar references. The other concern of the influence of communicating media to teenage pregnancy is sexting which involves sending, receiving, or forwarding sexually explicit messages or pictures via a cell phone or over the internet via email or a social networking site. Studies have been done on communication and sexuality. Martinez-Prather and Vandiver, (2014) posit that sexting as a communication method on adolescent initial sex experience and consequences such as teenage pregnancy. Kiragu *et al.*, (2016) did a study on cultural factors, communication and adolescent sexuality in high schools in Kenya.

The studies above dwelt on the cultural, sexting and social media as factors contributing to sexuality. However, there was need to investigate teacher-student role in prevention of teenage pregnancies. This study sought to use communication privacy theory and social penetration theory to examine the gap between sex knowledge and behaviour change among adolescents. Therefore, there was need to understand the socialization, teaching role by the teachers and parental mediation in preventing teenage pregnancies. To achieve this, the study examined the role of Teacher-student communication in preventing teenage pregnancies in Narok County, Kenya.

Objective of the study

To assess the socialization communication role of teachers in preventing teenage pregnancies in Narok County Kenya

2.0 THEORETICAL FRAMEWORK

Social Development Theory

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

The theory is applicable to the study in that socialization affects the learning process in an individual. It tries to explain consciousness or awareness as the result of socialization. This means that when we talk to our peers or adults, we talk to them for the sake of communication. After we interact with other people, we tend to internalize what we uttered. The theory has its strengths and weaknesses. It focuses on using hands-on experiences which allows students to actively participate in the learning process. The theory also provides teachers with a general idea of the capacity at which their students are able to learn and what is necessary to maximize their learning.

Because this theory does promote hands-on activities and stresses the importance of the learning environment, different types of learners will be able to explore information on their own and make connections to information they previously learned. This allows each individual student to learn the information in a way that is more meaningful and understandable. Many critics believe that all children are different and that they do not necessary learn at the same pace and consistency that his theory suggests. Therefore, many people feel that the ages assigned to each stage are inaccurate and cannot always be applied in the sense that Piaget intended.

Critics also think that learners sometimes have understanding of certain concepts and mental processes but they do not process the motors and language skills to display this knowledge. Thus, some of the timing of Piaget's theory can sometimes be inaccurate due to a child's ability to understand something faster than they can demonstrate that understanding. Overall, social developmental theory lacks the appropriate flexibility to account for students with different learning abilities since the stages have specific ages assigned. The theory connects to the objective on the teaching role of the teacher. The teacher needs to establish the various abilities of the students. He or she needs to identify the ability of the student in relation to how they communicate. This will help them to create an environment in which the student can communicate on matters related to sexuality which will help avoid teenage pregnancy.

Teacher Socialization Role

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

send mixed messages about important sexual information. Sexual health information can be perplexing for many adolescents.

Wang, (2016) defined sexual socialization as the process through which young people learn and internalize sexual knowledge, attitudes, skills, norms, and expectations for sexual relationships. People learn to be sexual within specific cultures and contexts, and socialization is a lifelong process that begins in childhood, increases considerably in adolescence, and continues throughout adulthood. Key socializing agents in the development of sexual behavior include families, schools, peers, and mass media, and adolescents report learning about sexuality from these sources (Wilson, & Klein, 2012). Researchers such as Braverman and Fong, (2013), L'Engle, Brown, and Kenneavy, (2016), and Miller, (2014) suggests that socialization agents differentially impact adolescents' sexual behavior: Parents and schools are traditional and largely health promoting socialization agents, while peers and mass media often provide information that accelerates teens' sexual activity.

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

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

Erikson, (2012) stated that young people tend to shift their orientation from parents to peers during adolescence. A central developmental task for young people is gaining autonomy and developing close relationships with same and opposite-sex peers that help adolescents become more independent. Peers may become more powerful sexual socialization agents than parents, particularly for information about sexual intercourse. According to Romer and Stanton, (2013) peers transmit sexual information that is often more accepting, and influential, than standards espoused by adults. When the sexual information supplied by peers is dominant, adolescents have an earlier transition to first coitus, and those who believe that peers approve of sexual activity and are sexually active are more likely to initiate intercourse. It is at this juncture that the teacher advisory role is significant for them to discourage the teenagers from engaging from

early sexual intercourse, and how the peer advice may damage to their life (Romer & Stanton, 2013).

3.0 RESEARCH METHODOLOGY

Research Design

This study used a convergent parallel mixed methods design. It merged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The study collected both forms of data at roughly the same time and integrated the information in the interpretation of the overall results (Creswell, 2003) in order to answer the research objectives.

Population

The population of the study included all the female students aged between 13-19 years who attend public secondary school in Narok County's. According to Ministry of Education (2018), Narok County has 8994 girl's students in 52 public secondary schools from form one to three. Therefore, the population size of the study was 8994 female girls' students. These students are both boarders and day scholars in form one to three. The researcher chose this age range (13-19 years) because they are the most affected teenagers who are in secondary school (MoE, 2018).

Sample and Sampling Technique

The sampling frame for the study was envisioned as consisting of five clusters, as indicated in table below. Consequently, data was collected from the four clusters: girls' boarding, mixed boarding, mixed day and mixed day and boarding. Therefore, the list of names was obtained from their respective class registers for form one to three from which the respondents were sampled randomly. Hence the quantitative sampling was representative of the public secondary school girl's students of the county. On the other hand, because qualitative research does not attempt to make representative statements about populations, qualitative samples are typically drawn purposively. For this study, participants were purposively selected in the sampled schools from form one to form three.

Clusters of Public Secondary Schools of Narok County

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

Source: Narok County Director of Education (2018)

Boarding Girls Secondary

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

Mixed Boarding

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

Mixed Day

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

Mixed day and Boarding

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

Therefore, the total sample size for this study were 536 respondents of which 500 participated in the survey, 12 participated in-depth interviews, and 24 took part in the focus group discussions.

Data Collection Tools and Procedures

The study collected primary data from the respondents. The data collection instruments that were used in this study to collect primary data included a questionnaire, key informant interviews, and focus group discussion. The data collection procedure started once the researcher was given a letter of approval by the university to go to the field. Using the letter of approval, a permit to conduct the study was acquired from NACOSTI. Afterwards, the Education Officer in charge of Narok County was informed of the study and hence all the relevant stakeholders who included the principals, teachers and student of the girls' schools were informed as well. The researcher used the services of three research assistants only during the administering of the research instruments.

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

Data Analysis

In order to bring order, structure and interpretation to the collected data, the researcher systematically organized the data by coding it into categories and constructing matrixes. After classifying the data, the researcher compared and contrasted it to the information retrieved from the literature review. To conduct the quantitative data analysis, the Statistical Package for Social Sciences computer software package (SPSS statistics version 22) was used. The Quantitative data generated was subjected to the descriptive statistics feature in SPSS to generate mean, and standard deviation which was presented using tables, frequencies and percentages while Qualitative data consist of words and observations, not numbers.

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

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

Regression model

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

$$Y = \beta_0 + \beta_1 x_i + e \dots\dots\dots \text{Linear model}$$

Whereby;

Y = Dependent variable

x_i = Independent variable

β_0 = Constant

β_i = Regression coefficient of the independent variable

e= Error term

4.0 RESULTS AND DISCUSSION

4.1 Socialization Role

4.1.1 Extent of Agreement on Statements on Socialization Role and Teenage Pregnancy

The respondents were requested to indicate the extent of agreement on statements on Socialization role and teenage pregnancy. The findings are shown in table 1. below

Table 1. Extent of Agreement on Statements on Socialization Role and Teenage Pregnancy

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

From the findings the agreed that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies (mean=3.67), followed by the school environment and culture is supportive in making students to have a sense of belonging and be connected to the school and the teachers thus are free to share issues on sexuality and teenage pregnancies (mean=3.624), motivational talks from different speakers invited in the school help students to feel free in communicating matters related to sex and teenage pregnancies (mean=3.609), and that students share their

experiences on sexuality with their teachers and get encouraged through school programs (mean=3.523). The respondents moderately agreed that socialization helps students to have a platform where they can communicate appropriately with the teachers on matters sex and thus are able to deal with teenage pregnancies (mean=3.391), and that through socialization students disclose information regarding sexuality (mean=3.33). This depicts that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies. The findings agree with a study by Larson, (2000) who claimed that extracurricular participation promotes positive development is more adequately tested by longitudinal studies that adjust for selection factors and include measures of the dependent variable on multiple occasions. Eccles (2011) found that participation in structured youth activities in the 10th grade predicted educational outcomes, psychological adjustment, and substance abuse in the 12th grade and during young adulthood.

Information from KIIs indicated that most teenagers, in an attempt to want to be like their mates in areas such as dressing, hair-do and other material things get a lot of wrong information about sex activity. Some teenagers are deceived by their peers to engage in sexual intercourse and get its taste. In some cases, they are being urged into doing that by their peers or friends who often ask them to accompany them on an errand where illicit sexual activity is carried out. The KIIs also reported that most girls who are not involved in love relationship are usually influenced by their peers into this act. Education about responsible sexual behaviour and specific clear information about the danger of sexual intercourse and teenage pregnancy are frequently not offered. Thus, much of the sex education that teenagers received and information about sex are through uninformed peers. The findings agree with a study by Erikson, (2012) who stated that young people tend to shift their orientation from parents to peers during adolescence. A central developmental task for young people is gaining autonomy and developing close relationships with same and opposite-sex peers that help adolescents become more independent. Peers may become more powerful sexual socialization agents than parents, particularly for information about sexual intercourse.

4.2 Inferential Analysis of Influence of Socialization Role on Prevention of Teenage Pregnancies

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

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

4.2.1 Regression Model

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

Preventing Teenage Pregnancies = f (Socialization Communication)

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

Table 2. Simple Linear Regression Results for the Influence of Socialization Role on Prevention of Teenage Pregnancies

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

Dependent Variable: Preventing Teenage Pregnancies

Predictors: (Constant), Socialization Communication

The results in Table 2. above shows that $r = 0.814$, implying a positive slope between the independent variable (socialization communication) and the dependent variable (preventing teenage pregnancies). The R- Squared was .663, meaning that 66.3% of the variation in the preventing teenage pregnancies was explained by variation in the socialization communication. The other factors explained 33.7%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

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

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

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

The beta value implies that for one-unit increase in socialization communication, preventing teenage pregnancies increases by 0.221 . This therefore confirms that socialization communication had a significant positive influence on the preventing teenage pregnancies. The findings agree with a study by Braverman and Fong, (2013) who argued that teachers have an

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

4.2.2 Correlation between Socialization Role and Prevention of Teenage Pregnancies

Correlational analysis using Pearson’s product moment technique was done to determine the relationship between socialization communication and prevention of teenage pregnancies. Results of the correlation are presented in Table 3. below

Table 3. Correlation between Socialization Role and Prevention of Teenage Pregnancies

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

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

Results from the Table 3. above reveal that there is a significant positive relationship between socialization communication and prevention of teenage pregnancies ($r = 0.814$). This implies that there is a very strong association between socialization communication and prevention of teenage pregnancies which is significant.

Conclusions

The study concluded that student participation in school extracurricular activities gives them a sense of belonging which is important in their continuation to schooling and avoidance of teenage pregnancies. The study concluded that most teenagers, in an attempt to want to be like their mates in areas such as dressing, hair-do and other material things get a lot of wrong information about sex activity. Some teenagers are deceived by their peers to engage in sexual intercourse and get its taste. The study concluded that socialization communication had a significant positive influence on the preventing teenage pregnancies. The study also concluded that there is a very strong association between socialization communication and prevention of teenage pregnancies which is significant. The findings of this research showed that socialization

communication help prevent teenage pregnancies. This would mean girls can be able to socialize with their female teachers who in turn will establish the problems they go through as teenagers and guide them on how well they can handle them. As a result, the girls would be able to complete schools and advance their education levels and become ambassadors of prevention of teenage pregnancies among the adolescence. They would also be able to secure employment where they can reduce the poverty levels among their community members.

Recommendations of the Study

The study recommended that school administrators and teacher counselors should always consider misconceptions such as most birth mothers are teenagers, teen birthfathers aren't involved parents, and teenage birthparents can't continue their education when establishing guidance and counseling services. The teachers should be provided with communication skills they can adopt while communicating with the students about sex issues. Counselling strategies should therefore be aimed at building rapport with techniques such as maintaining confidentiality, avoiding judgmental steering and gearing communication to cognitive maturity. Hence counsellors who are able to discuss such strategies can help teenage pregnancy adolescents make informed decisions and their future prospects improve.

There is need to bridge the gap between sexual knowledge and behaviour change at the point of interaction between teachers and students. The government (county or national) and policy makers should take into consideration the lack of information on communication between teachers and students on issues related to sex with a special focus on Narok County and other counties affected by this problem. The government and stakeholders should strengthen policies and enhance initiatives to educate more girls and reduce early marriages. Traditions among the Maasai community still exist in relation to teenage girls as they are supposed to be married at that tender age. Thus the government (county or national) should take into consideration the effect of these traditions on policies to combat teenage pregnancy. This will increase their efficacy and improve communication which would be important in curbing teenage pregnancies.

The study findings stated that socialization role improves the communication between the student and the teacher which helps in prevention of teenage pregnancies. This thus improves the theory in that it connects socialization to the role of the teacher. The study recommends that the teacher needs to establish the various abilities of the students though socializing with them. He or she needs to identify the ability of the student in relation to how they communicate. This will help them to create an environment in which the student can communicate on matters related to sexuality which will help avoid teenage pregnancy.

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