

Challenges confronting Junior High School head teachers in managing teenage pregnancy in the Kintampo Municipality of Ghana

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Teenage, Challenges, Role-Models, Re-entry Policy, Inseparable.

Abstract

This paper examines the challenges confronting Junior High School Head Teachers in the Management of Teenage Pregnancies in the Kintampo Municipality of Ghana. What are the causes of teenage pregnancy? The study found out that teenage pregnancy is as a result of poor parenting, peer influence, low socio-economic backgrounds of girls, poverty and a lack of role models to mentor teenage girls as they grow up in the District. Teenage Pregnancy is an inseparable aspect of people's as well as societies' life. The study also established that school dropout, poor academic performance, early death and low economic status of girls as some of the effects of teenage pregnancy. Participants from the data gathered indicated that, teachers should intensify sex education in schools, allowing community involvement in educating girls as well as NGO encouragement in programmes to eliminate teenage pregnancy to help curb the menace in our schools. The study recommends that GES, school Head teachers, teachers, parents, community members and NGOs' should introduce programmes such as sex education, Re-entry Policy and the use of Role Models to help solve the problem.

1.0 Introduction

One major contemporary social problem confronting most countries in the world is teenage pregnancy. From the developed world, countries such as the United States to the developing world countries such as Ghana, teenage pregnancy has been a source of worry for policy makers, social workers and other human service providers due to its negative repercussions on the girl-child (Grunseit, 2007). Grunseit defined teenage pregnancy as a pregnancy that occurs in young girls' mostly between the ranges of age 13 to 17 years old before they become legally adults. Before the age of eighteen, the girl is considered a girl-child who is supposed to be in school in most countries (Grunseit, 2007).

Yampolskaya, Brown and Greenbaum (2002) asserted that teenage pregnancy has a lot of social consequences which include school drop-out or interrupted schooling, falling prey to criminal activity, abortion, ostracism, child neglect, school adjustment difficulties for their children, adoption, lack of social security, poverty, repeated pregnancy, and negative effects on domestic life. The existence of teenage pregnancy does not help social development of the girl-child. This is attributable to the girls' age as in maturity, the absence of any consistent means of support to care for the child and themselves, and the lack of continuous schooling, which leads to lack of education. Socially, it is alleged that teenage pregnancy and its associated motherhood

are characterized with shame, disgrace, school dropout and sometimes end of the individual's dreams of achieving higher pursuits.

Most authors have linked teenage pregnancy to poverty (Keller, Hilton & Twumasi-Ankrah, 1999). The authors, for instance, linked teenage pregnancy to poverty. For instance, Keller, et al. (1999) opined that in rural communities, family financial exigencies and social custom induce girls to stay out of school and enter into early sexual relationships which lead them into getting pregnant at early stages of their lives thereby making them continue to be in the cycle of poverty. According to Yampolskaya, Brown, and Greenbaum (2002), "... approximately 60% of adolescent mothers live in poverty at the time of the birth of their babies, and approximately 73% go on welfare within 5 years of giving birth (p. 8). This presupposes that tackling teenage pregnancy would have a trickling down effects on poverty and vice-versa.

There are several causes attributed to teenage pregnancy according to the socio-culture of the environment the girls find themselves (Friko, 2012). According to Friko (2012), one of the causes of teenage pregnancy is religious environment on the Northern part of Ghana. In the North, many Islamic communities force girls to get married very early. This causes girl-children out of school and teenage pregnancy (Friko, 2012). Another cause of teenage pregnancy is self-esteem. Selby (2010) considered low self-esteem among girls as a cause of teenage pregnancy. Children who are not shown love and affection from parents will seek it out with their peer group. Many adolescents report feeling pressured by their peers to have sex before they are married.

Teenage pregnancy is problematic because of its effects on the child development. First, the pregnant girl is a child herself, and do not have financial resources to cater for the baby. The girl-child usually has to rely on her families and relatives to assist her. It also leads to expulsion from school and some may not have the opportunity of being re-absorbed into the school system or having the ability to learn a trade. Teenage pregnancy brings a slowdown in girl-child's development opportunities, as well as the quality of life in the future. Hence, the vicious circle of poverty affects the family and the nation as well. Teenage mothers are not mature to meet the emotional and societal needs of their children. According to Gyesaw and Ankoma, 2013, the girl-child may also feel isolated and dejected by their friends who continued their education thereby contributing to psychological issues. Teenage pregnancy among school girls is a canker and steps must be taken to help them not to drop out. (Gyesaw & Ankoma, 2013).

The future of girls who get pregnant before full maturity and completing basic school is always an issue. However, Mankoe (2006) quotes Dr. Kwegyir Aggrey's statement in explaining that "educate a man, and you educate an individual; educate a woman, and you educate a whole nation" (p. 157) asserts to the fact that the girl-child's education is very important for national development.

The importance of Girl-Child education in nation building is realized as a major tool for societal advancement, of which, from past colonial times up to date, governments in Ghana have made conscious efforts to promote (World Bank, 2005). The Constitution of Ghana also mandates Girl-Child education and retention in school Article 25(1) (a) of the 1992 constitution of the 4th Republic of Ghana states that, all persons shall have the right to equal educational opportunities and facilities and with a view of achieving the full realization of that right, basic education shall be free, compulsory, and available to all. (Constitution of Ghana, 1992). To realize this dream, the government has set up Girls Education Units at the national, regional, municipal/district offices and schools, and also appointed girls' education officers who have been trained to ensure that, girls go to school, remain in school, continue to senior high schools, and enter tertiary institutions as well as the job market after graduation.

In Ghana, it was reported that the Adolescent birth rate in 2011 was 60 per 1,000 women (Ghana Statistical Records, 2014). In the Kintampo Municipality (the study area), a total of 76 teenagers became pregnant in 2012, some of whom were aged between 10 and 14 years, 82 in 2013 and 56 as at June, 2014. A study in the Kintampo Municipality revealed that 19 % of junior high students had already given birth. (GES Girls' Education Unit Report, 2011-2014). Practically, the problem of teenage pregnancy is enormous in the Kintampo Municipality, and the education gap is still wide in favour of boys as against girls particularly as the school children move up the academic ladder in terms of enrolment, retention and completion at the basic level. Most of the girls end up dropping out of school due to teenage pregnancy.

Review of Literature

Girls' Education in General

A major deterrent to female take up and follow through of educational opportunities (even when these are available) is a near universal fundamental cultural bias in favour of males in Africa and Ghana in particular (Brock & cammish, 1997). They said, widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education.

Tumbakorah (2007) gave a brief history of girls' education and stated that, the constitution of Ghana provides for equality of access to education, elimination of gender role stereotyping and for a duration system that is expected to close the gap in education levels between men and women. Unfortunately, Ghanaian women started off their educational history from a considerable disadvantaged position because our colonial education under the Wesleyan, Basel and Catholic Missionaries discriminated against females. Not only that they discriminated against females but they only served their interest by educating only their female children and those who will serve them as secretaries and office clerks. According to the report, the Basel missions had 59 girls to every 100 boys, the Catholics had 28 girls to every 100 boys and the Wesleyan had 11 girls to every 100 boys admitted.

According to Mensah, (2007), although both boys and girls have various roles in the family, girls naturally assume more roles and responsibilities than boys so far as family life is concerned. For example, girls at an early stage of life learn to care for the younger ones, and at a later stage in life again perform other roles like cooking, fetching of water and firewood, sweeping, cleaning and doing other household chores. Hence, there is an old adage that says "the office of the girl is the kitchen". This saying has helped to relegate the girls to the background when it comes to selecting either a girl or boy for formal education. This mentality has affected the girl-child for centuries most especially in the African continent and in Ghana in particular. For instance, whenever there are financial constraints faced by the family, it is the girl-child that will "sacrifice" her education for the boy-child with the following presumptions; the opportunity cost of educating girls are higher than boys. Girls will get married and end up in the kitchen. Many girls have been denied access to formal education let alone retaining them in school.

Factors Which Militate Against Girls' Education Resulting in School Dropout.

In the Daily Graphic of Tuesday, March 8, 2011, from the column Gender and Children on the topic MOWAC, others salute women, to commemorate the centenary celebration of International Women's Day, the Ghana Trades Union Congress (GTUC) Indicated that, despite

the widespread claim that all people have equal rights to education, millions of children majority of whom are girls do not have access to primary education especially in the rural areas. Speaking on this topic, Akua Britwum was of the view that there has been significant progress in women and girls' access to educational opportunities, however there are challenges that face women's education and training as well as their participation within the science and technology sector adding that socio-cultural practices still hinder a lot of women and girls from gaining adequate access to education.

According to the Commonwealth Education Fund (CEF), the launching of the Education for All (EFA) Campaign in Dakar, Senegal in 2000 seeking to promote Universal Primary Education (UPE) and gender parity in education with reference to current global education statistics indicates that two thirds of all those who have no access to education are girls and women. These global statistics revealed that sixty-five million girls and women never even started school and an estimated one hundred million do not complete primary education, often because their opportunities are far from equal to those of boys.

Recent studies conducted into girls' education shows that, there are many factors affecting the learning environment of the girls' enrolment and retention in school. National Plan of Action Report (1995) stated that the education of girls has not been given the concern it deserves for a long time, but some of the factors affecting the girl-child education include; (i) Influence of poverty on female education, (ii) Parental level of education and girls' education, (iii) Engaging in pre-marital sex leading to teenage pregnancy, (iv) Attitudes of parents towards girl-child education, (v) Sexual harassment by both men and boys leading to teenage pregnancy, and (vi) the importance attached to girl-child education.

Influence of Poverty on Female Education

In Ghana, studies have shown that the most common factor causing school dropout among girls at the basic education level and senior high schools is lack of sustained parental support with respect to provision of basic needs and essential items required by the school for teaching and learning to go on smoothly for the girl-child's education. Some of these provisions range from food to uniforms, under wears and sanitary pad (Bosiako, 2013).

This the researchers agree in principle with the study because everything about girls' education is costly. This ranges from food, to uniforms, sandals, and to some essential things like sanitary pad for menstruation. This therefore, makes it impossible for the poorer parents to afford and this forces some of them into prioritizing who is to be sent to school (Bosiako, 2013). Here, girls are not likely to take precedence due to cultural, religious, traditional and economic reasons.

Parental Level of Education and Girls' Education.

Researches in recent years in Ghana and other African countries have focused on the link between parental education and Children's education (e.g., Amadi, 2000; DFID, 2005; Gyan, 2013). More educated parents have, on average, better educated children (DFID, 2005). According to the DFID report, the policy implications of a link between parental education and children's education are huge.

Again, in a research conducted by Ermisch and Pronza, (2010) they stated "we have shown that parents' education is an important, but hardly exclusive part of the common family background that generates positive correlation between the educational attainments of siblings from the same family" (p. 15). But the correlation between the educational attainments of parents and those of their children overstates considerably the causal effect of parents' education on the education of their children.

Also, (Chevaller, 2004) came out with the following findings: The mechanism of this intergenerational correlation in earnings is still subject to debate, but the researcher thinks education of parents is a likely culprit. The common view is that more educated parents provide an environment, which improves their children's opportunities and decision processes. Also a research conducted by Abomah and Bruce (2011) concluded that, there is about 66.5% of parents who had education up to the basic school level and about 10.1% of those who have no education at all in Ghana, with only 23.4% having tertiary education. With this huge percentage of parents with low education levels, the girl child is at a disadvantage since more parents with low socio-economic status also means many girls who will not be able to move far in their academic laurels.

Engaging in pre-marital sex leading to teenage pregnancy.

Premarital sex often leads to unplanned pregnancies. Teenagers however have more odds stacked against them than older women because of their age. It is often argued that domestic violence and lack of love from parents for their wards most often than not force teenage girls seek for that love from their colleague males thereby resulting in early sex and its associated teenage pregnancies. Teenage pregnancy is one of the social ills that affect society. (Amadi, 2000). The existence of teenage pregnancy does not auger well for the development of the girl-child.

In Ghana, a number of studies have explored the conditions of adolescents, including the challenges they face to confirm the fact that premarital sex leading to teen pregnancy is a problem. Concentrating on female adolescents, Bosiako (2013) mentioned that rapid urbanization has resulted in migration of adolescents to towns. This situation breaks down the steady parental and other social controls, which existed prior to migration. He also noted that girls are at times tempted to take on commercial sex work as a means of survival. Meanwhile, other challenges that girls are faced with include early exposure to sexual activities and low or no contraceptive use. In effect, they come face to face with teenage pregnancy.

Sexual harassment by both men and boys leading to teenage pregnancy

Sexual harassment is a big problem for kids and teen girls, especially when smartphones, online messages, and social media make it easy for bullies to achieve their aims. Sexual harassment involves comments, gestures, actions or attention that is intended to hurt, offend or intimidate another person. Girls mostly suffer in the hands of elderly persons and peers wanting to help them, especially male teachers as cited in (Gender Mainstreaming Project, UEW, 2006, p. 3) "responses from male/female staff, student and faculty revealed that sexual harassment was rife on all three of UEW campuses and that women were mostly the victims". The newsletter specifies clearly that over 80% of male participants including male lecturers "expressed discomfort about the kind of attire worn by females of the University which they described as one of the major causes of sexual harassment and advocated for the introduction of dress code" (p. 12). This attitude of the girl-child is exhibited all the way from upper primary where uniforms and dresses worn are shortened with different styles apart from those the schools had prescribed for them, thereby enticing both boys and male teachers at the school.

The researchers do not agree with the above assertion because, girls who are even younger and do not seem to know what they are about in life even fall victim to this heinous crime.

The prevalence in higher education appears to be even greater, with many male lecturers dismissively laying the blame on female students for dressing or behaving provocatively. Laerd (2013), cites a study of two universities in Nigeria that found 77% of the sample of 198 female

students saying they experienced sexual harassment by male lecturers. Evidence is more difficult to obtain since there are strong cultural taboos surrounding sexual matters especially in Ghana. This confirms that, sexual harassment of women and girls is a factor that militates against girls' education. These men who pretend to love such girls end up impregnating them to the detriment of their education.

Attitudes of parents towards girl-child education

Parents' attitude towards girls' education is a key component of children's success as adults in multiple spheres, including the labour market and later childrearing. A child's educational attainment is strongly influenced by characteristics of his/her parents, such as their own educational attainments, economic resources, and expectations (Amadi, 2000).

Attitudes and preferences regarding children's educational attainment are important determinants of parents' childrearing behaviour, these attitudes also reflect gender roles created by family structure, including the different nature of sons' and daughters' ties to natal family. The patrilineal and matrilineal kinship systems in Africa and Ghana as a nation generate differential standards and expectations for girls and boys. Traditionally Amadi (2000) a girl leaves her family upon marriage to join her husband's family, and so her worth as a child is primarily in her labour contribution to the household. As an adult, her worth is as a source of children and labour for her husband and his family.

This factor itself can be a deterrent to female participation in schooling. Difficulties of accessibility, lack of resources and low teacher quality and morale are widespread. In particular this has led to lack of female primary teachers in rural areas where they would serve as role models to girls in those communities. Parents are, in some cases, very reluctant indeed to send daughters to school, and the facilities for the accommodation and security of such girls are usually absent or inadequate.

Importance of girl-child education

In September (2000), 188 heads of state from around the world signed the Millennium Declaration and established the Millennium Development Goals (MDGs). While most goals aim to achieve significant progress in development by 2015, one goal was to be achieved by 2005 – gender parity in primary and secondary education (DFID, 2005). Women are at the heart of most societies today regardless of whether they are working or not, mothers are very influential people in children's lives. Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. As the following examples demonstrate, having an education can make an enormous difference to a woman's chances of finding well-paid work, raising a healthy family and preventing the spread of diseases such as HIV and AIDS. (DFID, 2005), outline the importance of girls' education as follows:

1. Women with at least a basic education are much less likely to be poor. Providing girls with one extra year of schooling beyond the average can boost their eventual wages by 10 to 20 per cent.
2. An infant born to an educated woman is much more likely to survive until adulthood. In Africa, children of mothers who receive five years of primary education are 40 per cent more likely to live beyond age five.
3. An educated woman is 50 per cent more likely to have her children immunized against childhood diseases.
4. If we had reached the gender parity goal by 2005, more than 1 million childhood deaths could have been averted.

5. For every boy newly infected with HIV in Africa, there are between three and six girls newly infected. Yet, in high-prevalence areas such as Swaziland, two-thirds of teenage girls in school are free from HIV, while two-thirds of out-of-school girls are HIV positive. In Uganda, children who have been to secondary school are four times less likely to become HIV positive.

In conclusion, the researchers want to add to the above that women have many special tasks in life and their spheres of duties are different from those of men, but we should remember that these tasks also need training and education. Unless women get proper education, their prospective faculties get crippled. It is by imparting proper education to them that we can expect them to discharge the duties nicely and decently. We cannot have ideal citizens when the mothers themselves are foolish and ignorant. The future of a child depends upon how it is brought up and educated in childhood, and an educated mother is naturally expected to bring up children better than an uneducated mother.

Methodology/Procedure

The research design used was descriptive survey, which is a quantitative research method employed in the data collection and analysis. The target population for the research comprised all J.H.S head teachers, Assistant Head teachers and Teachers in the Kintampo Municipality of the Brong Ahafo Region of Ghana. A sample of one hundred and forty-one (141) respondents were drawn from the public and private junior high schools in the Kintampo municipality for the questionnaire study. The respondents in this study included JHS head teachers, assistant head teachers and teachers (males and females) in the schools as specified above to have a fair representation of the population. Systematic sampling was used with a starting number of 3 (i.e. 1-in-3 ratio) and selection continuous by taking every third (3rd) person from the starting point, and the successive selections were then 6, 9, 12, 15, 18, 21, etc. to the end (422) given a total of 141 head teachers, assistant head teachers and teachers sampled. Structured Survey Questionnaire was used as the main instruments for data collection. The instrument consisted of two parts: Part one requested demographic information of respondents including; Official position of respondents, gender distribution of respondents and qualification of respondents. Part two was mainly open-ended type of questions. The Questionnaire was administered by the researchers personally to the 141 respondents selected after obtaining permission from their head teachers. The purpose of the study was explained to them in English and they were given one week to complete the questionnaire. After one week, the researchers made visits to the schools to collect the questionnaires.

Simple percentages and frequencies were used to analyse the data collected. Indeed, SPSS version 21 assisted us to organise our data in such manner to make meaning to our readers.

Data Analysis and Discussion

The data shows that forty-three (30.5%) of them were Head teachers and Assistant Head teachers while the majority, ninety-eight (69.5%) were Teachers. The data on gender shows that 49 (34.8%) were females while 92 (65.2%) were males. A total of 22 (15.6%) of the 141 respondents were between the ages of 51 years and above, 29 respondents (20.6%) were less than 30 years, 39 respondents (27.7%) were also between the ages of 41-50 years, while 51 of the respondents (36.1%) were between ages 31-40 years. Majority of the respondents 81 (57.4%) were Christians, 45 (31.9%) were Muslims, 15 (10.7%) were traditionalist, while none (0.0%) do not belong to any of the above religions. A Cumulative percentage of 5.1 (7%) of the

respondents had experience of 20 years plus in the teaching field, 22 (15.6%) were below 5 years, 35 (24.8%) were between ages 6-10, 38 (26.9%) were also between ages 16-20 while 39 (27.6%) were between ages 11-15 respectively.

Main Issues

Awareness of the problems associated with teenage pregnancy.

	F (%)	F (%)	F (%)	F (%)	F (%)
School children under the age of 18 can get pregnant	92 (65.2)	35 (24.8)	2 (1.4)	8 (5.7)	4 (2.9)
Teenage pregnancy is common among our school children	97 (68.8)	29 (20.6)	4 (2.8)	11 (7.8)	0 (0.0)
Most girls drop out of school because of teenage pregnancy	39 (27.6)	29 (20.6)	3 (2.1)	51 (36.1)	19 (13.6)
Teenage girls from poor homes are more likely to get pregnant before completing school	68 (48.2)	42 (29.8)	5 (3.5)	21 (14.9)	5 (3.5)
Low performing girls are more likely to get pregnant before completing school	5 (3.5)	2 (1.4)	8 (5.6)	48 (34.0)	78 (55.5)

N=141, field data, 2015

The table above showed that, 2 (1.4%) of respondents were not certain that school children under the age of 18 can get pregnant, 4 (2.9%) strongly disagreed to it. Again, 8 (5.7%) also disagreed, while 35 (24.8%) agreed and 92 (65.2%) strongly agreed. Most of the teachers were of the view that teenage pregnancy is common among our school children. Out of the 141 teachers sampled, 2 (1.4%) were not certain of the problem, 4 (2.9%) strongly disagree to it while 8 (5.7%) disagree to this assertion. The remaining 35 (24.8%) and 97 (68.8%) agreed and strongly agreed that teenage pregnancy is common among our school children. Teachers were again asked if most girls drop out of school because of teenage pregnancy; their responses as presented were; 3 (2.1%) were not certain of the problem, 19 (13.6%) strongly disagreed and 29 (20.6%) also agreed to it. Again, 39 (27.6%) strongly agreed to the problem while 51 (36.1%) disagree with this assertion. According to the teachers, 5 (3.5%), 5 (3.5%) and 21 (14.9%) were not certain, strongly disagreed and disagreed that teenage girls from poor homes are likely to get pregnant before completing school. However, 42 (29.8%) and 68 (48.2%) agreed and strongly agreed that teenage girls from poor homes are likely to get pregnant before completing school. Out of the 141 respondents 2 (1.4%), 5 (3.5%) and 8 (5.6%) indicated agreed, strongly agreed and not certain as their responses to the above. However, 48 (34.0%) and 78 (55.5%) indicated disagreement and strongly disagreed as their responses depict.

Effects of teenage pregnancy

	F (%)	F (%)	F (%)	F (%)	F (%)
Teenagers who get pregnant are more likely to drop out of school	83 (59)	48 (34.0)	5 (3.5)	5 (3.5)	0 (0.0)
Teenage pregnancy affects academic performance of the girl-child	99 (70.2)	39 (27.6)	2 (1.4)	1 (0.8)	0 (0.0)
Teenage pregnancy affects the social status of the girl-child	49 (34.7)	45 (31.9)	1 (0.8)	26 (18.4)	20 (14.2)
Teenage pregnancy affects the health of the girl-child (as parent)	79 (56.0)	55 (39.0)	3 (2.1)	3 (2.1)	1 (0.8)
Teenage pregnancy can cause early death	101	33	0	3	4

of the girl-child (through unhealthy abortion, lack of health care, irresponsibility, etc)	79	49	1	7	5
Teenage pregnancy affects economic future of the girl-child	(71.6)	(23.4)	(0.0)	(2.1)	(2.9)
Teenage pregnancy can lead to early/forced marriages	72	54	2	9	4
	(56.0)	(34.7)	(0.8)	(5.0)	(3.5)
	(51.0)	(38.3)	(1.4)	(6.4)	(2.9)

N=141, source: field data, 2015

Teachers were again asked in the table above how far they agree or disagree on "Teenagers who get pregnant are more likely to drop out of school", majority (59.0%) agreed that it is true. Again, 99 (70.2%) respondents strongly agree to that "Teenage pregnancy affects academic performance of the girl-child". On another item of the questionnaire, respondents strongly agreed that: "Teenage pregnancy can cause early death of the girl-child (through unhealthy abortion, lack of health care, irresponsibility,)". From the data on teenage pregnancy, the respondents who are mostly teachers in Kintampo area are very much aware of the risks. Their level of awareness of the effects of teenage pregnancy is high as indicated by their agreement to most of the questions posed.

Recommended Remedies for curbing challenges faced by head teachers with regard to teenage pregnancy in their various schools.

	F (%)	F (%)	F (%)	F (%)	F (%)
GES should educate Head teachers on how to handle teenage pregnancy cases in their schools	65	55	4	8	9
	(46.0)	(39.0)	(2.8)	(5.6)	(6.6)
Head Teachers should adopt the Re-entry policy like other Countries	98	31	0	5	7
	(69.5)	(21.9)		(0(3.5)	(5.1)
Teachers should enforce sex education in the classroom	70	61	1	8	1
	(49.6)	(43.3)	(0.7)	(5.7)	(0.7)
Community leaders should assist in educating the children on sex education/ teenage pregnancy	45	39	5	14	38
	(31.9)	(27.7)	(3.5)	(9.9)	(27.0)
NGOs should be encouraged to concentrate on interventions to curb teenage pregnancy	78	52	0	5	6
	(55.3)	(36.9)	(0.0)	(3.5)	(4.3)

N=141, source: field work, 2015

In the table above, teachers were asked how far they agree or disagree on GES educating Head Teachers on how to handle teenage pregnancy cases in their schools 65 (46.0%) strongly agreed while 55 (39.0%) agreed. Respondents were also asked their opinion on the Re-entry policy to which it was affirmative 98 (69.5%) and 31 (21.9%) strongly agreed and agreed. Again, teachers were asked whether they agreed that "Teachers should enforce sex education in the classroom", majority (49.6%) strongly agreed. Again, respondents were asked what they think about community involvement, and accordingly, the respondents were of diverse opinions. Forty-five (31.9) strongly agreed with the community involvement; 38 (27.0%) strongly disagreed with the statement that "Community leaders should assist in educating the children on sex education/ teenage pregnancy" However, in the case of NGO involvement the respondents indicated that, 78 (55.3%) strongly agreed that NGOs should be allowed to intervene in teenage pregnancy issues in the Kintampo municipality.

Conclusions

The following conclusions were drawn out of the findings of the study. Firstly, teenage pregnancy is real among school girls under the age of 18 in the Kintampo Municipality of the Brong Ahafo Region. This has reflected in the increasing rates of teenage pregnancy cases in the Municipality.

Secondly, teachers are aware that, teenage pregnancy is common among school girls which most often leads to school dropout and that girls from poor home backgrounds are more likely to get pregnant. However, low performance of girls do not necessarily mean they are likely to get pregnant in school. Actually, the reported cases of teenage pregnant among school girls are not only low performing girls but majority are from families of poor backgrounds.

Thirdly, the study revealed that, teenage pregnancy has numerous negative effects on the girl-children such as school dropout, poor academic performance of affected girls, the social status of such girls is affected, affects health and can also lead to the early death of such girls. This calls for an intensive campaign in favor of girl-child education so as to curb the menace of teenage pregnancy.

Finally, Institutions such as GES should educate Head teachers on how to handle teenage pregnancy cases in their schools, Head Teachers should also adopt the Re-entry policy and also teachers should enforce sex education in their classrooms. Community leaders should also assist in educating the children on sex education/teenage pregnancy while NGOs should be encouraged to concentrate on interventions aimed curbing teenage pregnancy.

Recommendations for Policy and Practice

1. The Ministry of Education and Ghana Education Service should intensify the campaign against teenage pregnancy and if possible arrest and deal drastically with the culprits so as to help school girls complete their education at least to the second cycle level.
2. The Ministry of Education and the Ghana Education Service should edge on teachers to teach more on topics in relation to sex education in their classrooms so as to get children informed about the dangers associated with early sex, and organize courses for Head Teachers on how to deal with teenage pregnancy cases in their various schools including the Re-entry policy for teenage mothers.
3. The District Assembly in the Kintampo Municipality should institute an award scheme which should aim at awarding girl-children who are able to effectively complete JHS without getting themselves pregnant. Scholarship packages can also be introduced to cater for the education of such girls' tuition fees from Senior High School to the tertiary level.
4. Girl-Child Education centered NGOs should be encouraged to move into communities with high incidence of teenage pregnancy and school dropout to introduce various interventions that would be aimed at educating school children on the dangers of teenage pregnancy and attracting those dropouts back into the regular schooling stream.
5. The Ministry responsible for child welfare should be urged to identify brilliant girl-children who have dropped out of school owing to teenage pregnancy and reintegrate them into the educational stream with scholarship.
6. Parents and community members especially, opinion leaders should try to help by also educating their children on the dangers of teenage pregnancy so as to help curb the canker in our communities.

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