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Effectiveness of Mentorship Programs in Curbing Teenage Pregnancy in Schools in Kilifi County, Kenya

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Abstract:
Teenage pregnancy teenage pregnancy has been identified as one of the reasons for girls dropping out from school in Kilifi the study sought to examined the effectiveness of mentorship programs in curbing teenage pregnancy in schools in Kilifi County, Kenya. The study was guided by Rational Emotive Behavior Theory by Albert Ellis and Resilience theory. The study employed descriptive research design. The researcher employed purposive sampling in selecting the counseling teachers, class teachers and some few students. The target population was emanated from guidance and counseling teachers, class teachers and some few students are involved in curbing pregnancy based in Kilifi County. According to Kilifi county education office there are 3918 class teachers drawn from 26 secondary schools in Kilifi Sub County. The study also targeted class prefects who represented other student, each school produced 4 prefects one in each form therefore the total target population was 104 prefects. The study also selected at least one guidance and counseling teacher from each school therefore the total target population was 26 guidance and counseling teachers. Since the number of students and guidance and counseling teachers were small the study adopted census technique to incorporate all 104 prefects and 26 guidance and counseling teachers. Primary sources such as semi structured questionnaires were used in data collection. A pilot study was conducted on a small sample size. Validity was determined through the help of expert judgment (the supervisor) who assessed the instrument and find out if it answers the phenomenon under study. Quantitative and qualitative data was used in data analysis. Data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 24.0 and presented in the report in the form of tables, bar charts and graphs. Pearson's correlation analysis was also used to establish the relationship between the variables. Based on the findings, the study concluded that sport activities destruct teenagers from engaging in irresponsible sexual behaviour which help in curbing teenage pregnancy. The researcher recommends that the ministry of education should carry out rigorous community sensitization on importance of educating pregnant and parenting teenage mothers.

Keywords: Mentorship program, teenage pregnancy

1. Introduction and Background

Globally, young people may engage in sexual behaviour that puts them at elevated risk for pregnancy, HIV, and other sexually transmitted infections (STIs). According to UNFPA (2013), the issue of teenage pregnancy is not just considered as a health issue; but also, as a development issue that is deeply rooted in poverty, gender inequality, violence, forced marriage, lack of education, to mention a few.

In the United States of America (USA), the Centers for Disease Control and Prevention (CDC) found in its 2013 survey of US high school students (generally 13–19 years old) that half (47%) reported having had sexual intercourse, including 15% with four or more lifetime partners. About one third of students were sexually active, defined as having had sex in the past 3 months. Of these, 14% report that neither they nor their partner had used a pregnancy prevention method at last intercourse (UNICEF, 2012). Despite this significant high number of sexual activities, most schools have introduced programmes aimed at reducing teenage pregnancy cases (Bangser, 2010). The trend is gradually changing and the incidence of student-adolescents' or youths' engaging in sexual relationships has been reducing gradually (URT, 2010). According to UNFPA (2013), every day, 20 000 girls below the age of18 years give birth in the developing countries, while 70 000 adolescent girls die every year due to pregnancy complications and child bearing. The main reason for the above is inadequate information on this group; information on this group is either rare, incomplete and in some countries, it is not even available. Nigeria has taken a number of important policy steps to support youth reproductive health care which includes: the government formulated and launched a national youth reproductive health policy, reproductive health is on the concurrent legislative list in Nigeria, and therefore, the three tiers of government, including the states and local governments (WHO, 2014), are expected to formulate independent policies to guide their programs and service delivery and in 2002, the Federal ministry of Education approved the teaching of sexuality and life planning

education in the secondary schools. This policy directive paved the way for development of a national curriculum, recently approved after extensive stakeholder review and debate (Rosen, Murray & Moreland, 2014).

In Kenya, teenage pregnancies have become a malaise with some areas in the West and Coast having 1 in every 4 girls affected(Kenya Demographic and Health Survey, 2014).According to Lang (2012), teenage pregnancies pose serious health, psychosocial and economic dangers to the girls including thwarting their reproductive health including child birth, schooling and career growth, keeping them in vicious cycles of poverty (many come from already poor families), and overall limiting their capabilities, opportunities and choices. Furthermore, Kruger and Berthelon (2012) add that a common psychosocial impact is the trauma faced following discrimination within schools and failure to be 'readmitted' back as teachers and school management often view them as 'bad examples to other girls.'

In Kilifi, one common consequence of pregnancy for girls is the loss of educational opportunities: pregnant girls are often expelled or forced to leave school when the teachers and the school administrators learn about the pregnancy. World Health Organization (WHO) (2012) reports that despite the fact that over a decade ago the Government of Kenya designed policies to protect a pregnant girl's right to continue her education, more than 500 girls leave school every year due to pregnancy. According to a report by UNESCO (2011), pregnant girls quote the stigma of pregnancy and discrimination by teachers and peers as the main reasons that force them out of school.

The reproductive health needs for most youths in secondary schools and out of school focus on promotion of responsible sexual behaviour. Youths in schools are reached through family life education, components of which are integrated in carrier subjects (Government of Kenya, 2010). Peer education programmes are also being implemented in some schools across the country by Kenya Adolescent Reproductive Health Project (KARP) (Askew, Chege, Njue&Radeny, 2014). Despite these mechanisms, their effectiveness in terms of overall health status, health outcomes (diseases and injuries), health risks (behaviours and states, school enrolment, attendance, attainment or learning outcomes, sexual or emotional abuse, or protection of sexual and reproductive health and rights remains low. This study therefore attempted to establish the effectiveness of the school-based mechanisms used in curbing teenage pregnancies in secondary schools in Kilifi County, Kenya.

1.1. Statement of the Problem

Academic performance of learners at secondary level education determines selection and Teenage pregnancy remains one of the major social problems facing Kenya today. Data from the Kenya Demographic and Health Survey (2018) show Kenya most regions in the country have high rates of teenage pregnancies. Several programmes have been introduced to provide youth with lifesaving skills they need to protect themselves from unplanned pregnancies. In Kilifi, the rate of unwanted pregnancies among these youths continue to rise despite implementation of programs regarding youth sexuality and contraception, life skills that enable them to resist peer pressure and asserting themselves and accessibility of appropriate sexually transmitted diseases and contraceptive information and services among others. Many youths/adolescents are still vulnerable and still suffer from the consequences of unprotected sex.

Several studies have been conducted on the effectiveness of the school-based ways in curbing teenage pregnancies for example Marseille and Khan (2018) conducted a study on the effectiveness of school-based teen pregnancy prevention programs in the USA. Mwenje (2015) conducted a study on implementation of re-entry policy for adolescent mothers in public secondary schools. Moncloa and Gong (2013) conducted a study on teenage pregnancy prevention programs. The findings of the study indicated that youth development component, family involvement and culturally relevant practices are significant components infighting teenage pregnancies, however, none of the study focused in Kilifi County, therefore the need to conduct a study on the effectiveness of mentorship programs in curbing teenage pregnancy in schools in Kilifi County, Kenya.

1.2. Research Question

What is the effectiveness of mentorship programs in curbing teenage pregnancy in schools in Kilifi County, Kenya?

1.3. Theoretical Review

The study was guided by Rational Emotive Behavior Theory by Albert Ellis. This theory is based on the assumption that people have the capacity to act in either a rational or irrational manner. Rational behavior is viewed as irrational behavior when it results in unhappiness and unproductiveness. Ellis (2012) assumes that many types of emotional problems result from irrational patterns of faulty thinking. Young girls often make irrational decisions or choices while dealing with relationships. For instance, they chose to have sex with their boyfriends and when they become pregnant, they start regretting and saying that it was bad luck. The author further posits that young teenager make faulty decisions and there are not disturbed by things but rather by their view of things. The fundamental assertion of Rational Emotive Therapy is that the way people feel is largely influenced by how they think. The Rational Emotive Behavior Theory was relevant to this study since it explains how teachers can identify irrational beliefs and negative thought patterns amongst students that may lead to emotional or behavioral issues. The theory uses social skills as strategies that can help address the challenges facing the students.
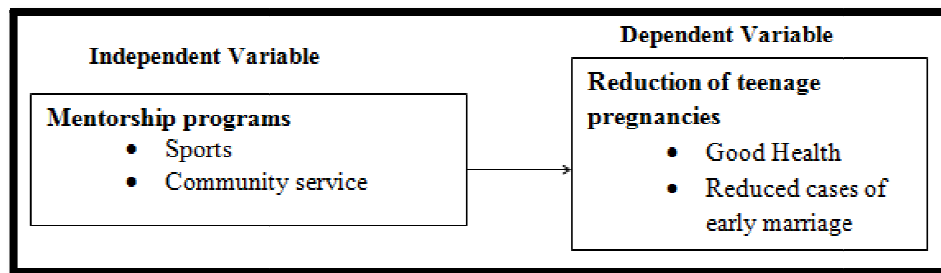
1.4. Conceptual Framework

Figure 1: Conceptual Framework

2. Literature Review

2.1. Mentorship Programs and Reduction in Teenage Pregnancy

Mentoring can help students overcome difficulties in mastering several subjects in higher education while reducing failure rates and lowering dropout rates. Mentees received personalized direction to improve attitudes, values, and skills needed to master the curriculum and develop self-confidence in their subject matter. When mentoring is developed and managed through virtual learning environments, it is recognized as e-mentoring, (Neely, 2014). Crisp, (2016) recognizes the potential of mentoring, although not without challenges, as a guidance strategy in higher education. Other researchers emphasize the importance of e-mentoring as a strategy to improve academic performance and to establish a tool to evaluate not only knowledge but also research and investigation capacity, critical thinking, logical-argumentative reasoning, and several basic competences needed by modern learners, (Schirner, & Albert Ziegler, 2016). While mentoring is often recognized as important, implementing a mentoring program poses a number of challenges

According to Hair, (2015) there are two types of mentoring programs, community-based mentoring, (CBM and the school-based mentoring, (SBM). The two programs have similar foundations with differing embedded components and applications. Community-based mentoring programs tend to employ volunteers from the community directly affecting the lives of the at-risk students being mentored. The mentor/ mentee relationships in CBM programs tend to be stronger than those found in SBM programs due to increased dosage or amount of time spent together (Herrera, 2016). Mentors meet more often in longer meetings with their mentees in CBM programs, and the mentor/mentee relationship tends to last longer in CBM programs. Typically, a community-based mentor will meet with their mentee for approximately three to four hours per week (Herrera, 2011). The mentors and mentees in CBM programs are often more appropriately matched based on relevant, common characteristics than in SBM programs.

School-based mentoring involves the pairing of a young person with a positive role model in school. The mentor may be an adult or an older student. The mentoring activities tend to be concentrated on academics, along with social activities (Grossman, 2016). This model is sometimes called site-based mentoring (DuBois & Rhodes, 2016) because, unlike CBM, the mentor and mentee meet at a specific location rather than engage in activities in various places within the community. The SBM pair usually meets at school in a supervised setting for about 1 hour once a week during or after school. Schools are the common site, perhaps because they are better able to capitalize on the knowledge, referrals, and support of adults who are already active in that setting (Erdem 2016).

Mentors in SBM programs meet approximately once per week, for one hour at the mentee's school, either before or after school (Herrera, 2011). Mentors provide academic instruction and may include social skills instruction or other nonacademic activities. In addition to requiring less time of mentors making it cost-effective SBM also improves students' relationships in the school setting with other students, teachers, and administrators (Hair, 2015). Herrera (2011) suggests SBM programs may improve student-teacher relationships because the teacher may have increased focus on the mentee through the mentoring program. Mentees in SBM programs might also experience improved perceptions of school through positive experiences in the SBM program.

Group mentoring usually involves one or more mentors working with at least 2 but no more than 32 youth (Kuperminc& Thomason, 2014). Group mentoring programs can vary in size, number of mentors, and the mentor-to-youth ratios (Kuperminc, 2016). These programs are based on the premise that mentors who interact with small groups of youth can develop a number of fruitful and productive relationships simultaneously (Herrera, Vang, & Gale, 2016). Group mentoring is different from other forms of mentoring because it encourages two-way relationships: mentor-to-youth and youth-to-youth (Kuperminc, 2016). Such programs are ideal for youth who are uncomfortable in one on-one meetings with adults or other youth. Group mentoring programs tend to occur in a structured environment such a school or other youth serving organization in the community. Consequently, youth have access to several adults, including teachers, youth workers, and other adults willing to serve as mentors (Karcher 2016). These mentoring programs can also vary in terms of programmatic goals such as substance abuse prevention or improving academic performance.

Some mentoring programs can be designed to build mentoring relationships between caring adults and a wide range of youth populations, while other programs provide population-specific mentoring. For example, some mentoring programs target specific segments of high-risk populations including youth living in high-poverty neighborhoods, youth of color (Sanchez, 2016), lesbian, gay, bisexual, transgender, questioning, intersex, and gender nonconforming.

The primary focus in mentoring programs is on developing and fostering a positive relationship between mentor and mentee (Karcher, 2016). Meaningful relationships are a powerful factor in promoting resilience, specifically for at-risk students (Laursen, 2015). Of particular importance for young students in kindergarten through fifth grade social relationships with adults regulate development, specifically competence (i.e., ability, proficiency).

Students who have developed meaningful relationships with a caring, positive non-parental adult through mentoring have demonstrated improvements in social, emotional, and behavioral domains (Hamre&Pianta, 2016). Habituation (i.e., adapting and orienting) by adult mentors to positive, caring attitudes and behaviors toward students at risk preclude building powerful, meaningful relationships with the at-risk mentee (Laursen, 2015). Conversely, if the mentor does not have such an outlook and approach, this will hinder the development of a positive relationship, which is the crux of the intervention. The importance of relationships between at-risk children or youth and a positive caring adult in promoting resiliency stems from general systems theory in which the child is affected by surrounding systems and the ways in which systems interact and affect each other (Pianta& Walsh, 2016).

Joseph (2017) conducted an investigation on the effects of positive mentorship programs on school, family, and community systems. Studies on physical health promotion including the prevention of pregnancy and HIV/AIDS, and interventions focused exclusively on academic instruction were not included. The initial collection of studies was identified by means of computer searches of PsychInfo, Dissertation Abstracts, and Medline, manual searches of multiple journals, inspection of the reference lists of each relevant report, searches of organization websites, and letters to researchers presenting at prevention and community conferences. A review of efforts at social system changes in 526 universal competence-promotion outcome studies indicated that 64% of the interventions attempted some type of micro systemic or meso systemic change involving schools, families, or community-based organizations in an attempt to foster developmental competencies in children and adolescents. Only 24% of the reports provided quantitative data on the change that occurred in targeted systems.

3. Research Design
The study employed descriptive research design. Descriptive research is a social research design with the primary aim of describing (rather than explaining) a particular phenomenon, (Amanda, 2019). Descriptive research may be a precursor to future research because it can be helpful in identifying variables that can be tested. Descriptive research design allows for gathering in-depth information that may be either quantitative or qualitative in nature. This allows for a multifaceted approach to data collection and analysis. This study made use of both quantitative and qualitative data and hence descriptive research design was to be the most suitable for this study

3.1. Location of the Study
The study was conducted in Kilifi County. The County borders Kwale County to the south west, TaitaTaveta to the west, Tana River County to the North, Mombasa County to the south and Indian Ocean to the East. Kilifi County occupies an area of approximately 12,609.7 km squared and a population of 1, 466, 856 people. In Kilifi-Kilifi County, one common consequence of pregnancy for girls is the loss of educational opportunities: pregnant girls are often expelled or forced to leave school when the teachers and the school administrators learn about the pregnancy. While progress has been made to decrease the numbers in some regions, in others it has remained alarmingly high. (Kilifi Secondary Data Review, 2014).

3.2. Target Population
The target population emanated from guidance and counseling teachers, class teachers and some few students are involved in curbing pregnancy based in Kilifi County. According to Kilifi County (2018), there are 26 secondary schools in Kilifi. The guidance and counseling teachers, class teachers and some few students were targeted because they handle more sensitive information about teenage pregnancies and most of them may possess more knowledge concerning the matter under study. According to Kilifi county education office there are 3918 class teachers drawn from 26 secondary schools in Kilifi Sub County. The study also targeted class prefects who represented other students, the researcher picked 4 prefects in each school therefore the total target population was 104 prefects. The study also selected one guidance and counseling teacher from each school therefore the total target population was 26 guidance and counseling teachers.

3.3. Sampling techniques and Sample Size
The researcher purposely targeted counseling teachers, class teachers and some few students as they were based suited to explain the cases of teenage pregnancy in secondary schools. Simple random sampling was also used in the study because the method ensures that the sample is evenly distributed and thus reduces biases in the target population, a true representation of the target population. Since the number of students and guidance and counseling teachers was small the study adopted census techniques to incorporate all 104 prefects and 26 guidance and counseling teachers. From the data given, there are 3918 class teachers drawn from the secondary schools in Kilifi Sub County, Kilifi County. In order to determine the sample size, the study used scientific formula:

$S = x2\ NP\ (1-P)/d2(N-1) + X2P\ (1-P)$

Where's = the required sample size

X^2 = table value of chi-square for one degree of freedom at the desired confidence level 0.05) which is equal to 3.841(or 1.962)

N = the population size

P = the proportion for the population, assumed to be 0.50 since this would provide the maximum sample size.

Applying the formula, a population N of 3918 class teachers was;
S = 3.841 * 3918 * 0.50 (1-0.5) / 0.052(3918-1) + (3.841 * 0.5(1-0.5)
S=350 class teachers

3.4. Research Instruments

Primary data was obtained using a questionnaire and Key Informant Interviews (KIIs). A semi structure questionnaire comprising both open and closed ended questions was used to collect data. Part A of the questionnaire focused on the demographics of the respondent and the organization. Part B, C, D and E focused on mentorship programs, comprehensive sex education and peer counseling and reduction in teenage pregnancy. A questionnaire was used in data collection because it had the potential in reaching out to a large number of respondents within a short time; and it has the ability to give the respondents adequate time to respond to the items; offers a sense of security (confidentiality) to the respondent (Owens, 2002).

Further, KIIs were used to collect in-depth qualitative information to complement the data collected from the respondents. A set of questions was used to guide these interviews. The KIIs were held with the counseling teachers, class teachers and some few students working/ studying in various public secondary schools in Kilifi. KIIs were used in data collection because they help the researcher to fully understand participants' impressions or experience, and also assess perception, views and satisfaction of beneficiaries. Also, KIIs allow the interviewer to probe, explain or help clarify questions increasing the likelihood of useful responses

3.5. Pilot Testing

A pilot study was done in this study because a researcher embarking on classroom research for the first time found it valuable to spend some time in the classroom using one or more established systems and looking at the kind of issues which arise in turning his/ her own research questions into a set of criteria and definition for use in the classroom. In this study, a pilot study was conducted on 5 counseling teachers, class teachers and students from the neighboring ward.

3.5.1. Validity of the Instrument

The researcher determined the instrument's content and construct validity through the help of expert judgment (the supervisor) who assessed the instrument and found out if it answers the phenomenon under study. Through validity, the researcher removed bias in the research instrument by constructing it in line with the objectives of the study. Additionally, ambiguous and inadequate items were revised in order to elicit the required information and to improve the quality of the instruments.

3.5.2. Reliability of the Instrument

The researcher measured the reliability of the questionnaire to determine its consistency in testing what they are intended to measure. The test re-test technique was used to estimate thereliability of the instruments. This involved administering the same test twice to the same group of respondents who were identified for this purpose by: administering the test to the respondents for the first time, after six days administered the test a second time and then correlated the score from both testing periods.

3.6. Data Collection Procedures

The researcher sought approval from the University graduate school first and then a research permits to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). The questionnaires were self-administered to the sample respondents so as to allow for intensity and richness of individual perceptions in respondent responses. Each respondent received the same set of questions in exactly the same way. A letter requesting for information accompanied the questionnaire explaining the purpose of study to the respondents.

3.7. Data Analysis and Presentation

Primary data from the field was edited first. Coding was done to translate question responses into specific categories. As such, data from the questionnaire was coded and logged in the computer using Statistical Package for SocialScience (SPSS V 21.0). This involved coding closed ended items in order to run simple descriptive analysis to get reports on data status. Descriptive statistics involved the use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively). Frequency tables were used to present the data for easy comparison. Pearson's correlation analysis was also used to establish the relationship between the variables. Qualitative primary data collected from key interviewees for objectives one to three was analyzed using content analysis. This method is useful for identifying intentions, focus of communication trends of an individual, group or organization (Busch, De Maret, Flynn, Kellum, Le, Meyers, Saunders, White &Palmquist, 2012).

4. Findings

4.1. Response Rate

The sample size of the study was 104 prefects, 26 guidance and counselling teachers and 350 class teachers. Questionnaires were distributed to all the target respondents of the study. Among the prefects, 100(96%) successfully

filled the questionnaire; among guidance and counseling teachers 25(96%) filled the questionnaires while among class teachers 300(86%) successfully did the same. Out of 503 sampled respondents, 425 successfully participated, giving the study a 89.54% return response rate.

4.2. Bio-Data

4.2.1. Age Bracket of Students/ Prefects
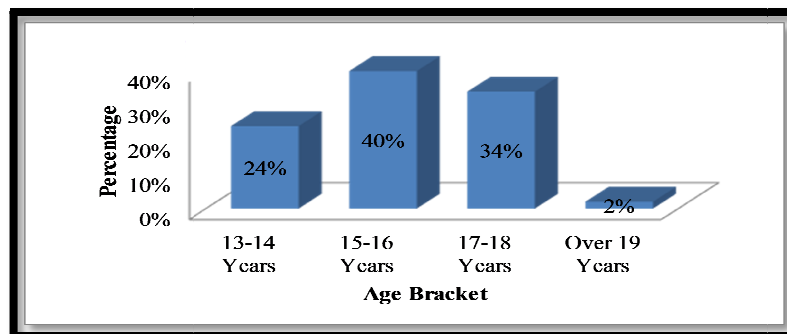   The researcher sought to determine the age bracket of students. The results are as shown in Figure 2

Figure 2: Age Brackets of Students/ Prefects
Source: Research Data (2021)

        From the findings, 24 % (24) of the students stated that they were aged between 13-14 years; 40% (40) of the students between 15-16 years, 34% (34) were aged between 17-18 years while 2% (2) of them stated that they were 19 years and above. This showed that the majority of students were in the age bracket of 15-16 years. Age is an important social category used to define individuals and groups within our society and, often, to structure access to power, prestige and status. Within educational research, age has been relatively neglected when compared with other social categories such as gender. Majority of girls in secondary are teenagers which explain the high number of prefects in the age 15-16 years

4.2.1.1. Teaching Experience of Teachers
        The researcher further sought to determine the teaching experience of class teachers. The results are as shown in Figure 3
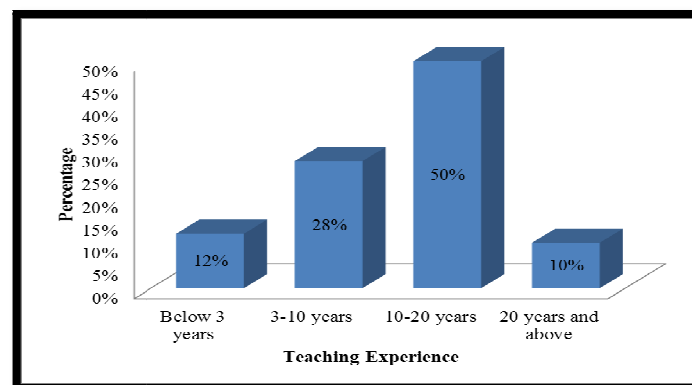

Figure 3: Teaching Experience ofTeachers
Source: Research Data (2021)

        From the findings, 12% of class teachers had a teaching experience of less than 3 years, 28% of class teachers had a teaching experience of 3-10 years, 50% of them had a teaching experience of 10-20 years while 10% had a teaching experience of more than 20 years. This indicated that the majority of class teachers had a teaching experience of between 10-20 years. The experience of a teacher tends to determine how effective he/she is in his/her profession. With regard to discipline issues such as teenage pregnancy the experience of teachers is crucial. Schools with more experienced teachers tend to record low number of teenage pregnancies

4.3. Findings of Variable

4.3.1. Extent to Which Mentorship Program Help to Reduce Teenage Pregnancies
        The respondents were asked to give information on the extent to which mentorship programs help to reduce teenage pregnancies. The result of the findings is shown in Figure 4
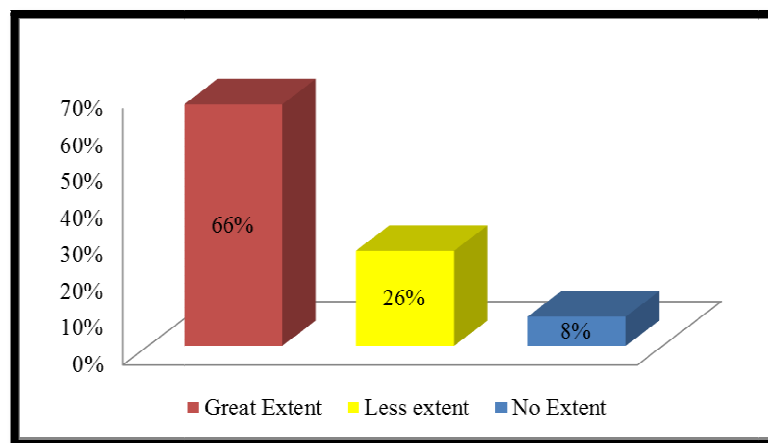
Figure 4: Extent to Which Mentorship Program Help to Reduce Teenage Pregnancies
Source: Research Data (2021)

On the extent to which mentorship programs help to reduce teenage pregnancies, 66% of the respondents stated to a great extent, 24% of the respondents stated that mentorship programs help to reduce teenage pregnancies to a low extent while 8% of the respondents stated to a no extent. This implies that mentorship programs help to reduce teenage pregnancies to a great extent. The study findings are in line with which revealed that mentorship programmes such as community volunteer mentoring programs are a cost-effective intervention that can benefit communities and promote positive outcomes for at-risk pregnant teenagers (Waller, Bernice & Whittle, 2010). In addition, (Aaraj, 2018) indicated that educational achievement and employment are high among a modest proportion of teenage mothers who participate in a culturally tailored, teen mother-adult mentoring program therefore, mentoring programs influence teenage pregnancy to a great extent. Repeat teen pregnancy is infrequent and the mentoring program was perceived as contributing to the success of those who responded to the follow-up. (Kansas, 2018) when educators and coaches make kids feel like they matter, it reduces delinquency and destructive behaviour. Through mentorship programs, it helps make teenagers feel appreciated and providing a sense of belonging for them at this crucial point in their adolescence can change those trajectories.

4.3.2. The Effectiveness of Mentorship Programs in Curbing Teenage Pregnancy
The researcher sought to determine the effectiveness of mentorship programs in curbing teenage pregnancy.

	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Sport activities destruct teenagers from engaging in irresponsible sexual behaviour which help in curbing teenage pregnancy	181	45	187	47	13	3	19	5	0	0
Sports offer an important opportunity for building life skills such as self-control which help in curbing teenage pregnancy	160	40	205	51	19	5	16	4	0	0
Sport activities help in building critical thinking among teenagers which help in curbing teenage pregnancy	160	40	227	57	8	2	5	1	0	0
Community service activities create a sense of responsibility among the teenagerswhich help in curbing teenage pregnancy	272	68	93	23	19	5	16	4	0	0
Community service help in curbing teenage pregnancy by keeping teenagers busy	182	46	200	50	13	3	5	1	0	0

Table 1: The Effectiveness of Mentorship Programs in Curbing Teenage Pregnancy
Source: Research Data (2021)

The results in Table 4.3 revealed that 45% of the respondents strongly agreed that sport activities destruct teenagers from engaging in irresponsible sexual behaviour which help in   curbing teenage pregnancy 47% agreed with the same sentiment, 3% were neutral, while 5% disagreed. The study findings are in line with, Ikuya, (2013) activities, such as sports, homework help, the arts, or community service, to attract a diverse group of participants, to reduce

boredom and encourage regular attendance. In addition, the findings are in line with Molefe, (2016) which revealed that the schools support the involvement of learners in different activities. These are co- curricular activities which help learners to showcase their talents and keep them busy. When learners are not doing anything at school other than learning in class, they tend to use their energy in wrong places. These co-curricular activities include sports and culture.

The findings also showed that 40% of the respondents strongly agreed that sports offer an important opportunity for building life skills such as self-control which help in curbing teenage pregnancy, 51% agreed with the same, 5% were neutral while 4% disagreed. The Ministry of Education and Sports is committed to promote sexuality education as a very important component of school health education programmes empower young people with information and life skills that are age appropriate, culturally and religious sensitive, and that enable them to make safe and healthy life choices (National Sexuality Education, 2018).

The results in Table 4.3 indicated that 40% of the respondents strongly agreed that sport activities help in building critical thinking among teenagers which help in curbing teenage pregnancy 57% agreed with the same statement, 2% were neutral while 1% disagreed. According to Sawhill, (2011) sports activities boost memory and thinking indirectly by improving mood and sleep, and by reducing stress and anxiety. Problems in these areas frequently cause or contribute to cognitive impairment. Students who actively engage in sports get engaged thus reducing the chances of getting pregnant. From the findings, it was clear that majority (97%) of the respondents felt that much pocket money contributed to drug and substance abuse among students. The findings agree with (WHO, 2018) which indicated that sports, crafts and adventure activities when targeted at children in socially deprived areas, these programmes have been found to increase numeracy, literacy and school attendance, and improve exam outcomes and attitudes towards school.

In addition, 68% of the respondents strongly agreed that community service activities create a sense of responsibility among the teenagers which help in curbing teenage pregnancy, 23% agreed with the same point, 5% were neutral while 4% disagreed. The findings clearly showed that majority (91%) of the respondents agreed that community service activities create a sense of responsibility among the teenagers which help in curbing teenage pregnancy. The findings agree with (Sawhill, 2011) which revealed that one of the programs that have reduced teenage pregnancies by one-half involves teens in community service with adult supervision and counselling.

Furthermore, 46% of the respondents strongly agreed that community service helps in curbing teenage pregnancy by keeping teenagers busy, 50%agreed that community service helps in curbing teenage pregnancy by keeping teenagers busy, 3%were neutral while 1% disagreed with that statement. Half of the sampled respondents (96%) agreed that community service helps in curbing teenage pregnancy by keeping teenagers busy. The findings agree with Josefina, (2014) which demonstrated that getting involved in the local community can boost teenagers' confidence and self-esteem and give them a chance to build new skills. Therefore, community activities encourage teenagers to get involved by taking part as a family or by helping teenagers find activities that interest them.

In general, the findings are in line with (Marseille, Ali and Biggs, 2018) which revealed that having an effective mentor could mitigate against the risks of maternal and infant mortality and morbidity in pregnant teenagers and their babies. In addition, positive youth development mentorship programmes, focusing on the development of strong bonds with appropriate adults and maintaining regular involvement in positive activities, appear to be more successful at preventing young people from engaging in risky behaviours than programmes that focus on the 'curbing teenage pregnancies that has to be solved (Public Health Information, 2020).

4.3.3.Effectiveness of Mentorship Programs in Curbing Teenage Pregnancy

The study sought to establish the correlation between the effectiveness of mentorship programs and curbing teenage pregnancy in schools in Kilifi County, Kenya. The findings are presented in Table 2

		Curbing teenage pregnancy in schools
Effectiveness of mentorship programs	Pearson Correlation	.443*
	Sig. (2-tailed)	.013
	N	400

Table 2: Effectiveness of mentorship programs in curbing teenage pregnancy
*. Correlation is significant at the 0.05 level (2-tailed)

As indicated in Table 4.8, the study indicates that there was a positive and statistically significant correlation between the effectiveness of mentorship programs and curbing teenage pregnancy in schools in Kilifi County, Kenya. (r = 0.443; p < 0.05). The findings agree with Kirby and Laris (2009) who found out that mentorship programs are effective in curbing teenage pregnancy through decreased frequency of sex, having fewer sexual partners, increased condom use and increased use of contraception

5. Conclusion

Based on the findings, the study concluded that sport activities destruct teenagers from engaging in irresponsible sexual behaviour which help in curbing teenage pregnancy. The study also concluded that sports offer an important opportunity for building life skills such as self-control which help in curbing teenage pregnancy. Sport activities help in

building critical thinking among teenagers which help in   curbing teenage pregnancy. Furthermore, the researcher concluded that community service help in curbing teenage pregnancy by keeping teenagers busy. Community service activities create a sense of responsibility among the teenagers which help in   curbing teenage pregnancy.

6. Recommendations

In order to have guidance and counselling existence known by more students, the orientation handbook for new students could be expanded to include detailed information about the availability of counselling resources. School communication channels should be left open, regular school notices, posts and newsletters could also narrow the information gap on either side and provide a channel for solving teenage pregnancies before they become a crisis erupts.

7. Suggestions for Further Research

Given that culture of teenage pregnancies takes long to change, there is need for action research with universities and research institutions to address misperceptions on investing in female education, practices such as early marriages, teenage pregnancies, school dropouts and gender-based roles which result in females being assigned more domestic work while boys

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