

TEACHER-STUDENT COMMUNICATION AND PREVENTION OF TEENAGE PREGNANCIES IN PUBLIC SECONDARY SCHOOLS IN NAROK COUNTY, KENYA

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ABSTRACT

Sexuality plays a very significant role in the lives of both boys and girls. Teacher communication is therefore important in 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 hence a greater impact on preventing teenage pregnancies. The aim of this study was to establish the advisory communication function of teachers in preventing teenage pregnancies in Narok County Kenya. A mixed research design was used in the study. It combined qualitative and quantitative study approaches. 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. Qualitative data was analyzed by coding, identifying recurring themes and data patterns consisting of words and observations of respondents. The study concluded that perception of the function of school counselors contrasted greatly between teachers and counselors. The misperceptions result in inconsistent, incomplete, or ineffective guidance programs. The study found that perception of the function of school counselors contrasted greatly between teachers and counselors. Thus the school administrators and teacher counselors should always consider these misconceptions 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.

Keywords: Advisory communication function, Preventing teenage pregnancies

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 (Santrock, 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. Blake, Kim, Ward, and Chandra, (2014) states that the society thus 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. 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).

Teachers can tailor the presentation of information to be consistent with their own values and also be relevant to life circumstances. When teachers approach their role as sex educators in positive affirmative ways, young people are better able to make healthy sexual relationships and to build loving relationships. However, despite the potential advantage of teacher-student relationship, many teachers and students are reported to be uncomfortable talking about issues related to sex (UNAIDS, 2008). 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 seeks 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.

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).

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 (Gang, 2014). 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).

Communication on teenage pregnancy that produces the desired effect or result is effective communication. It results in what the communicator wants. Effective communication between the teacher and the student on sex issues generates the desired effect, maintains effect and increases effect (Dallard, 2013). Effective communication serves its purpose for which it was planned or designed. The purpose could generate action, inform, create understanding or communicate a certain idea/point etc. Effective communication in sex education would ensure that student attitude, values and beliefs are shaped.

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.

Being able to communicate, listen, negotiate with others, ask for and identify sources of help and advice are useful life skills which can be applied to sexual relationships. Effective sex education develops young people's skills in negotiation, decision making, assertion and listening. In Kenya, findings have shown that sexuality and reproductive health issues are addressed mainly within the school context and not by the parents, thus underscoring the role of teachers in providing sexuality education (MoE, 2016). It is thus important to investigate the communication patterns used by teachers and students in secondary schools. This will help in identifying the challenges they face in discussing these issues with a view to recommending ways of improvement.

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.

Dunton et al., (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. Dowdell, Burgess and Flores (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 have dwelt on the cultural, sexting and social media as factors contributing to sexuality. However, there is need to investigate Teacher-Student role in prevention of teenage pregnancies. This study seeks to use communication privacy theory and social penetration theory to examine the gap between sex knowledge and behaviour change among adolescents. Therefore, there is need to understand the mentorship, socialization, teaching, advisory role by the teachers and parental mediation in preventing teenage pregnancies. To achieve this, the study will examine the role of Teacher-student communication in preventing teenage pregnancies in Narok County, Kenya.

Objectives of the study

To establish the advisory communication function of teachers in preventing teenage pregnancies in Narok County Kenya

Theoretical Framework

The study was guided by social penetration theory. The proponents of social penetration theory were psychologists Irwin Altman and Dalmas Taylor in 1973. Social penetration theory was developed to explain how information exchange functions in the development and dissolution of interpersonal relationships. Social penetration describes the process of bonding that moves a relationship from superficial to more intimate (Altman & Taylor, 1973). Social penetration is specifically accomplished through self-disclosure, the purposeful process of revealing information about oneself (Delrina, Metts, Petronio, & Margulis, 1993). Self-disclosure increases intimacy in relationships to a certain point. Social penetration can occur in different contexts including romantic relationships, friendships, social groups (for example, religious groups or soccer clubs), and work relationships.

The theory has also been applied in computer mediated communication contexts such as online dating and virtual teams. The onion model is a useful metaphor for describing how social penetration theory operates, elaborating on social penetration as a process through which people peel back others' layers of personal information through interpersonal interaction to reach the core (Taylor & Altman, 1975). It takes time to reach another's core self, the most intimate details about another person. The public image is the outer layer of a person that is visible to many others. The private self is the innermost layers of a person that are only revealed to significant others over time through disclosure. Social penetration theory describes several layers including superficial layers, middle layers, inner layers, and core personality. Superficial layers are made up of fairly shallow information such as likes and dislikes in clothing and music.

Self-disclosure passes through a number of phases as an interpersonal relationship progresses (Taylor & Altman, 1987). These stages of social penetration theory include orientation, exploratory affective exchange, affective exchange, and stable exchange. The first stage is orientation, when people share only superficial information, or the outermost layer, about themselves. In this initial stage, people are cautious and careful when disclosing information (Taylor & Altman, 1987). For example, on a first date, people tend to rely on the public self, the image that is portrayed to most people and are unlikely to share their greatest fears and most damaging secrets (Taylor & Altman, 1987).

People put forth effort to avoid conflict or potentially polarizing topics such as political views during this stage. They also withhold negative information until later in the relationship. In this stage people reveal bits of themselves at the public level and act in socially desirable and polite ways. For example, students working together on a group project are unlikely to argue and disagree on the first day of class as they "get to know each other. The second stage of social penetration theory is exploratory affective exchange, in which people share details beyond the most superficial information and use less caution when self-disclosing. There may be an increase in the breadth of topics discussed, but these topics still generally reveal the public self (Taylor & Altman, 1987). For example, if two acquaintances meet at a rally for college

democrats, at this stage their conversations might focus on involvement in politics, favorite candidates, and attitudes about political issues. In this stage, the personality begins to emerge. People share information in this stage that they might tell to casual acquaintances or friends. The third stage of social penetration theory is affective exchange, in which information from the more intermediate layers is shared and interactions are increasingly casual (Taylor & Altman, 1987). Here, people likely reveal some information about the private self or more intimate information. In this stage, disclosure is casual and spontaneous, and this stage reflects further commitment and a level of comfort. For example, people might joke or make sarcastic remarks in this stage and might also refer to inside jokes and have nicknames for each other. The affective exchange stage may also include the initiation of conflict. People might share information in this stage with close friends and romantic partners.

The final stage of social penetration theory is stable exchange, characterized by openness, breadth, and depth across conversation topics (Taylor & Altman, 1987). The most intimate information about the private self is continuously disclosed at this stage. This stage is characterized by honesty and intimacy, a high degree of spontaneity, and open expression of thoughts, feelings, and behaviors. People maintain few relationships at this stage, generally romantic relationships, close family members, and close friends. Social de-penetration, de-escalation, or dissolution, is also possible when self-disclosure is reduced as a result of interpersonal conflict and relational stressors (Taylor & Altman, 1987). Social de-penetration is the deliberate closing off of some portions of a person's life to his or her partner. This dissolution process can signal relationship disintegration or relationship renegotiation. This relationship de-escalation process could be gradual or more abrupt, such as following a relational transgression prompting a breakup. Friends or romantic partners could drift apart slowly or have a clear shift/ break in a relationship, and the interactions will be different depending on the path.

The theory is applicable to the current study as it helps to explain the relationship between teacher and student communication through self-disclosure. Self-disclosure increases intimacy in relationships to a certain point. Social penetration can occur in different contexts including romantic relationships, friendships, social groups (for example, religious groups or soccer clubs), and work relationships. The relationship between a teacher and a student is a social one where the teacher socializes with the student for the student to disclose information that may seem confidential to them. This would help them to disclose about their sexuality and at this point the teacher will play an advisory role through explaining how they should approach their sexual life. This would in turn be important as it would help the student to delay their sexual activities until it is the right time which would help avoid teenage pregnancies.

The theory has its own strengths and weaknesses. Altman and Taylor came up with social penetration theory in an attempt to explain people's relationships. The degree of self-disclosure has a major task in the growth of relationship. Their theory is very direct and simple thus making it possible for one to understand. In addition, in this theory the authors have used many aspects which can relate to the real world. The social penetration theory outlines what people go through when forming a relationship. This is clearly shown by the authors when they said that people will continue or discontinue with a relationship depending on the costs and rewards involved. In this theory it is very easy to predict what will happen in future. This is because if

the costs involved in information exchange are more than the rewards received, then the individuals or partners will end the relationship.

The theory itself is inseparable from a number of critics. There are critics who claim that it is often faster than an accident or a relationship is not able to be predicted in advance. There are times when we reluctantly had to quickly familiarize ourselves with a particular person, and we do not have another choice. The theory is unable to explain this matter. This theory also does not reveal the gender issues in the explanation. Though gender differences will greatly affect the issue of self-disclosure in interpersonal relationships. Even further study of Altman and Taylor revealed that the males are less open than females.

The theory is more connected to the objective of advisory communication function of teachers. The self-disclosure comes about when people socialize. In the student socialize and sees the teacher as their mentor they will tend to disclose their secrets in relation to sexuality. Self-disclosure passes through a number of phases as an interpersonal relationship progresses (Taylor & Altman, 1987). These stages of social penetration theory include orientation, exploratory affective exchange, affective exchange, and stable exchange. The first stage is orientation, when people share only superficial information, or the outermost layer, about themselves. In this initial stage, people are cautious and careful when disclosing information (Taylor & Altman, 1987).

RESEARCH METHODOLOGY

Research Design

A mixed research design was used in the study. It combined qualitative and quantitative study approaches. In the study it was practical to combine descriptive forms and numerical data to collect findings. Creswell (2003) says mixed designs are advantageous as in the case for this study as they allowed the researcher to view research problems from multiple perspectives, contextualize information, develop a more complete understanding and triangulate results. It is therefore a more comprehensive research design.

Target 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 Techniques

In order to provide an accurate and reliable description of the characteristics of a given population, it is usually not necessary to study the entire population. 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 Instruments and Procedures

According to Kothari (2004) data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. 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 as discussed in the subsequent sections

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.

Data Analysis and Presentation

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Paul Oliver,2004). 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.

RESULTS AND DISCUSSION

Teacher Advise on Teenage Pregnancy

Study participants were required to indicate how the teacher advise on teenage pregnancy impacts on student behavior. A significant majority (86.3%) of the respondents indicated that teacher advise on teenage pregnancy impacts positively on student behavior while the rest indicated that it impacted negatively. This depicts that teacher advise on teenage pregnancy impacts positively on student behavior. According to FGDs student perceive teacher advisory role through guidance and counseling in that it helps them work with students to achieve their post-high school goals, in addition to working through any social and academic problems. Collins (2012) stated that teacher-parent association may serve as an important path to link the

parent and school in order to have a better understanding of adolescent in their school performance and home attitude. As such, teacher and parent may have mutual understand towards the child in monitoring the child’s overall performance. Problems can be traced and treated in early stage before becoming serious and complicated. Teachers play an important role in recognizing the students` problems (MOESVTEE, 2014). School counselor is instrumental to ease the adolescent problem in as early stage as they can. For teachers, classroom activities may be convenient and easier to carry out.

Extent of Agreement on Teacher Advisory Function

The respondents were requested to indicate the extent of agreement on the various statements on teacher advisory functions. The findings are presented in table 4.7

Table 4.1. Extent of Agreement on Teacher Advisory Function

Statements	N	Mean	Std. Dev
Teacher advise through guidance and counseling help me in making on teenage pregnancies	388	3.771	1.347
Teacher advise helps students reduces indiscipline that may lead to inappropriate behavior such as early sexual debut	388	3.479	1.453
Teacher advise helps student handle communication issues related to sex	388	3.379	2.564
Composite Mean	388	3.543	1.788

Respondents agreed that teacher advise through guidance and counseling help in making decisions on teenage pregnancies (mean=3.771). Additionally, the respondents moderately agreed that teacher advise helps students reduces indiscipline that may lead to inappropriate behavior such as early sexual debut (mean=3.479), and that teacher advise helps student handle communication issues related to sex (mean=3.379). This depicts that teacher advise through guidance and counseling help in making decisions on teenage pregnancies.

FGDs indicated that the perception of the function of school counselors contrasted greatly between teachers and counselors. The misperceptions result in inconsistent, incomplete, or ineffective guidance programs. Lack of communication and lack of appropriate training were found as key influences on students’ misperceptions. The FGDs further indicated that The early function of guidance in a school setting was vocational educational training. Teachers were the main providers of guidance, which focused solely on career guidance. Little emphasis was placed on the development of the student as a whole. According to Tinsley and Brown, (2012) teachers are in an excellent position to identify young people who are at high risk of teen pregnancy. One sure marker of vulnerability is being left back in school. Young people who are two or more years older than their classmates are more likely to drop out and become

parents while teenagers. Once high-risk teens are identified, it is essential to make sure that they receive early and intense interventions that will help them overcome the odds.

Problems Encountered in Connection with Teacher Advisory Function

In connection with teacher’s advisory role and specifically the guidance and counselling program, about 45 % of study participants indicated that they do not comprehend the teachers advise, 30.2% indicated that the number of teenage pregnancies has increased, while 25.5% indicated that the level of student indiscipline with regard to sex has increased. These results imply that the problems encountered in school in connection with teacher advisory function through guidance and counseling programme is that students do not comprehend the teachers advise. According Alika (2010) girls who are reentered back to school should be given individual and personal social counseling in order to realize and harness their potentials and ensure that they comprehend teachers advise.

Inferential Analysis of Influence of Teacher Advisory on Prevention of Teenage Pregnancies

Objective one of this study was to establish the advisory communication function of teachers in preventing teenage pregnancies in Narok County Kenya. The following hypothesis was formulated and tested:

Hypothesis 1.

Hypothesis H1: Advisory communication role has no significance in preventing teenage pregnancies in Narok County Kenya

Regression Model

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

Preventing Teenage Pregnancies = f (Advisory Communication Role)

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Table 4.2. Simple Linear Regression Results for the Influence of Teacher Advisory on Prevention of Teenage Pregnancies

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.784 ^a	.615	.623	.71454		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	0.049	1	.049	0.096	.002 ^b
1	Residual	197.077	386	.511		
	Total	197.126	387			

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	3.482		26.060	.000
	Advisory Communication Role	.211	.137	.216	.311
Dependent Variable: Preventing Teenage Pregnancies					
Predictors: (Constant), Advisory Communication Role					

The results in Table 4.9 shows that $r = 0.784$, implying a positive slope between the independent variable (advisory communication role) and the dependent variable (preventing teenage pregnancies). The R- Squared was .615, meaning that 61.5% of the variation in the preventing teenage pregnancies was explained by variation in the advisory communication role. The other factors explained 28.5%. The ANOVA results indicated that the model was statistically significant at ($p < 0.05$).

The results indicate that the $p\text{-value} = 0.002 \leq 0.05$, $t = 26.060$, $p = 0.002 < 0.05$, $r = 0.784$ and $r\text{ square} = 0.615$. Hence based on these findings we reject the null hypothesis that advisory communication role has no significance in preventing teenage pregnancies in Narok County Kenya since p value of 0.002 is less than 0.05 and accept the alternative hypothesis at $\alpha = 0.05$ level of significance that advisory communication role has significance in preventing teenage pregnancies in Narok County Kenya.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

can then be substituted as follows; $Y = 3.482 + 0.211X_1$

The beta value implies that for one-unit increase in advisory communication role, preventing teenage pregnancies increases by 0.211. This therefore confirms that advisory communication role had a significant positive influence on the preventing teenage pregnancies. Teacher guidance and advisory function involves the utilization of a point of view to help a students accept and use his or abilities, aptitudes, interest and attitudinal patterns in relations to his or her aspirations (Rok, 2013). As an educational construct it involves the provision of experiences which assist individuals to understand that help to achieve a helping relationship. Therefore, reentered teenage girls are to be provided with educational counseling so as to help them plan a suitable education programme and make progress in it.

Correlation between Teacher Advisory and Prevention of Teenage Pregnancies

Correlational analysis using Pearson’s product moment technique was done to determine the relationship between advisory communication role and prevention of teenage pregnancies. Results of the correlation are presented in Table 4.10.

Table 4.3. Correlation between Teacher Advisory and Prevention of Teenage Pregnancies

		Prevention of Teenage Pregnancies	Advisory Communication Role
Prevention of Teenage Pregnancies	Pearson Correlation	1	.784
	Sig. (2-tailed)		.002
	N	388	388
Advisory Communication Role	Pearson Correlation	.784	1
	Sig. (2-tailed)	.002	
	N	388	388

** . Correlation is significant at the 0.01 level (2-tailed).

Results from the Table 4.10 above reveal that there is a significant positive relationship between advisory communication role and prevention of teenage pregnancies ($r = 0.765$). This implies that there is a very strong association between advisory communication role and prevention of teenage pregnancies which is significant.

Conclusions

The study concluded that perception of the function of school counselors contrasted greatly between teachers and counselors. The misperceptions result in inconsistent, incomplete, or ineffective guidance programs. Therefore, lack of communication and lack of appropriate training are key influences on students’ misperceptions. Mentorship programs were effective in controlling pregnancy cases among school-going girls in the area where the study was done. This implies that if the mentorship programs are well implemented, the pregnancy cases among girls will reduce drastically. The study concluded that individual teachers make decisions on their own regarding what and when to teach sexuality education. This discretion implies holding back information from the learners, teaching abstinence as the only way of preventing pregnancy or cancelling sexuality education sessions altogether. 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. A supportive parent-teenager relationship and parental values restricting intercourse have the most pervasive positive associations with sexual outcomes.

Recommendations of the Study

The study found that perception of the function of school counselors contrasted greatly between teachers and counselors. Thus the school administrators and teacher counselors should always consider these misconceptions 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.

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.

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