

ASSESSMENT OF THE SCHOOL COMMUNITY'S AWARENESS OF PREGNANCY PROBLEM IN PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA

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ABSTRACT

The study assessed the awareness of the Morogoro Municipality's primary school pregnancy issue within the educational community. This study aimed to determine whether the school community is aware of the problem of primary school pregnancy in particular. The study was conducted in the primary schools in Mwere, Mchikichini, Chamwino A, Kilakala, and Kihonda, all in the Morogoro Municipality. This study employed a qualitative technique and a multiple-case study design. The participants included teachers, parents, religious leaders, pupils, the District Education Officer (DEO), and Ward Education Officers. Eighty participants were chosen using a combination of random and purposeful sampling techniques. Data was gathered using a variety of techniques, including semi-structured interviews, focus group interview guides, and documentation. The results show that most Morogoro Municipality's school communities are aware of the issue and have taken an active role in resolving the problem of primary school girls getting pregnant. The study also demonstrated the extent to which school communities helped address the problem of pregnancy among primary school girls. The study concluded that when the school community was more aware of the issue, schoolgirls found it easier to overcome. To solve the issue of primary school pregnancy, the community must be made aware of it. According to this study, rather than focusing on addressing school pregnancy issues one at a time, the Tanzanian government should ensure that awareness is raised across the school community.

Keywords: Pregnancy, Community awareness, school problem in primary schools in Tanzania.

INTRODUCTION

The study assessed the school community's awareness of the problem of pregnant primary school girls in Tanzanian schools. The concept of the school community in this study is defined as all those who live on campus and off. Thus, parents, pupils, political and governmental leaders, and religious leaders should all be considered. Additionally, in this study, a pregnant primary school girl is defined as any Tanzanian girl under the age of eighteen who becomes pregnant while enrolled in a regular primary school, whether public or private.

Early pregnancy is defined by UNICEF (2024) as the conception of a child by a teenage girl, typically between the ages of 13 and 19. Typically, the phrase describes pregnancies among girls who have not attained the global standard of legal age. Pregnancies under the age of 18 are explained by this definition.

To each person, the word "community" can signify something different Merriam-Webster (2024). It might be understood by some to refer to residents of a certain region. Some may see it as a collection of individuals united by their distinct racial, ethnic, or cultural heritage. A

school community is a collection of individuals who reside in a certain area together to foster educational advancement.

A collection of people who share the goal of fostering an atmosphere that promotes learning is what is meant by the term "school community." It is therefore referred to as a school community due to the common interest in promoting learning activities and all the components that contribute to its effectiveness, such as the welfare of the personnel (Study.com, 2024). A group or gathering of people who have similar needs and interests in the education sector is referred to as the "school community" in this study

The promotion of education is a fundamental right for all girls and boys, regardless of their social, economic, political, gender, religious, or tribal status, and the community has a great role and responsibility to ensure this, according to the United Republic of Tanzania's constitution (URT, 2005). In this instance, Nyerere describes the role of education as transferring the wisdom and knowledge of society from one generation to the next as well as preparing the youth for active engagement in society's upkeep and progress as members of the future (Infed.org, 2004). In Nyerere's view, investing in education for boys and girls was a purposeful step towards combating poverty, ignorance, and illness. Thus, he sees education as a tool that can help individuals live more liberated lives.

Nyerere has emphasized the importance of education for all people since the country's independence in 1961. To guarantee that all girls and boys aged seven were registered, sent to school, and assisted in completing their education from primary to secondary school levels, the state, through party programs, campaigned and mobilized all community members under the auspices of local government authorities (Galabawa, 2005 and Maliyamkono, 2006). In this context, attempts have been made to address the issue of primary school girls becoming pregnant, as well as an explanation of the problem from the government. This is intended to guarantee that this particular set of Tanzanians completes their primary education and to make primary education freely available to all kids.

Tanzania has been addressing the issue through a variety of measures in an attempt to find a solution. The Education Policy, which outlawed racial discrimination at all educational levels, was the first clear manifestation of this commitment, beginning in 1962. The year 1967 saw the development of the Education for Self-Reliance (ESR) philosophy, subsequently influencing educational planning and implementation. To ensure that all children of school age receive primary education, the Universal Primary Education (UPE) campaign was launched in 1974 (Galabawa, 2005). Then, in 1978, the Education Act No. 25 of 1978 was passed, and it was later amended by Article No. 10 of 1995, revised 2024 with its amendment of 2023 which among other things established primary education as a legal requirement and free of charge.

The Tanzanian government is also committed to improving access, equity, and the conditions and procedures of education for both boys and girls, with a focus on using the playground as a platform for promoting justice and fairness between students of both sexes. Raising test scores in a particular educational grade was not as relevant an educational goal as enhancing quality in terms of people's lives. A few of these conferences were the Millennium Development Goals (MDGs), the 2000 Dakar Framework for Action, and the 1990 Jomtien World Conference on Education for All (EFA). A framework for the advancement of education in Sub-Saharan African (SSA) nations was established by the EFA goals of 2005. These have shaped national policies and outside aid in a significant way to make sure that every child is getting an education

although primary school pregnancies have become one of the hindrances to girls' education in Tanzania.

Bottom-up, or from the lower level (school community) to the upper level (central level), is how Human Rights Watch (2021) describes the recommended course of action. It further states that to minimize and eventually end primary school pregnancies, school communities have been and continue to be encouraged to act immediately and collaborate to develop methods. However, it was unclear if the Morogoro school community in particular was aware of this problem. Therefore, this study assessed the extent to which the Morogoro school community, which is representative of Tanzanian school communities, is aware and has helped to resolve the issue of pregnant schoolgirls.

School Girls Pregnancies

Pregnancy among primary school girls is an issue, in addition to the conventions mentioned above that mandate basic education for all children, particularly girls. Though it manifests differently in the North and South hemispheres, this problem is a global concern. For example, it's projected that 21 million pregnancies occur annually among adolescent females in low- and middle-income countries (LMICs). Teenage girls between the ages of 10 and 19 are the target population for adolescent pregnancy. Sub-Saharan Africa (SSA) continues to have double the global average, with over 100 births per 1,000 women, in 2021, despite a drop in adolescent birth rates (ABR). (Maharajaj, 2022).

The South African subregion was expected to have 332,000 births among teens aged 10 to 14 and 6114 000 births among those aged 15 to 19 in 2021. Due to Africa's higher than any other continent proportion of youth, adolescent pregnancy rates are expected to rise further in SSA countries. Thus, teenage pregnancies constitute a serious educational issue and are identified as a primary goal of the Sustainable Development Goals (SDGs) of the United Nations. The contributing factors for high ABR in SSA are heterogeneous and differ amongst countries in SSA. (ibid).

The information currently available on the causes of teenage pregnancies in Sub-Saharan Africa comes from studies conducted in individual countries; it is not very comprehensive. On the factors of adolescent pregnancy, a few research have been carried out, nonetheless, that pooled data from single-country studies. All of this research points to several contributing factors, including the low educational status of teenagers, early marriage, religion, and parental lack of support and communication. ((Maharajaj, 2022).

At the national and international levels, the problem's magnitudes continue to differ. The reason for this is that the causative elements vary slightly between continents. Pregnancy in primary school has been linked to poverty, educational attainment, and family history. (Waraga and Ngari, 2018). According to their assertion, a plethora of social factors, including adolescent pregnancies, community violence, gang involvement, coercion, a high rate of substance abuse, and social pressure that heightens the possibility of a cycle of teenage pregnancy within the family, impact children from impoverished social environments.

It is also said that television, movies, lazy parents, and a lack of strict discipline all play a role in schoolgirl pregnancies. The results suggest that sexual content is openly shown in media on television and motion pictures without reference to marriage or moral behavior. Waraga and Ngari (2018), and Weiss (2011) assert that the media portrays sex as effortless, beautiful, and joyful, giving the impression that everyone is engaging in it. Frequently, adolescents lack the

information necessary to make mature and responsible judgments regarding their involvement in sexual activities.

According to Maharajaj (2022), poverty is often seen as a sign of a nation's economic standing. Empirical research from Tanzania, South Africa, and Ghana shows that forced sexual interactions with older males as a way for teenagers to get by financially is linked to poverty. Adolescent girls may deliberately become pregnant to obtain government support funds meant for young mothers, without taking into account the potential repercussions of their conduct.

Primary school girls all across the world suffer grave health, educational, social, and economic implications from teenage pregnancies, including death. About 1.3% of unwanted pregnancies among schoolgirls between the ages of 14 and 16 are expected to have resulted in primary school dropouts in 2018, which puts educational advancement in underdeveloped nations like Tanzania at risk. (URT, 2019).

An additional explanation for the 1,185 pregnancies among primary school girls between 2017 and 2018 was provided by the educational statistics in Tanzania (ibid). Statistics from URT (2019, 2020, 2022, and 2023) indicate that this is a significant concern. Between 2018 and 2022, Tanzanian primary schools saw 1,185, 983, 571, and 413 cases per year, respectively. Pregnancy cases were recorded as 81, 101, 43, and 25 in the Morogoro region between the same years.

These figures demonstrate that the pregnancy issue among schoolgirls persists in the area. Richard (2006) claims that from 2005 onwards, at the very least, the government has mobilized resources from all relevant parties and emphasized the importance of local government leaders, community members, civil society organizations, and parents/guardians getting involved in the process of solving this problem in their respective communities, including the communities in the Morogoro region. The government has employed many strategies to encourage community involvement, including raising awareness among parents, school committees, students, and the general public. In addition, the community has participated in policy-making, revealed impregnators, and discussed potential solutions to the current issue.

In Tanzania, pregnancies among schoolgirls are a major issue. The research demonstrates that a growing percentage of schoolgirls are becoming pregnant. One of the regions where schoolgirl pregnancies seem to be rising is the Morogoro region. The biggest factor causing the gender disparity in educational attainment, particularly in primary school, is the pregnancies of schoolgirls. This is due to Tanzania being one of the developing nations in Africa where a girl is automatically expelled from school the moment, she becomes pregnant. (Human Rights Watch, 2021). Tens of thousands of girls have been denied the opportunity to receive an education due to Tanzania's restriction on pregnant students and adolescent mothers attending school. "Public schools across mainland Tanzania conduct mandatory pregnancy tests on female students and expel pregnant girls before they complete their mandatory education," according to Human Rights Watch. A 16-year-old girl was reportedly expelled by Morogoro region 2020 school officials. Before her final two Form 4 exams, they merely stated that, despite having just two exams left, she should have been expelled from school because she was pregnant.

Tanzania has an extremely high adolescent birth rate: 22% of women between the ages of 20 and 24 give birth before the age of 18. This information comes from Human Rights Watch

(ibid). 360,000 girls and young women between the ages of 15 and 19 give birth each year, and 390,000 of them, or 57% of them, do not use modern contraception or do not have a legitimate need for it, according to data published by the Guttmacher Institute, a sexual and reproductive rights organization.

Additionally, the community particularly the school community has not taken a clear initiative to lessen this issue; instead, unjust education act practices are being used. For example, expulsion is permitted under Tanzania's Education Act and its 2002 education expulsion regulations if a student has "entered into wedlock" or "committed an offense against morality." Despite the lack of explicit language on pregnancy in the rules, ministry and school officials view pregnancy as a moral transgression. As stated in ibid. According to an unjust act revealed in a Human Rights Watch statement, "Public schools did not interpret this policy uniformly", according to Human Rights Watch research from 2014 and 2017, Some head teachers directly helped pregnant students and adolescent mothers who were permitted to remain in school.

Based on the material provided above, it appears that Tanzania's current deportation policy is motivated by morality toward African tribes. Premarital pregnancies are frowned upon in many African tribes, and childbearing is typically connected with adult status (Mlawi, 2001). In the majority of African tribes, parents strive to maintain the utmost control over their daughters' whereabouts to prevent them from losing their virginity or getting pregnant before marriage.

However, the formal education system introduced by colonialists in Tanganyika interfered with and conflicted with the tribal practice of initiation to enable children to attend schools effectively. According to Mlawi (2001) when the British started women's education in tropical Africa, they had to promise the parents that they would allow girls to leave school at the age of marriage. In many African tribes, girls got married at the age of between ten and thirteen years. Therefore, when the girls reached this age, they had to be allowed to leave school to go and get married.

Because the girls had to leave school before completing their formal education, this affected the age of schooling. The development of expulsion regulations for girls who became pregnant while pursuing formal education was the result of conflicts that existed between traditional traditions and education. Apart from its practices, this policy is not clear. However, under the Education Act No. 25 of 1978 (Expulsion and Exclusion of Pupils from School) Regulations no. 130 of 1979 and its revision Education (Expulsion and Exclusion of Pupils from Schools) Regulations no. 295 of 2002 there is a general clause which states *inter alia*; "that expulsion of a pupil from a school may be ordered where the pupil has committed an offense against morality..." (Regulation 4 (1) (b)) or where a pupil is guilty of "persistent and deliberate misbehavior as to endanger the discipline or good name of the school" (Regulation 4 (1) (a)). According to a ministerial circular sent to primary school administrators, pregnancy and school female impregnation are two behaviors that can result in a student's expulsion from school (URT and Tanlii, 2024).

Pregnant schoolgirls have historically been a contentious issue in society. Human Rights Watch (2021) claims that the idea underlying the occasionally contradictory remarks made by government officials is a blatant sign that the administration has discovered it to be a very tough and hard problem that requires cooperation between the government and the community to overcome.

To unite efforts for the abolition of the pregnant schoolgirl problem, communities, and the government must form a collaborative relationship. However, no deliberate action plans for putting the re-entry policy into effect following girls' pregnancies have been proposed as of yet. These characteristics determined the necessity of doing this investigation. For this reason, Morogoro Municipality must schedule interventions independent of the cases reported in the region.

Pregnancy among School Girls in Tanzania

The issue of schoolgirl pregnancies in Tanzania has persisted for a long time. For example, the number of pregnancy cases reported at the primary school level from 2018 and 2022 was 1,185 (1.3), 983 (1.3), 571 (0.3), and 413 (0.2) (URT, 2019, 2020, 2022, 2023). Despite this, the issue appears to be improving overall, which could result from several stakeholders' efforts.

Regional variations exist in the prevalence of pregnancy among primary school girls. In the four years between 2018 and 2022, Morogoro, Pwani, Arusha, Dodoma, and Shinyanga will be the most affected regions, in that order. Overall, there were 250 cases in Morogoro; Pwani had 94, Arusha had 178, Dodoma had 164, and Shinyanga had 145. There appear to be several reasons behind this, including cultural and economic issues.

Up until now, government leaders have consistently emphasized the need to combat patriarchal norms and attitudes, rejecting the notion that the issue is insurmountable. To address this pressing issue in their areas, government officials have frequently backed the notion of funding local government and encouraging community involvement. However, there is a problem with how regulations are put into practice and how boys and girls in households are corrupted regarding pregnancy.

The process of education occurs within a community, and its objectives and approaches are influenced by the characteristics of the society in which it is conducted. According to Kasimila (2003), involving the community in recognizing educational challenges allows them to address and propose solutions to these issues. Education is described as the responsibility of the individuals within the community, so the school community should serve as representatives of the government in educational matters, such as pregnancies among schoolgirls.

There are numerous reasons supporting the involvement of the school community in addressing educational issues like the management of pregnancies among school girls. These reasons indicate that educational resources are more effectively gathered and utilized when the community contributes to shaping its educational strategies. Another perspective is that community participation plays a crucial role in rallying the school community to embrace the strategies for managing school (girl pregnancy) proposed by educational authorities.

In Pincock's (2019) study, it was found that social connections such as friendships and community ties can provide girls with support and unity. This creates social capital that empowers them to withstand pressures related to sex and relationships. Associations with peers who share their values and assistance from the broader community, such as church organizations, allowed girls to feel assured in pursuing their important goals and declining unwanted sexual relationships.

Consequences of School Girls' Pregnancies

School girls who become pregnant during their teenage years' experience negative consequences. These consequences include decreased psychological well-being, reduced

likelihood of completing school, lower levels of marital stability, less secure employment, increased reliance on welfare, higher rates of poverty, and slightly elevated health risks for both the mother and child compared to peers who delay childbearing (Richard 2006).

In Tanzania, the prevalence of schoolgirl pregnancy significantly contributes to the high rates of school dropouts in the country. Historically, research on schoolgirl pregnancies consistently demonstrates the detrimental impact of early parenthood on girls' educational achievements. URT (2019, 2020, 2022 & 2023) stated that primary school girls' pregnancies led to a 1.3%, 1.3%, 0.3%, and 0.3% increase in dropout rates from 2018 to 2022. Additionally, young mothers who continue their education after giving birth are less likely to pursue higher education, leading to lower educational achievement compared to peers who delay parenthood.

In many developing nations such as Tanzania, when a girl gets pregnant, it brings shame to her family. Consequently, some pregnant school girls face expulsion from both schools and their homes due to their perceived misbehavior. As a result, some of these girls find themselves on the streets, working as prostitutes or barmaids to support themselves and their babies.

The pregnancy of young girls in primary school poses health risks as their bodies are not ready for motherhood. Due to their pregnancy, these girls are unlikely to gain weight, leading to increased mortality rates for children under five and mothers, as well as being linked to infant and childhood disorders (Ajayi, 2006). Babies with low birth weight have a higher chance of having underdeveloped organs. Additionally, offspring of teenage mothers (specifically girls in primary school) are at an increased risk of facing social, emotional, and other issues, such as a greater likelihood of being subjected to abuse or neglect. As per Human Rights Watch (2021), they are also more prone to receiving inadequate nutrition, healthcare, and cognitive and social stimulation. Consequently, they may have limited cognitive abilities and, as a result, may achieve lower academic performance.

The review of the literature uncovered that the community is aware of the problem and how the elimination of primary school girls' pregnancies is affected by various factors, such as limited community knowledge, ineffective interactions between the community and school administration, inadequate measures to reduce school girls' pregnancies, unpreparedness to implement policies allowing pregnant mothers to return to school, and a lack of community orientation towards involvement in addressing school girls' pregnancies. In addition, research by Human Rights Watch in 2021 revealed that the expulsion of pupils from schools is a common practice in Tanzania. Previous studies have focused on eliminating this system, but they have not addressed community awareness. Community awareness in the school system for pregnant schoolgirls has not been examined in the literature or research that is currently available. By assessing the level of community awareness and how it may be involved in addressing schoolgirl pregnancies in the Morogoro Region, this study seeks to close this gap.

Methodology

The Morogoro Municipality in the Morogoro Region's Mwere, Mchikichini, Chamwino A, Kilakala, and Kihonda Primary Schools served as the research's study locations. These specific schools were chosen for the case study because of their crowded neighborhoods and early documented incidences of schoolgirl pregnancy. They are also acknowledged as pioneers in involving the community in various matters. The in-depth research findings were guided by the case study design and qualitative technique.

Gray (2014) suggests that employing multiple case embeddings can mitigate the challenges encountered in holistic case studies by enabling the utilization of multiple units of analysis. This facilitates heightened sensitivity and early detection of divergences from the research direction and questions. The goal of using a multiple-case study methodology was to provide solid results. Through qualitative data analysis, the researcher also assessed the extent of community awareness regarding schoolgirl pregnancies and how primary school girls dealt with them.

Throughout the data collection process for a case study, a researcher adapted the approach to allow for flexibility and pinpointed the most efficient methods, while integrating additional data sources. This was crucial as the study required thorough data to understand community awareness and its potential impact on eliminating pregnancies among school girls.

By collecting data through interviews, group discussions, and documentation, the researcher assessed the level of school community awareness regarding the issue of schoolgirl pregnancies using a number of cases (Fig. 1).

Multiple Case embedded

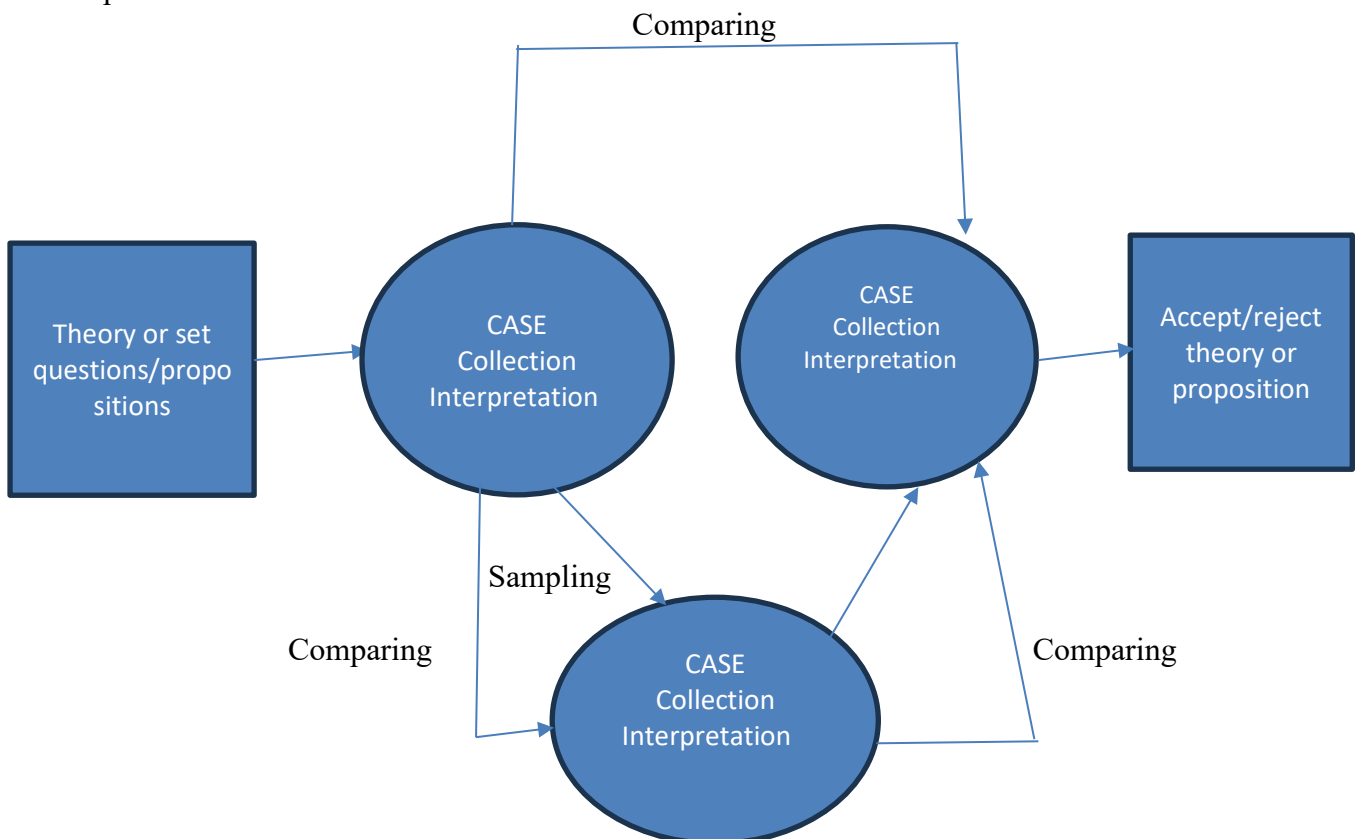


Figure 1: The Replication through the use of multiple cases
Source: Adopted from Gray (2021)

The research sample included 80 people, and every participant was able to utilize the qualitative approach. Bhandari's (2023) multistage sampling method was utilized by the researcher, involving the selection of a sample from the population using progressively smaller groups (units) at each stage to ensure precise data collection. Data was gathered using purposive and simple random sampling methods. Forty pupils were chosen for a smaller qualitative sample, with eight from each school, three from standard six, and five from standard

seven. Additionally, ten teachers (including both patrons and matrons) were selected, with two from each school teaching both classes. Furthermore, five Ward Education Officers, five government leaders, five religious leaders, ten parents, five heads of schools from each school, and one District Education Officer (DEO – Primary Education) were included in the sample. A purposive sampling technique was used for the selection. In contrast, a random sampling technique was used to select 40 pupils.

The research utilized interviews, group discussions, and documentation as methods to gather data from the participants. Before gathering the actual data, the researcher conducted a preliminary study in three primary schools within Morogoro Municipality to guarantee the reliability of the research instruments.

The majority of the research datasets underwent qualitative analysis, although some were subjected to numerical methods. The researcher transcribed qualitative data from the study questions' responses manually. In certain cases, the participants' reactions to specific wording were scrutinized by the researchers. The data was analyzed using descriptive statistics. Following the presentation of the responses, frequencies, and percentages were used to compare results. Careful analysis of the data enhanced the conclusions of the qualitative investigation. Three stages of quantitative data analysis were conducted: categorization of the data, examination of descriptive statistics, and concluding statistical techniques.

Results and Discussion

This study set out to determine the extent of awareness within the school community on the issue of schoolgirl pregnancy in primary schools. The number of pregnancies among Morogoro Municipality primary school girls was assessed by the study. The study was guided by the multiple cases approach at the problem level to determine the prevalence of schoolgirl pregnancy in the school community. Each of the 80 respondents participated in answering this question. First, the respondents were asked about pregnancies among primary school girls in primary schools. Table 1 displays the responses as percentages.

Table 2: Responses on the extent of School Community awareness of the availability of Pregnancy Primary schools in Morogoro Municipality, N= 80

Category of Respondents	There is a Pregnancy Problem		No Pregnancy Problem		Grand Total	
	Number	%	Number	%	Number	%
District Education Officer (DEO)	1	1.3	-	-	1	1.3
Headteacher	5	6.3	-	-	5	6.3
Teachers (Matron and Patrons)	8	10	2	2.5	10	12.5
Pupils	37	46	3	3.8	40	49.8
Religious leaders	5	6.3	-	-	5	6.3
Government leaders	5	6.3	-	-	-	-
Wars Executive Officer (WEO)	3	3.8	1	1.2	4	5
Parents	8	10	2	2.5	10	12.5
TOTAL	72	90	08	10	80	100

Source: Researcher Data, 2024

Table 2 shows that 72 respondents, or 90% of the total, stated that there was an issue with pregnancies amongst primary school females in the Morogoro municipality. One education officer (1.3%) among the respondents in this group stated that the issue was significant and that it contributed to the rise in primary school dropout rates. The District Education Officer continued to explain the increase in the number of girls who got pregnant is concerning since mathematically there is a linear increase in several pregnancies especially when girls enter class six and seven Because the pregnant people are known to us and are friends and family, this circumstance will not be accepted.

By using the documentary analysis method, the researcher was able to validate the respondent's response. The researcher found that the number of pregnancy cases reported in the studied region in 2018, 2020, 2022, and 2023 was 81 (6.8%), 101 (10.2%), 43 (7.5%), and 25 (6.0%), respectively. Subsequent examination of these data revealed that the number of pregnancy cases rose by 81 (6.8%) in 2018 and 101 (10.2%) in 2020. This suggested that the number of pregnant cases would rise by 3.4% and fall by 2.6%, respectively, between 2018 and 2020. According to Yale University (2021), the context evaluation has shown that there is an issue even if it has been significantly declining each year.

Table 2 shows that 37 (46%) of the pupils who responded to a survey about pregnancies claimed that it was a major issue for them. In this instance, a responder stated that men of all ages approach us and offer or promise us a variety of things, including money. If you don't have a strong sense of self-worth or are impoverished at home, you'll be forced to play sex and end up pregnant. One more pupil respondent claimed that even teachers coerce their pupils into having sex, which causes them to become pregnant.

This response aligned with the opinions of three (30%) parents out of seven (70%) parents who concurred that there was an issue with pregnancies among girls in primary school. These three parents claimed that their children's pregnancy and subsequent expulsion from school were caused by dishonest elder people. This reaction is also consistent with the research conducted by Mbongwa et al. (2024), which found that schoolgirl pregnancies in South Africa were partly caused by female pregnancies at private institutions. One other respondent from this group mentioned that male teachers were also in charge of primary school girls who were pregnant. She gives the example of two local school teachers who were detained by the police and brought before the court on allegations that they were the cause of the pregnancies of two primary school girls.

Additionally, table 2 shows that five (6.5%) of the head teachers who participated in the survey stated that there was an issue with girls getting pregnant at their schools. According to one responder from this group, schools were accustomed to dealing with these issues and had the tools necessary to identify and manage those occurrences. Every month, all of the girls in grades four, five, six, and seven are brought to the local hospital or pharmacy for standard prenatal examinations. *It is from this exercise we identify those who are pregnant and terminate them from studies.* The Ministry of Education, Science and Technology laws, which mandate that heads of primary and secondary schools terminate pregnant pupils, are to blame for this (Human Rights Watch, 2021). Furthermore, this kind of mechanism was in line with the context evaluation model put forth by Stufflebeam (2003), which assisted school administration in managing human resources.

A group of teachers (patrons and matrons) was interviewed, and about 8 (10%) of them stated that there was a serious issue with girls getting pregnant in schools (Table 2). They clarified

that the issue was caused by the neighborhood surrounding the schools, where pupils reside for extended periods (after school hours). For instance, one respondent (1.3%) from this group stated that, out of all the pregnancies at the school, men from outside especially *bodaboda* riders at the school were the ones who impregnated schoolgirls.

Table 2 also shows that although the number of pregnancies among primary school girls is gradually declining, five respondents from a group of religious leaders, five respondents from a group of government leaders, and four respondents from a group of WEO believe the problem still exists. They claimed that to address the issue, community members should work together. One of the responses from this group continued to assert that they were accountable for guaranteeing that all flaws including the difficulties were under the authority of human beings. This study found that school administration was successful in containing these incidents.

According to an analysis of the respondent's reasoning, men's sexual drives are psychologically based and hence controllable (Waraga and Ngari, 2018). (Mbongwa, et al 2024). In this sense, people who are in charge of getting primary school girls pregnant may behave differently as a result of learning to regulate their sexual cravings and psychological fallout. Additionally, the aforementioned opinions have been voiced in the framework of process evaluation, which provides input for reexamining the issue and taking the necessary action, among other things (Stufflebeam, 2003).

Furthermore, Table 2 shows that 5 (10%) of the teachers in the discussion group felt that the district's pregnancy problem was not particularly concerning. After more investigation, it was discovered that 2 (2.5%) of the 5 teachers who had previously responded claimed there was no issue with primary school girls getting pregnant because such situations happened occasionally at their school. Among a group of teachers, three respondents (3.8%) stated that they were unaware of any pregnancy cases occurring at the schools after being transferred from other locations, the respondents had only been attending those schools for around two months, according to a closer examination of their replies. They therefore knew less about pregnancy-related difficulties in schools. The WEO (1.2%) and parents 2 (2.5%) replies were included in the same discussion. As suggested by Stufflebeam (2003), it has become apparent that there is an issue with the context evaluation. When one looks at the statistics above is probable to find out that the problem of school girls' pregnancies was recognized practically across the community studied. It backs up the study's issue in this context as well as the government's urgent request to prepare, safeguard, and handle existing cases.

Conclusion and Recommendations

In general, it can be concluded from research findings that the more the school community is aware of the issue of schoolgirl pregnancies, the more active they are in trying to eradicate it in their communities. Furthermore, the more the school community participates, the easier it is to lessen and eliminate the issue.

The findings of this study showed how crucial it is to raise awareness within the school community about the pregnancies of primary school girls to establish strategies to end the issue in primary schools. This is because school communities who are aware of the problem's magnitude are more inclined to put systems in place to lessen it. The findings also demonstrated that members of the school community, such as educators, parents, religious and governmental leaders, and students, can be more productive when they draw on their past experiences and understanding of the issue and the school community. Stufflebeam (2003) emphasized the importance of the school community in comprehending the scope of the issue,

pointing out that the community's awareness of the issue and its resolution is a helpful tactic for improving better solutions (outcomes). As a result, the school community may have more influence over schoolgirls' pregnancy elimination procedures than do the rules and sanctions.

In addition, schoolgirl pregnancy has been a contentious topic. Both supporters and opponents of school expulsion are represented in public opinion. It seems unjust to use expulsion policies to address the issue of schoolgirl pregnancies. First, to the schoolgirls who are pregnant, whose circumstances are frequently caused by a complicated interaction between biological and sociocultural variables. Second, to her family and society as a whole, which can now assess the financial advantages of educating girls; and third, albeit to a lesser degree, the expenses of dropping out of school. The report suggests conducting additional research in the same school community to ascertain the difficulties that the community faces in determining the amount of schoolgirl pregnancy.

Finally, since the current study only looked at five primary schools in Morogoro Municipality, another assessment in a different region is recommended. Finally, the study recommended that the Tanzanian government collaborate with other partners through the school community effort to inform the community about the importance of understanding the prevalence of schoolgirl pregnancies and potential remedies. Until more comparable studies are conducted for more inclusive school communities in various Tanzanian locales with a larger sample size than the current study, the findings of this study cannot be regarded as definitive.

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