



PEER PRESSURE AND SCHOOL TYPE AS CORRELATES OF TEENAGE PREGNANCY AMONG ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract: Secondary school is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. It is established to provide the learners with opportunities to acquire necessary knowledge, skills and attitude as well as to develop mentally, socially, morally, physically, and spiritually. Unfortunately, many secondary school adolescents get fully initiated into heterosexual relationship leading to increase in the number of teenagers getting pregnant every year; which form a reflection of the state of the society. It is against the foregoing background that the study investigated peer pressure and school type as correlates of teenage pregnancy among adolescents in public secondary schools in Enugu State. Four research questions guided the study and four null hypotheses were tested at .05 level of significance. The correlation research design was adopted for the study. The population of the study comprised 9,974 Senior Secondary School Two (SSII) female adolescent's students in all public secondary schools in Enugu State. A sample of 996 female adolescent students was drawn for the study through multi-stage sampling technique. The instruments used for data collection were Peer Pressure Questionnaire (PPQ) and Teenage Pregnancy Questionnaire (TPQ). The instruments were face and content validated by three experts; while the construct validation was ascertained using the Varimax Rotation Method. Internal consistency co-efficient 0.86 and 0.89, were obtained for PPQ and TPQ respectively, using Cronbach Alpha statistical method. Pearson Product Moment Correlation Co-efficient and regression analysis were used for data analysis. The findings of the study revealed that there is no significant relationship between peer pressure and teenage pregnancy. More so, the findings revealed that there is no significant relationship between mixed-six school and teenage pregnancy. In addition, the findings showed that there is no joint significant relationship among peer pressure, school type and teenage pregnancy. Based on the findings, the study recommended that Educative platforms and/or imitative at home, school, and in the media could create awareness about peer pressure and sex-related issues among in-school adolescents. School guidance and counselling coordinators should develop strategies that enable adolescents to channel their

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sexual energies into a productive venture, such as physical activity, life-skills training (example, creative arts and design), and reading of non-sexual storybooks. Public and private social welfare agencies should re-double their efforts in educating, counselling and rehabilitation of victims of teenage pregnancy. By these efforts, many of the adolescents could be encouraged to continue their education or engage in other meaningful activities to avoid early destitution and other life threatening experiences resulting from teenage pregnancy.

Introduction

Education is the basic foundation for moral and societal development. It is the platform through which kings and queens are made; modernization, civilization and industrialization are achieved. It is a must for a promising and secure future. Chigbu, Sule, Grace and Mokwelu (2022) noted that through education, nation can access employability and global competitiveness through resources and manpower development which in turns improve the quality of life of her citizens. It is with this understanding that Chigbu, Sule, Grace and Mokwelu (2022) affirm that nations all over the world accord priority to the education sector, having been adjudged as a veritable instrument for national development. Education in this perspective is perceived as a cornerstone of economic growth and social development as well as a principal means of improving the welfare of individuals.

An extensive outlook into the Nigerian educational system shows that education is systematically structured into pre-basic, basic, secondary and tertiary education (Federal Republic of Nigeria [FRN], 2013). The secondary school education is the focus of this study. Secondary schools occupy strategic position in the Nigeria education system. They form a link

between the primary and tertiary levels of education (FGN, 2014). They are specifically concerned with preparing citizens for useful living within the society and for higher education.

Admittedly, attainment of the primary objectives of secondary school education demands that quality be built into the system and the students be properly guided to avoid all forms of vices that derail their academic achievement. Consequently, a culture of continuous school improvement and moral reorientation must necessarily be cultivated in secondary schools students. Adolescents must be guided, directed, protected and made to understand the consequences of teenage pregnancy. The concept of teenage pregnancy refers to under-aged girls usually within ages of thirteen to nineteen years becoming pregnant from pre-marital sexual activities. It involves a female under the age of 20 according to the World Health Organization (WHO, 2020).

Nwosu (2017) defined teenage pregnancy as the occurrence of pregnancy on girls aged ten to nineteen years. It is one of the most common problems among adolescents worldwide¹⁴. The scholar further held that teenage pregnancy is where female under the age of 20years becomes

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pregnant. The scholar also referred to it as adolescent pregnancy. Teenage pregnancy mainly occurs after sexual intercourse between two teenagers of the opposite sex just after the start of the ovulation period; which starts between the age of twelve and thirteen. A teenage female starting from the age of thirteen can conceive although most are usually not well developed to handle pregnancy. Getting pregnant may expose a teenage female to many complications which are faced by pregnant fully grown women; although there is always great concern for those under the age of fifteen since most are not fully developed to have a healthy pregnancy or even give birth (Alabi & Oni, 2017). Teenage pregnancy and teenage motherhood are a course for concern globally. The vast majority of teenage pregnancies occur in low and middle income countries characterized by poor health care services. Abbas et al. (2017) noted that teenage pregnancy is a major public health problem particularly in Africa. It has contributed to maternal and child morbidity and mortality and affects the socio-economic development of a country. Abbas et al. added that teenage pregnancy is also linked to an increased risk of adverse pregnancy and child birth outcomes compared to older women. Mezmur et al. (2021) pointed out that teenage pregnancy has continued to be a social, emotional and economic challenge for teens and the society. Nearly two-thirds of births to women younger than 18 years and more than half of pregnancies to 18-19 year-old girls are unintended. They maintained that

teen mothers are most likely to be depressed, more likely to drop out of school, and at high risk of a repeat pregnancy if they live with the baby's father. Teenagers who choose to have a termination or an abortion have a separate burden to carry, with potential emotional sequelae if they are not given the support and tools with which to process the decision. Fiscally, teen pregnancy can maintain or create a new cycle of poverty, especially if the teen does not complete secondary school. Adolescent fathers remain an understudied group, with a need for intervention preventing teen pregnancy that target girls and boys, as well as services to engage and support parenting adolescents of both genders (Gaby, 2012).

Lack of information about sexual and reproductive health and rights; inadequate access to services tailored to young people; family, community and social pressure to marry; sexual violence against children, early and forced marriage, which can be both a cause and a consequence; and lack of education or school drop-out. Other factors contributing to adolescent pregnancy are imbalance of power, no access to contraception and pressure on girls to prove their fertility. Factors such as parental income and the extent of a girl's education also contribute. Girls who have received minimal education are 5 times more likely to become a mother than those with higher levels of education. Pregnant girls often drop out of school, limiting opportunities for future employment and perpetuating the cycle of

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poverty. In many cases, girls perceive pregnancy to be a better option than continuing their education. In addition, the unique risks faced by girls during emergencies increase the chances of them becoming pregnant.

Anayochukwu (2022) alleged that there is high rate of teenage pregnancy among adolescents in secondary schools in Nigeria; which is one of the tragedies greatly confronting the entire society. According to her, it is a manifestation of the tide of immorality that is sweeping across the world; the consequences of the phenomenon go beyond the victims themselves but down to the entire family and the wider society. The scholar also reported that the health hazards that gush from it cannot be understood as most of the teens that are exposed to unintended pregnancy taste the bitter pills of some deadly sexually transmitted disease such as Acquired Immune Deficiency Syndrome, syphilis, herpes and so on. Anayochukwu finally concluded that teenage pregnancy leads to multiple sexual intercourse, prostitution, and abnormal sexual practices such as premarital and extramarital intercourse as well as indiscriminate use of condom.

Globally, teenage pregnancy is widely considered a social, emotional, economic and health challenge for teens and the society at large. Antonio (2017) pointed out that Nigeria can be counted as an unfortunate country, as the rate of teenage pregnancy in the country is relatively high. Antonio believed that cultural, economic and social conditions existing in a country determine the rate of teenage pregnancy. It is

clear in the light of academic research that family influence and parental styles are fundamental factors that could push adolescents to indulge in premarital sexual behaviours; which could result to teenage pregnancy. Parents play an influential role in moulding and shaping the behaviour of adolescent's transition to adulthood. Parenting has been recognized as a major agent in socializing adolescents (Utobo, 2019). Parenting according to Yang et al. (2014) is the act of parenthood, the child upbringing, training, child rearing or child education. Parenting can also be viewed as a set of behaviours involved across life in relations among organisms who are usually non-specifics, and typically members of different generations or at the least, of different birth cohorts. Parenting interactions provide resources across the generational groups and function in regard to domain of survival, reproduction, nurturance and socialization.

The scholar clearly noted that though neglectful parents provide for basic needs like food and shelter, they are, for the most part, uninvolved in their children's lives. Children might be given the bare minimum they need for survival; such as shelter, nourishment, and clothing, yet little or nothing in the way of guidance or affection. However, parental involvement and interaction are essential tools that could help parents control the adverse effect of peer pressure on the adolescents.

Peer is a person of the same age, same social position, or having the same abilities as other people in a group. It can be anyone one

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look up to or someone who one would think is an equal in age or ability. A peer could be a friend, someone in the community or even someone on television (Kasier, 2013). Peers are persons of the same age, status or ability (Chigbu, Nwobi, Nwanna & Etele, 2021). Adolescence is associated with peer pressure. Peer pressure according to Omotere (2012) is the influences that people of the same rank or age have on one another. It is emotional or mental force from people belonging to the same social group (such as the same age, grade or status) to act or behave in a manner similar to themselves.

Peer pressure has a great influence on adolescent behaviour and reflects young people's desire to fit in and be accepted by others. One can say that peer pressure is emotional feeling from people of the same age, grade or status to do things in a manner similar to themselves. Peer pressure comprises a set of group dynamics; whereby a group in which one feels comfortable with may override personal habits, individual moral inhibitions or idiosyncratic desires to impose a group norm of attitude and/or behaviour. There is no gainsaying that peer pressure is the emotional force people of the same social group receive through imposing of the groups' norm, attitudes or behaviours. Peer pressure may play a key role in teenage pregnancy among adolescents. This may be true because when an in-school adolescent experiences a negative pressure, there may be the tendency of losing the sense of knowing why she is in school and when such happens, it will surely affect her behaviour

and moral values. According to Malisa (2015), psychologists recognize that a child's peer can have an impact on their attitude, moral life, conduct, and behaviour; but the extent of that effect has been an open question with no conclusive answer.

Consequently, peer pressure can be beneficial when it offers encouragement, positive feedback or advice. Positive pressure according to Mosha (2017) is described as when someone's peers influence them to do something beneficial or growth building. Peers who are committed to doing well in school can influence others to be more goals oriented. Similarly, peers who are kind, loyal or supportive influence others to be the same positive peer pressure as when someone's peer encourages them to do something positive or push them to grow in a beneficial way. It implies pushing a friend to study harder so they can get better grades.

Negative pressure involves pressure to do something dangerous or damaging to oneself or others. Ralph et al. (2014) referred to negative pressure as influence that sways people towards risky activities such as criminal behaviour, underage drinking, indulging in pre-marital sex, drug use, and an overall unhealthy lifestyle. It is the influence a person faces to do something he would not normally do or do not want to do as a way of conform to the social group. Adolescents often face negative pressure to drink alcohol, do drugs, or have sex. Carman and Zhang (2012) asserted that negative pressure could lead to behavioural addiction. The scholars contended

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that the peer pressure could cause adolescents to feel an internal pressure to participate in activities and behaviours they think their peers are doing; which can put them at risk for the following behavioural addictions: food addiction, gambling, internet addiction, sex addiction, shopping addiction, and video game addiction. Ufobi (2016) held that negative pressure it usually dangerous and is often against school rules, home rules and code of conduct guiding the society. Ufobi stressed that under the influence of negative peer pressure, adolescents may start smoking, taking drugs, having unsafe sex, bullying, sneaking out of house, skipping school and disrespecting authorities.

Adolescents are being lured and convinced into these activities: truancy, drug addiction, going to party, drunkenness; which by extension results in school dropout, unintended pregnancy, and abortion with high risk of sexual transmitted disease and infections. This is because adolescents are at the peak of their development (Chigbu, Ofojebe, Nnadi, Uzoekwe & Mokwelu, 2022). Booth and Okely (2015) corroborating this assertion, stated that adolescent's peer groups are prevalent in the school and therefore their influence strongly exhibited in the schools among adolescents. Peer pressure is a strong influence of a group, especially of adolescents, on members of that group to behave as everyone else does; which predisposes them to consciously or unconsciously subscribe to the prevailing norms of the group for the purpose of belongingness and feeling of sophistication.

Clark (2015) stressed that adolescents are directly influenced by the type of school composition and school climate.

School type is an important factor that influences adolescents' behaviour. School type according to Booth and Okely (2015) is the physical environment such as facilities, and equipment, school policies (e.g time allocated for physical education and sports) and school practices (for example, making facilities available, allocation of staff to teaching, physical education, sports and barriers to participation). School type is a combination of social and physical environment that creates the classroom experience. It includes experience, classroom management as well as the way the space is organized and maintained (Collins, 2014). Alimi et al. (2012) viewed school type with respect to ownership; that is government owned or privately owned schools. In this study school type refers to mixed-sex secondary school or single-sex secondary schools.

Mixed-sex school also referred to as mixed-gender education or co-education is a system of education where males and females are educated together in the same school environment. Mangeli (2017) described mixed-sex education as a co-education in which students of both sexes are taught together in the same class. The scholars upheld that this type of school provides the students unique points of view during classroom discussion. These collaborative skills will stay with them as they move to higher institutions and eventually the workplace.

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Njideka (2018) defined mixed-sex school as schools that teach male and female students together in the same academic environment. This implies that both males and females are taught in a classroom together without recourse to the gender or sexes. Utobo (2019) saw mixed-sex education as an integrated education of male and female students in the same environment. The scholar maintained that mixed-sex education provides individuals with the opportunity to grow up comfortably and express themselves when they are in the company of other sex. Mixed-sex schools create an educational environment where boys and girls receive opportunities together (Okoro, 2013). It is significantly different and an alternative to single-sex education, where each is segregated from the other.

Single-sex school refers to schools that have only one sex. According to Mbanefo (2019), single-sex education is an education administered where the learning environment consists of only one gender. It is the practice of enrolling or grouping of students of the same gender in the same school whether the school is boarding, day, private or public. Clark (2015) described single-sex education as the practice of conducting education with male and female students attending separate classes, perhaps in separate buildings or schools. The scholar added that the practice of single-sex schooling was common before the 20th century, particularly in secondary and higher education. Jeremiah and Tiwa (2012) viewed single-sex school as a school

which educates boys or girls exclusively. As a general rule, classes will not be co-educational. Collins (2014) defined single-sex education as an education administered where the environment consists of only one gender. The major difference between mixed-sex schools and single-sex schools are the students. While co-educational learning happens in classrooms which have boys and girls, single-sex education happens in classrooms which have either boys or girls. Studies have revealed that some students thrive in an environment which has members of the same gender while some students do better in mixed-sex schools. It really depends on how children are raised and how they adjust to different environments.

It is important to note that the results of the relationship among peer pressure, school type and teenage pregnancy have been inconsistent. Some researchers (Maphoso, 2014; Aransi, 2018; Ezzarrouki, 2016) found that peer pressure and school type are not significantly related to teenage pregnancy. Other researchers such as (Nguyen et al., 2016; Pilar & Boreeth, 2018; Samiullah, 2016) found that there is significant relationship among peer pressure, school type and teenage pregnancy. Besides, most of the studies were conducted in western countries (Odongo et al., 2016; Silsby, 2012; Yin, 2013; Cherry, 2015) and thus the full understanding of the relationship runs the risk of being culturally biased. Replication of the study in Nigeria especially in Enugu State will likely clear the bias. Hence, the present study investigated peer

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pressure and school type as correlates of teenage pregnancy among adolescents in secondary schools in Enugu State.

Research Questions

The following research questions guided the study:

1. What is the relationship between peer pressure and teenage pregnancy among adolescents in public secondary schools in Enugu State?
2. What is the relationship between mixed-sex school and teenage pregnancy among adolescents in public secondary schools in Enugu State?
3. What is the relationship between single-sex school and teenage pregnancy among adolescents in public secondary schools in Enugu State?
4. What is the joint relationship among peer pressure, school type and teenage pregnancy among adolescents in public secondary schools in Enugu State?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

1. There is no significant relationship between peer pressure and teenage pregnancy among adolescents in public secondary schools in Enugu State.
2. There is no significant relationship between mixed-sex school and teenage pregnancy among adolescents in public secondary schools in Enugu State.

3. There is no significant relationship between single-sex school and teenage pregnancy among adolescents in public secondary schools in Enugu State.

4. There is no significant joint relationship among peer pressure, school type and teenage pregnancy among adolescents in public secondary schools in Enugu State.

Methodology

The study adopted the correlation research design. Nworgu (2015) opined that this type of study seeks to establish the relationship that exists between two or more variables. The study was conducted in Enugu State. The population of the study comprised 9,974 Senior Secondary School Two (SS II) female adolescent students in the 292 public secondary schools in Enugu State. Source: Enugu State Post-Primary Schools Management Board (ESPPSMB, 2022). The sample size of 996 SS II female adolescents students, representing 10.05 percent of the entire population were selected for the study.

The instruments used for data collection were the Peer Pressure Questionnaire (PPQ) developed by Sani (2016) and Teenage Pregnancy Questionnaire (TPQ) developed by Chireshe (2012). The reliability coefficient values of the PSQ and TPQ instruments were .86, and .89 respectively. The researchers administered copies of the instruments through direct delivery method with the help of five research assistants. Pearson Product Moment Correlation Coefficient (r) and regression analysis were used for the data analysis.

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Results

Table 1: Pearson r on peer pressure and teenage pregnancy among adolescents in secondary schools in Enugu State

Source of Variation	N	Peer Pressure r	Teenage Pregnancy r	Remark
Peer Pressure	996	0.00	0.61	High Positive Relationship
Teenage Pregnancy	996	0.61	0.00	

Table 1 revealed that there is high positive relationship of 0.61 between peer pressure and teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 2: Regressions analysis on the relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Remarks
Mixed-sex School	.698 ^a	.488	.474	7.143	High relationship

The results in Table 2 showed that the regressions analysis on the relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State yielded an R-value of .698. The value (.698) obtained indicates that principals agreed that mixed-sex school has high positive relationship with teenage pregnancy.

Table 3: Regressions analysis on the relationship between Single-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Single-sex School	.889 ^a	.791	.753	4.893	Very High relationship

Table 3 displays the results on the relationship between single-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State. The results of the analysis revealed a regression (R) value of .889. This implies that there was very high positive relationship between single-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State.

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Table 4: Multiple regression analysis on joint relationship among peer pressure, school type and teenage pregnancy among adolescents in public secondary schools in Enugu State

Variables	N	Parenting styles	Peer pressure	Teenage pregnancy	School type	R	Remarks
Peer pressure	996	1.000**	1	.769**	.362*		
School type	996	.362	.362*	1	1		
Teenage pregnancy	996	.769**	.769**	.377*	.377		
Joint Correlation						.777	High positive relationship

Table 4 showed a multiple regressions (R) value of .777. This implies that indicated that there is high positive joint relationship existing among peer pressure, school type and teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 5: Regression analysis of peer pressure and teenage pregnancy among adolescents in secondary schools in Enugu State

Variables	R	R Square	Adjusted Square	RStd. Error of the Estimate	F-value	P-value	α	Remarks
Peer Pressure	.606 ^a	.467	.469	10.016	8.462	.010 ^b	.05	Significant

The result in table indicated that the p-value (.010) is less than .05 level of significance. Thus, the first null hypothesis was rejected. This signifies that there is significant relationship between peer pressure and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .467, which also indicates that 46.7% of peer pressure can predict teenage pregnancy among adolescents in secondary schools in Enugu State

Table 6: Regression analysis of mixed-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State

Variables	R	R Square	Adjusted Square	RStd. Error of the Estimate	F-value	P-value	α	Remarks
Mixed-sex school	.777 ^a	.603	.582	6.370	28.112	.000 ^b	.05	Significant

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The results in table 6 showed that the p-value (.00) is less than .05 level of significance. Thus, second the null hypothesis also rejected. This signifies that there is significant relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .603, which also indicates that 60.3% of mixed-sex school can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 7: Regression analysis of single-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State

Variables	R	Adjusted R Square	RStd. Error of the Estimate	F-value	P-value	α	Remarks
Single-sex school	.889 ^a	.791	.753	4.893	4.643	.002 ^b	.05 Significant

The result in table 7 showed that the p-value (.02) is less than .05 level of significance. Thus, the third null hypothesis rejected. This signifies that there is significant relationship between single-sex school and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .889, which also indicates that 88.9% of single-sex school can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 8: Multiple regression analysis of relationship among peer pressure, school type and teenage pregnancy among adolescents in secondary schools in Enugu State

Variables	R	Adjusted R Square	RStd. Error of the Estimate	F-value	P-value	α	Remarks
Parenting styles	.769 ^a	.592	.581	10.016			
Peer pressure	.606 ^a	.467	.469	8.462			
School type	.377 ^a	.143	.120	9.239			
Joint result	.796^a	.659	.602	6.857	29.491	.000^b	.05 Significant

The result in table 8 also revealed that the p-value (.001) is less than .05 level of significance. Hence, there is significant joint relationship among peer pressure, school type and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the joint R-value was .796 and the R square value was .659. This explains that peer pressure, school type have a significant positive relationship with

teenage pregnancy and amounts to 65.9% relationship among the variables in the study.

Discussion of Findings

Findings of the study were discussed as follows:
Relationship between Peer Pressure and Teenage Pregnancy among Adolescents in Secondary Schools in Enugu State

The result from the first research question revealed that there is high positive relationship

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between peer pressure and teenage pregnancy among adolescents in secondary schools. Equally, the results from the first hypothesis revealed that there is significant relationship between peer pressure and teenage pregnancy among adolescents in secondary schools. From the two results, it is confirmed that there is high positive significant relationship between peer pressure and teenage pregnancy among adolescents in secondary schools. This finding is in-line with the findings of the previous study by Filade et al (2019) who found that there is significant relationship between peer pressure and students' positive attitude to their study. Also, this finding is in conformity with the report by Telzer et al. (2018) who concluded that there is significant relationship between peer pressure and teenage pregnancy among adolescents in Indonesia. The findings on the relationship between peer pressure and teenage pregnancy among adolescents in public secondary schools also corresponds with the study of Bilgic and Gilnay (2018) which observed that peer influence is the primary contextual factor contributing to students' tendency to take risky decisions. The results is also supported by Zhu et al (2015) who established that students who care about learning are more likely to associate with peers who shares similar interest in learning. However, personal interest and value on individual attaches to an issue also affects the individuals' response to change. This may account for Kemka et al. (2016) conclusion that value result is resistance to change, and low value result in

receptiveness to change. They affirmed that peers can positively influence everything about adolescent from the choice of what to wear, to engaging in drug related behaviour and sexual immorality.

Relationship between Mixed-Sex Schools and Teenage Pregnancy among Adolescents in Secondary Schools

Another finding of the study showed that there is positive relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools. Also, the result from the hypothesis presented in table 6 showed that there is significant relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools. The findings of the two results proved that the research participants agreed that there is significant relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools. The interpretation of the results is that students acknowledge that education where males and females are educated together is a factor of teenage pregnancy. This implies that integrated education of male and female students in the same environment; that is conducting education with male and female students attending the same classes, perhaps in the same buildings or school is a determinant of teenage pregnancy.

The findings on the relationship between mixed-sex school and teenage pregnancy among adolescents in secondary schools tally with that of Orioki and Getange (2018) whose results

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indicated that there is relationship between mixed-sex school and teenage pregnancy in Nyamira South, Nyamira County, Kenya. The study revealed that school type (mixed school) is a factor influencing teenage pregnancies. The findings are equally supported by Nguyen et al. (2016) and Anayochukwu (2022). The results of Ngugen et al. research showed mixed-sex school influences how teenagers view becoming pregnant as well as their perceptions towards birth control, dropping out of school or staying in school before graduation. Thus, it reinforces the chances of early and unprotected sexual activities that lead to teenage pregnancy. The results of the study by Anayochukwu revealed that adolescents in mixed-sex schools are more exposed to sexual violence and coercion through threats, verbal insistence, deception, or use of material means to indulge in sexual behaviour against their will. The study noted that forceful sex makes the students vulnerable to pregnancy and transactional sex. The findings of this study is also in tandem with the findings of Pilar and Boreeth (2018) whose studies found that co-education breeds immoralities and sexual activities that could lead to unwanted pregnancies. The study found that mixed sex schools expose young adolescent girls to engage in sex and this may lead to teenage pregnancies.

Relationship between Single-Sex School and Teenage Pregnancy among Adolescents in Secondary Schools

Furthermore, the findings of the study revealed that students agree that there is positive

relationship between single-sex school and teenage pregnancy. More so, the result of null hypothesis three presented in Table 7 indicated that there is significant relationship between single-sex school and teenage pregnancy among adolescents in secondary schools. The interpretation of these results is that on the whole students in Enugu State agree that there is significant relationship between single-sex school and teenage pregnancy among adolescents in secondary schools. In essence, gender-isolated education or education where male and female students attend separate classes, perhaps in separate buildings or school is a determinant of teenage pregnancy. That is to say that, admitting students of one sex, either male or female influences teenage pregnancy among adolescents in public secondary schools. Similar to the results of this study, Jackson (2017) study found that single-sex education affects students' test scores, school completion and teen motherhood. The study observed that single-sex education can improve both boys' and girls' outcome. There are also important non-academic effects; all-boys cohorts have fewer arrests as teens, and all-girls cohorts have lower teen pregnancy rate. The findings of Njideka (2018) study show that there is relationship between single-gender school and teenage pregnancy in secondary schools. The perception is that single-sex school provide a relax learning environment where students do not have social pressures to worry about, such as impressing the opposite gender or falling victim of unwanted

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pregnancy as a result of pressures from the opposite sex. Under normal circumstances, it is expected that students in single-sex schools would be buzzing with constant talking and ideas and are not coerced to take part in immoral discussion. The study findings are also in conformity with Elliot (2016) study which discovered that single-sex schools particularly girls' schools have lesser cliques. They do not have to worry about being seen as popular or impressing boys; which allow them to focus on their studies and forge good friendship with other girls, hence they are not exposed to sexual advances and premarital sex that could lead to teenage pregnancy.

Joint Relationship among Peer Pressure, School Type and Teenage Pregnancy among Adolescents in Secondary Schools

Finally, the findings of this study showed that there is joint relationship among peer pressure, school type and teenage pregnancy among adolescents in secondary schools. Moreover, the result of the fourth null hypothesis presented in Table 8, indicated that there is significant joint relationship among peer pressure, school type and teenage pregnancy among adolescents in secondary schools. This set of results is a confirmation that irrespective of school environment, students in Enugu State agree that joint relationship exists among peer pressure, school type and teenage pregnancy among adolescents in secondary schools. This implies that peer pressure and school type are important factors that determine teenage pregnancy among

adolescents in secondary schools. Hence, the two independent variables (peer pressure and school type) significantly correlate with the dependent variable (teenage pregnancy).

The above results on the joint relationship among peer pressure, school type and teenage pregnancy agrees with the results of previous studies by (Kukundakwe, 2021; Gwido and Fekadu, 2016; Aransi, 2018; Collins, 2014). The findings of Kukundakwe (2021) study demonstrated that there is a joint relationship among peer influence, school type and teenage pregnancy among adolescents in secondary schools. The study further established that negative peer interactions, the timing of sexual intercourse, and unhealthy teen friendships increase the likelihood of teenage pregnancy while positive peer interactions delayed sexual intercourse and healthy teen friendships decreases teenage pregnancy. More so, Gwido and Fekadu (2016) observed that peer pressure and school type are among the factors that contribute to teenage pregnancy in Juba, South Sudan. In addition, Aransi (2018) research found that school type significantly influence students' behaviour and academic achievement in Economics. Furthermore, Collins (2014) in his study found that there is relationship between school type in respect to sex and teenage pregnancy. The study by Collins concluded that the composition of school occupants determines the rate at which students are influence to engage in sexual intercourse.

Conclusion

Based on the findings of the study and the discussions that followed, it was concluded that there is significant positive relationship between peer pressure and teenage pregnancy among

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adolescents in Enugu State. It was also concluded that there is significant positive relationship between school type and teenage pregnancy among adolescents. Finally, the study concluded that there is a joint significant positive relationship among peer pressure, school type and teenage pregnancy among adolescents in the State. Thus, the researchers deduced that peer pressure and school type are important variables that contribute to the rate of teenage pregnancies among secondary school adolescents in Enugu State.

Recommendations

The following recommendations were made based on the findings of the study:

1. Educative platforms and/or imitative at home, school, and in the media could create awareness about peer pressure and sex-related issues among in-school adolescents.
2. School guidance and counselling coordinators should develop strategies that enable adolescents to channel their sexual energies into a productive venture, such as physical activity, life-skills training (example, creative arts and design), and reading of non-sexual storybooks.
3. Public and private social welfare agencies should re-double their efforts in educating, counselling and rehabilitation of victims of teenage pregnancy. By these efforts, many of the adolescents could be encouraged to continue their education or engage in other meaningful activities to avoid early destitution and other life

threatening experiences resulting from teenage pregnancy.

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