

The Impact of Social Norms and Expectations of Motherhood on Student Mothers' Decisions to Return to School After Childbirth in East-Coastal Tanzania

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Abstract: This study aimed to examine social norms and expectations regarding motherhood and their impact on the decision to resume studies after childbirth. A qualitative research approach with a case study design was employed. This study was guided by the ecological systems theory. A total of 68 study participants obtained through purposive sampling were involved in this study. This included teenage mothers, students, teachers, heads of schools, parents, and social welfare officers. The secondary schools and centres involved in the study included Makumbusho, Kijitonyama, and Magomeni. Turiani and Bunju KKKT (Binti Mama) centres were also included in these studies. The data were collected through in-depth interviews and focus group discussions. The analysis was conducted using content analysis, and the data were presented in themes. The study found that the community often holds negative expectations regarding teenage mothers and their ability to continue their education. Teenage mothers often feel severely isolated as a result of this stigma. Cultural practices contribute to the challenges faced by teenage mothers seeking to return to school after giving birth, discouragement from the community, and social exclusion. The study recommends that the stakeholders, such as local government officials, social workers and teachers, should educate families and communities to eradicate the prevailing norms to enable pregnant girls and teenage mothers to resume their secondary school studies after delivery.

Keywords: Schoolgirls, Teenage Pregnancy, Childbearing, Motherhood.

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I. INTRODUCTION

Childbearing among schoolgirls is a global public health concern as it has negative consequences on the overall health, academic performance, and future life prospects. The majority of the schoolgirls get pregnant between 10 and 19 years (Maharaj, 2022). It is estimated that more than 21 million teenage girls give birth every year (World Health Organisation [WHO], 2022). The overall rate of teenage pregnancy among

school-aged girls in Africa is 30% (Eyeberu et al., 2022). Sub-Saharan Africa has twice the global average birth rate among school-aged girls, where more than 6.5 million teenage pregnancies were recorded in 2021 (United Nations, 2022; Maharaj, 2022).

In Tanzania, 1 out of 4 girls aged 15 to 19 years gives birth every year (Ngonda et al., 2023). The Tanzania Demographic Health Survey (TDHS) in 2022 shows that 22% of girls aged

15-19 years old have been pregnant (Ministry of Health, 2023). Further, more than 42,000 school girls were reported to drop out of primary and secondary schools in 2022 because of pregnancy; out of these, 23,009 and 19,945 girls were from primary and secondary schools, respectively (United Republic of Tanzania [URT], 2023). Nearly 1 out of 3 girls who were scheduled to complete their certificate of secondary education in 2022 were impregnated and discontinued from their studies (URT, 2023). The highest number of teenage pregnancy rates was recorded in Kinondoni Municipality in Dar es Salaam with 4,652 cases (URT, 2023).

According to the report by the Legal and Human Rights Centre (LHRD) (2022), more than 55,000 girls have been forced out of school due to pregnancy in Tanzania over the past 10 years. The effects of teenage pregnancy, along with school dropout, include perpetuating the cycle of poverty and negatively impacting the health, well-being, and future of both young teenage mothers and their children (Mathewos and Mekuria, 2018). Recognising these challenges, the government of the United Republic of Tanzania, in collaboration with stakeholders and global partners, has taken measures to address the challenges. Among the measures taken are the recent policy adoption, which allows pregnant schoolgirls to resume their studies. Before the policy shift, pregnant schoolgirls were expelled from schools. Other efforts include the Education and Training Policy circular number 5 issued by the Ministry of Education (2014), which required pregnant schoolgirls to resume studies after giving birth.

However, despite the policy change and other measures undertaken, a substantial number of girls continue to drop out of school after becoming pregnant, and are completely unable to resume studies after giving birth (Ngaiza and Mwila, 2022). This anomaly raises a critical question about the reasons for not resuming studies after giving birth, as the government policy requires. Therefore, the study examined how social norms and expectations regarding motherhood impact the decision of young girls to resume studies after childbirth, as well as how the availability of resources impacts the girls seeking to return to school after childbearing.

II. LITERATURE REVIEW

➤ *Theoretical Review*

This study was guided by the theoretical system theory, which was first proposed by Ludwig von Bertalanffy in 1968 and further expanded in 1979 by Eurie Bronfenbrenner. The theory describes how social and environmental systems affect human development. According to Von Bertalanffy's 1968 argument, every human being can be seen as embedded in a multitude of nested systems, and development is the outcome of complex interactions between the individual and numerous interdependent systemic elements (Paquette & Ryan, 2001). Under Bronfenbrenner's ecological systems theory, people's behaviour is influenced by culture, values, laws, and norms at all environmental levels, from the immediate surroundings of

the home and school to the broader context of the community (Bronfenbrenner, 1979).

The key assumption of the ecological system theory is that human development is the result of the relationships between humans and their environment. Other assumptions of the theory based on the key assumptions are: (1) families and the environment are interdependent and should be studied and analysed as a system; (2) families are dynamic, adaptive, semi-open, and goal-oriented; they can respond, change, develop, and modify their environment; and (3) all parts of the environment are interrelated and influence each other (Ettakal, 2017).

The five systems, as identified by Bronfenbrenner in the Ecological Systems Theory, are microsystems interactions with the immediate surroundings and relationships that directly impact teenage schoolgirls, including family structure, peer influence, and school interactions. Mesosystems connect different microsystems; it describes how the family and community dynamics may impact the school environment and lead to failure to resume studies.

Exosystems include broader societal structures and institutions that indirectly affect the lives of teenage girls, such as the educational system, community resources, and social services that may present challenges to completing secondary school. Macrosystems explore cultural values, laws, customs, and policies that shape the experiences of impregnated schoolgirls in Tanzania, including the existing policies, strategies, and agenda related to adolescent sexual and reproductive health. Chronosystems consider the role of time and historical context in influencing secondary school dropout among pregnant teenage schoolgirls. Such factors include the political reforms that have happened in recent years (Paquette & Ryan, 2001).

Based on this theoretical framework, there is no single factor that contributes to failure to resume studies among impregnated secondary schoolgirls after giving birth, including families, schools, the community, religion, government policies, laws, regulations, and peer pressure and interactions. Therefore, the EST provides a framework to systematically examine and understand the multifaceted social norms and expectations of motherhood on student mothers' decisions to return to school after childbirth, as shaped by the social and cultural factors.

➤ *Empirical Literature Review*

The impact of teenage pregnancy on academic performance includes poor performance in school subjects, increased dropout as a result of pregnancy, and negative feelings towards education (Maemeko et al., 2018). Such factors also contributed to the failure to resume studies after giving birth. This evidence has been established from a study carried out in Zambia, whose participants included 4 pregnant learners and 2 teachers. The failure to resume studies among

impregnated schoolgirls has been attributed to dual responsibilities as mothers and learners, poor physical and mental health, stigmatisation, self-hate, neglect, and reduced self-esteem (Maemeko et al., 2018). This reviewed study has a research gap in the sample size and the study population.

Sobngwi-Tambekou et al. (2022) analysed data from a national registry of 18,791 single mothers in Cameroon to establish the causal relationship between teenage childbearing and school dropout and failure to continue with studies. The study established that among 18,791 single mothers, more than 40% had dropped out of school after getting pregnant. The factors that influenced school dropouts are being evicted from home, having single mothers in their family, and mothers who had their first child before the age of 15 years, putting teenage mothers at risk of contracting another early pregnancy. Factors such as utilisation of contraceptives, having no sexual partners in the previous year, and having less than 2 children were predictors of staying or resuming the studies.

Rutaninkwa (2016) studied factors influencing secondary school dropouts in the Bagamoyo district, Coastal region, using a mixed-method research approach. The study was informed by the participation-connection theory, which highlights that students are more likely to participate in learning activities when they feel connected to the school environment (Finn, 1999). In the study, there was a higher dropout rate among pregnant school girls. The economic factors that led to dropping out of school included poverty and the low income of parents, which made students undertake formal and informal economic activities to support their households, increasing the risk of early pregnancy among girls, alongside cultural factors such as the traditional initiation ceremonies. The gap in this study lies in its application of the participation-connection theory, which fails to capture the multifaceted nature of dropouts among schoolgirls. The current study used ecological system theory to cover this gap.

Mgomera (2021) conducted a study to assess the impact of teenage pregnancies on secondary school students in the Magu district in Mwanza, Tanzania. The study utilised both quantitative and qualitative research approaches, and it was guided by the social learning theory. The sample size included teachers, students, and social welfare officers. The study found that impregnated schoolgirls dropped out of school and failed to resume their studies afterwards due to several social factors, including social exclusion, stigmatisation, peer pressure, and family conflict.

III. METHODOLOGY

➤ *Study Design*

The study adopted a qualitative exploratory case study design. Qualitative research focuses on the phenomena that occur in the natural setting of the real world (Kothari, 2008). The exploratory case study design was employed to explore

participants' perceptions, attitudes, opinions and ideas of schoolgirls resuming studies after giving birth.

➤ *Study Area*

This study was conducted in Kinondoni Municipality as a case study within the Dar es Salaam region. According to the National People and Housing Census 2022, the municipality hosts a total population of 982,328 with 34 public secondary schools. (National Bureau of Statistics [NBS], 2022). The municipality was chosen because the highest number of teenage pregnancy rates was recorded in Kinondoni Municipality in Dar es Salaam, with 4,652 cases, according to the report of the Controller and Auditor General of Tanzania (URT, 2023). Despite the highest number of teenage pregnancy rates in Kinondoni, it is unknown whether the pregnant girls have been able to resume their studies after delivery or not.

In Kinondoni municipality, the study was conducted in the chosen secondary schools, in Kinondoni Municipality were Kijitonyama, Magomeni, and Makumbusho secondary schools, and Turiani Secondary Centres of Teenage Mothers, and Bunju KKKT (BINTI MAMA Centre). Kijitonyama, Magomeni, and Makumbusho secondary schools were chosen because they had a high number of teenage mothers who resumed their secondary school studies after giving birth (Kinondoni Municipal Council, 2022).

➤ *Population of the Study*

The study included teenage mothers who had experienced pregnancy and childbirth while still in school, offering firsthand accounts of their experiences and the obstacles they faced in returning to their studies. Parents and guardians of these young mothers were involved, sharing perspectives on familial and societal attitudes toward education post-pregnancy. Educators, social welfare officers, and community members also participated, providing a broader understanding of the institutional and community support available to these young mothers (Philemon, 2007; NBS, 2022).

➤ *Sample Size and Sampling Techniques*

A total of 66 participants were involved in this study. This included 24 teenage mothers who became pregnant while in secondary school, 18 students, 6 social workers, 5 heads of school, 8 parents and 5 teachers. This sample was purposively selected from the study participants. The sample size and selection method used in this study were scientifically justified based on the study's objectives, research design, and the nature of the population being investigated. This study employed purposive and snowball sampling techniques. Purposive sampling was used to select the secondary schools, heads of schools, students and social welfare officers. Purposive sampling was chosen because it allows for the intentional selection of participants who are most likely to provide rich and relevant data related to the research questions.

➤ *Data Collection Methods and Instruments*

The study utilised both primary and secondary sources of data to allow triangulation of the findings. Primary data were obtained through in-depth interviews, observations, and focus group discussions. In-depth interviews were conducted with the teachers, heads of schools and social welfare officers. Focus group discussions were conducted with teenage mothers and secondary school students, including four groups, each comprising six teenage mothers, and three groups of secondary school students, each with six participants. Secondary sources of data, such as government guidelines, school reports, and official policy documents, were identified through online databases and physical sources.

➤ *Data Analysis, Interpretation and Presentation*

Data were analysed using Braun and Clarke's thematic framework analysis to process qualitative information. Depending on the requirements of each data source, analyses were based on identifying themes and patterns. Findings were presented as direct quotations as expressed by the participants. The content of the secondary sources of information was analysed for themes, patterns, and data points. The process involved cross-referencing multiple documents to ensure consistency and accuracy of the information gathered.

➤ *Ethical Considerations*

Ethical consideration was followed, whereby a researcher had to seek consent from the ISW officials and the municipal council. Older adults and heads of the community were consulted since this is research that involves teenage girls under 18 years old. Official procedures for the data collection process were followed with assistance from the Institute, where official and legal documents for data collection were obtained. Confidentiality of the provided information was highly valued, and insisted that all collected data be kept confidential and used for the intended objectives only.

IV. RESULTS

The study examined how social norms and expectations regarding motherhood influence the decision of teenage mothers to resume their studies after childbirth. This exploration aimed to understand the cultural, familial, and societal pressures that shape attitudes toward young mothers pursuing education. The study revealed that prevailing norms and expectations often play a significant role in determining whether these teenage mothers feel supported or discouraged from continuing their education.

➤ *Negative Perceptions Towards Teenage Mothers*

The findings revealed that the community often holds negative expectations regarding teenage mothers and their ability to continue their education. For instance, students reported that the community generally believes these girls will struggle to balance their academic responsibilities with motherhood. This perception is caused by societal views that stigmatise teenage mothers, perceiving them as failures who

have deviated from their educational path. As one female student expressed during the FGDs:

"The community expects these girls will not be able to continue their studies." (Student, Kinondoni Municipal, 2024).

Furthermore, another student who failed to continue with studies after getting pregnant revealed the following during the focus group discussions;

"The community believes that girls who get pregnant and return to school will fail and expects that they will continue living a street life instead of returning to their studies." (Teenage Mother, Kinondoni Municipal, 2024).

The study further found that the community perceives teenage mothers who have given birth whilst in school to quit studying, remain in the streets, or get married. This is supported by the following interview excerpts from teachers and heads of secondary schools, respectively;

"They fail to return to school because of shame; many communities believe that once a girl gets pregnant, she can no longer return to school and continue her education." (Teacher, Kinondoni Municipal, 2024).

Another female student in the focus discussion group revealed the following;

"Failing to continue with studies and also the community expects that when a girl gets pregnant, the next thing is to marry her off." (Student, Kinondoni Municipal, 2024).

Such negative expectations are not only demoralising but also reinforce the challenges faced by teenage mothers. The prevailing perception that once a girl gets pregnant, she is no longer a student but a parent creates a significant barrier to reintegration into the education system.

These social challenges associated with reintegration into the school system are closely linked to societal perceptions and cultural beliefs. As the social worker revealed during the in-depth interviews, students also revealed that:

"It is difficult for girls to return to school due to the negative perception in society that a girl who has given birth is already an adult (mother) and cannot simultaneously be a student. Additionally, parents/guardians may fear reintegrating her into school, concerned that she may not study and instead repeat the initial mistake." (Social Worker, Kinondoni Municipal, 2024).

➤ *Stigmatization*

The study further revealed that they are often stigmatised and viewed as errant or irredeemable, with their situation seen as a reflection of personal failure. As one social welfare officer during the in-depth interview reported,

"The community has negative expectations for students who become pregnant while in school, seeing it as the end of their academic life and viewing them as delinquents who have failed to take care of themselves."(Social welfare officer, Kinondoni Municipal, 2024).

The community sees them as very errant and irredeemable, also thinking that student mothers will teach their peers how to enter into the crisis of teenage pregnancies in schools, as emphasised in the following in-depth interview excerpt conducted with a social worker.

"Often, when a girl gives birth, society views it as her departure from the path of education and assumes she is now focused on parenting. Therefore, it becomes challenging to reintegrate her into schooling."(Social worker, Kinondoni Municipal, 2024).

The social exclusion they experience can lead to feelings of isolation and lower self-esteem, making it even more challenging for them to reintegrate into the educational system and succeed academically. A school teacher pointed out during an in-depth interview;

"Lacking many necessities from their families after giving birth. Lack of a caregiver for the child. Costs of caring for the child, as many are often disowned by the man's relatives after their son (the man) is imprisoned. Lack of confidence. Not being accepted by the surrounding community. Lacking essential school supplies is exacerbated by parents refusing to send them to school." (School teacher, Kinondoni Municipal, 2024).

The stigma surrounding teenage mothers has profound implications for their self-esteem and social interactions. This stigma often manifests as a deep-seated societal belief that teenage mothers have bad manners, which can severely impact their mental and emotional well-being.

➤ *Social Exclusion*

The findings also revealed that teenage mothers face significant social and emotional challenges that impact their ability to reintegrate into the school system. One of the primary issues that was frequently mentioned by the participants of this study is the intense stigma and social exclusion these young mothers experience. According to a social welfare officer, the following is a part of the reality that impregnated schoolgirls pass through:

"They are spoken ill of, seen as already adults, so they cannot mingle with other students, lack a guardian to leave their child with, poverty, and shame." (Social welfare, Kinondoni Municipal, 2024).

Teenage mothers often feel severely female isolated as a result of this stigma. As expressed by one student during focus discussion groups:

"Feeling ashamed, some girls are humiliated, isolated, and stigmatised." (FGD, Kinondoni Municipal, 2024).

This sense of isolation is not only emotional but also social, as these young mothers are frequently marginalised by their peers. The belief that they are "already adults" and thus unable to interact with other students can create a significant barrier to their reintegration into the school environment. Furthermore, the stigma extends to their interactions with classmates. This was reported by a teacher during the in-depth interviews who claimed:

"Isolated by her classmates who think she will teach them bad behaviour." (FGD, Kinondoni Municipal, 2024).

The constant fear of judgment and exclusion from peers and teachers creates a sense of isolation. This isolation is not merely emotional but also practical, as it discourages teenage mothers from actively seeking the support they need.

➤ *Cultural Practices Periodizing Marriage over Educational Continuation for Young Mothers*

Cultural practices contributed to the challenges faced by teenage mothers seeking to return to school after giving birth. Traditional practices such as *"unyago,"* which involves traditional dances and rites, contribute to teenage pregnancies. Also, cultural traditions often dictate that once a girl has given birth, she is expected to marry and take on the responsibilities of motherhood rather than return to school. As noted by a Head of School during an in-depth interview:

"Cultural practices contribute to pregnancy among students; for example, traditional dances for girls (unyago)." (Head of School, Kinondoni Municipal, 2024).

These practices not only perpetuate adolescent pregnancies but also set a base that may normalise such occurrences within certain communities. Moreover, the study reveals that parental attitudes towards discussing growth and development with their daughters significantly affect the girls' school life. A social welfare officer explained the following during an in-depth interview:

"When parents fail to be open (truthful) with their daughters about the changes of growth, interpreting that being open with their daughters is contrary to their traditions and customs."(Social Welfare officer, Kinondoni Municipal, 2024).

Despite the presence of some supportive traditions, there are conflicting societal expectations regarding the reintegration of pregnant students. Another social welfare officer noted the following during an in-depth interview:

"There are traditions and societal expectations that facilitate a student who has given birth to return to school, especially those that build her confidence and show that she can"

still excel—it's not too late to start afresh, making it much easier." (Social welfare officer, Kinondoni Municipal, 2024).

However, these supportive traditions are not universally accepted. Another study participant, who is a school teacher, claimed that:

"Some communities do not believe that a student who has given birth can perform well, which discourages the student and prevents her from returning to school." (School teacher, Kinondoni Municipal, 2024).

This disparity in views can be perceived as a barrier: while some communities offer support, others perpetuate beliefs that hinder reintegration. Cultural traditions often impose significant obstacles to educational continuity for teenage mothers. As articulated by another social welfare officer during the in-depth interview:

"Cultural traditions and social expectations have a significant impact because traditions contribute to these girls getting married instead of being returned to school." (Social welfare Officer, Kinondoni Municipal, 2024).

This perspective was emphasised by a statement from a parent:

"Traditions prevent girls from returning to school because they are interpreted as having already become adults." (Social welfare officer, Kinondoni Municipal, 2024).

These cultural expectations severely limit the opportunities available to teenage mothers. Traditional views that equate motherhood with adulthood often overshadow the possibility of continued education. Such practices reinforce the idea that education is no longer a priority for these young women, further isolating them from academic reintegration.

This perception was reinforced by social and cultural beliefs that often prioritise the care of the child over the continuation of education, according to one of the heads of schools, who revealed the following:

"Social-cultural beliefs can prevent students who have become pregnant from returning to the school system after giving birth because these beliefs demand that the mother take care of and breastfeed her child, ensuring they grow well during the period they should be returning to school." (Head of school, Kinondoni Municipality, 2024).

➤ Societal Expectations of Motherhood and Marriage

The study found that the community frequently discourages teenage mothers from continuing their education, operating under the belief that pregnancy necessitates marriage

as the only deserving path. This societal pressure creates substantial barriers to their academic journey, significantly hindering their ability to resume and complete their studies. This was revealed during the focus group discussion by a female student who stated;

"The community discourages them from continuing their studies, believing that once a girl becomes pregnant, her only option is to get married. However, various institutions have been providing counselling and guidance." (Students in FGD, Kinondoni Municipal, 2024).

This is also supported by a social welfare officer who stated that:

"There are customs and traditions) that affect the effectiveness of social welfare officers' work. Additionally, young mothers should be given self-awareness and health education. Social welfare officers should have a supportive system to build positive communication between parents (young mothers) and caregivers to establish and maintain peace between them." (Social Welfare Officer, Kinondoni Municipality, 2024).

On the other hand, parents and guardians frequently view girls who become pregnant as needing to focus on family responsibilities rather than education. One parent reported the following during an in-depth interview:

"Girls who get pregnant while in school are now seen as parents, so they should take on the responsibility of caring for their families instead of returning to school. Returning to school is seen as a sign of laziness and avoiding their responsibilities as parents and their duties to their families." (Parent, Kinondoni Municipal, 2024).

This negative perception was often coupled with stigma and social exclusion, with students expressing:

"They are isolated by her classmates who think she will teach them bad behaviour, shame, humiliation, and stigma." (Parent, Kinondoni Municipal, 2024).

In addition to these, the following excerpts were extracted to support these findings:

"What prevents them from returning to school is the shame and being ostracised by their peers." (Parent, Kinondoni Municipal, 2024).

"They are perceived as unfit to continue their studies because their focus will shift more towards child-rearing rather than studying." (Parent, Kinondoni Municipal, 2024).

V. DISCUSSION

These findings are supported by the studies conducted by Nganza and Mwila (2022) and Niboye (2018), who similarly reported that teenage mothers encounter significant obstacles when attempting to return to school after childbirth. Nganza and Mwila (2022) found that financial constraints are a primary barrier, with many teenage mothers struggling to cover the costs associated with education and childcare. They also identified social exclusion as a critical issue, with teenage mothers frequently facing stigmatisation and negative social labelling that further impedes their reintegration into the educational system.

Niboye (2018) supported these findings by documenting how societal attitudes and stigmatisation contribute to the educational challenges faced by teenage mothers. The similarity in findings across these studies reveals a consistent pattern of barriers related to financial difficulties and social exclusion. The similarity of these results suggests that the challenges faced by teenage mothers are not isolated incidents but rather reflect broader systemic issues that affect their ability to continue their education, according to the ecological systems theory that guides this study. The study findings comply with the mentioned studies due to cultural and economic similarities. Nganza and Mwila (2022) and Niboye (2018) were conducted in Zanzibar, which has similar traditions, norms and beliefs to those in Dar es Salaam. Further, the mentioned studies revealed that Zanzibar also experience the problem. Furthermore, these findings are supported by Issa and Temu (2023), who found that teenage mothers face stigma, shame, and discrimination.

The negative perceptions and social exclusion undermine their confidence, making them hesitant to return to the school environment. This reluctance to seek help and reintegrate into the school system significantly impedes their academic progress and personal development. The stigmatisation also increases feelings of shame and inadequacy, making it even more challenging for teenage mothers to think about returning to their studies after giving birth. The effects of stigma and isolation create a barrier to school reintegration, limiting their opportunities for academic achievement and personal growth. These findings are also supported by Mulenga and Mukaba (2018), who found that the negative social norms and attitudes towards impregnated schoolgirls influence failure to re-admission to school following delivery. The reason behind the similarity is culture. The Mulenga and Mukaba (2018) study was conducted in Zambia, which shares the same cultural norms as Tanzania.

Therefore, findings from objective one revealed that social norms influence pregnant girls and teenage mothers' decision not to resume secondary education studies due to shame and negative perceptions from their fellow students after giving birth. On top of that, social norms have also negatively affected parents of the impregnated girls and teenage mothers, not want

to take their daughters back to school to resume their secondary school studies.

VI. CONCLUSIONS

The study concludes that prevailing societal norms serve as a significant barrier to pregnant girls and teenage mothers resuming their secondary education after delivery. Norms around early pregnancy, especially outside of marriage, often lead to stigma and discrimination. These norms manifest in various forms, including school policies that discourage or outright prevent the return of teenage mothers, as well as community attitudes that isolate or marginalise them. The weight of societal expectations places teenage mothers in difficult positions, often reinforcing the idea that their future lies outside the classroom. These factors contribute to the overwhelming difficulties faced by teenage mothers as they attempt to reintegrate into formal schooling systems.

RECOMMENDATIONS

The study recommends that the stakeholders, such as local government officials, social workers and teachers, have to educate families and communities to eradicate the prevailing norms in order to enable pregnant girls and teenage mothers to resume their secondary school studies after delivery. Moreover, the stakeholders such as the government, NGOs and FBOs have to provide the required resources to enable pregnant girls and teenage mothers to resume their secondary school studies after delivery. This study recommends further studies on the academic performance of the impregnated girls and teenage mothers after resuming their secondary school studies after delivery.

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