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The Impact of Secondary School Pupils' Sexual Relationship on Academic Evolvment in Tanzania: A Case of Urban District Zanzibar

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Abstract

This study scrutinized the impact of secondary school pupils' sexual relationships on academic progress in Tanzania, A case of Urban District Zanzibar. It adopted an exploratory research design, where both qualitative and quantitative approaches were employed. Primary and secondary data were used in data collection. In primary data, the study used in-depth interviews, questionnaires, and focus group discussions while in secondary data it used documentary review. The data were analyzed by using Statistical Package for Social Science (SPSS). A total of 169 respondents constituted the sample of the study. These included District Educational Officer, Head Teachers, Discipline Teachers, and pupils from Haile Selassie Secondary School, Vikokotoni Secondary School, Jangombe Secondary School, and Kidongo Chekundu Secondary School. The result reveals that the majority of pupils in the Urban District are exposed to a high risk of dropping out due to their engagement in sexual relations. The findings disclose that 39% of respondents who are in danger to get pregnant hence drop out of school due to their engagement in sexual relations. Finally, the study recommends the following to the government and other stakeholders: establishment of an independent unit in each school dealing with students for counseling and guidance, finding a suitable way that will work efficiently and effectively in controlling students' mobile phone use.

Keywords

Secondary schools, pupil, sexual progress, urban, Zanzibar

Introduction

Sexual relationships between students are nothing new. For instance, in America, specific education on sexual abstinence is provided through high school graduation. This initiative aims to lessen sexual behavior that interfered with academic success. Contrary to popular belief, students who abstain from sex are more likely than their sexually active classmates to complete high school and enroll in college (Berger, 2020; Ford et al., 2021; Lanari, Mangiavacchi, & Pasqualini, 2020). In actuality, the rate is 33.9 pregnancies per 1000 students in North America, specifically Canada. South Asia's student pregnancy rate is declining, with the exception of Bangladesh and Indonesia, who are following India's trajectory. In India, student pregnancies account for 26–37% of the deaths of female teenagers (Bergamasco, Hartmann, Wallace, & Verpillat, 2019; Cahyadi et al., 2020; Wattimena, 2021).

Sub-Saharan Africa has the greatest prevalence of student pregnancies, according to WHO reports from 2010. Africa is the continent with the highest rate of student pregnancies. Pregnancy-related school dropout is the most prevalent type of dropout in Botswana, according to prior educational statistics from 1998 to 2002 to 2004 to 2007 and 2008 to 2012. A different study conducted in Nigeria found that 50.8% of all the students surveyed had engaged in sexual activity. 30.2% of them had had impromptu pregnancies (Ayega, 2020; Kotoh, Sena Amekudzie, Opoku-Mensah, Baku, & Glozah, 2022; Van Hecke, 2019). More than 500 Kenyan teachers were fired in 2009 after being accused of forcing children to become pregnant in primary schools (Henzan et al., 2022; Keino, 2020; Lopez & Rugano, 2018). In 2013, it was discovered that one of the major reasons why students failed their exams in Uganda was because of an on-campus romance (Nkabura, 2020; Wanyonyi, 2018).

Sexual relationships between students are not a recent development in Tanzania. According to studies, sexual relationships in this situation are frequently reported as sexual exploitation (Goessmann, Ssenyonga, Nkuba, Hermenau, & Hecker, 2020; Mcharo, Mayaud, & Msuya, 2021; Millanzi, Kibusi, & Osaki, 2022). For instance, the Ministry of Education and Vocational Training in

Tanzania reports that during the five-year period between 2004 and 2008, a total of 28,590 students in the nation discontinued their studies due to unintended pregnancies, with 11,599 of them attending secondary schools and 16,991 attending primary schools. In 2009, almost 9,800 students (Ito, Madeni, & Shimpuku, 2022; Kemp, 2018; Mwanukuzi & Nyamhanga, 2021). The TAMWA research from 2010 sheds light on the types of groups that are actively leading the way in sexually assaulting and impregnating students. Government employees, bus drivers, businessmen, taxi drivers, and wealthy individuals are some of these (Goessmann et al., 2020; Kapileh, 2019; Wamoyi, Ranganathan, Mugunga, & Stöckl, 2022).

The situation in Zanzibar is considerably worse despite being a national issue. Early pregnancy is one of the reasons for the seven percent dropout rate in Zanzibar's primary schools. According to additional research, some moms in Zanzibar decide to withdraw their daughters from school once they hit puberty out of concern that they could become pregnant (Ali, 2019; Network, 2021; Vuai, 2020). Financial difficulties, a lack of sexual education, exposure, and excessive leisure time are among the variables that contribute to teen pregnancy. Early school exit and teenage pregnancy are both closely related to low socioeconomic level (Bianchi et al., 2021; Hamdan, 2018; Samuel & Burger, 2020).

Numerous research on the subject show that in most African schools, student sexual relationships are increasing and common (Francis, 2019; Mokoena & van Breda, 2021; Obinna & Ohanian, 2020). The trend is slowly shifting negatively, and there are many students engaging in sexual relationships, which could be problematic. Students' sexual behavior has led to a rise in unintended pregnancies, subpar academic performance, and ultimately school dropouts (Haruna et al., 2018; Luke et al., 2020; Ohene & Garcia, 2020). In terms of their intellectual advancement, a sexual relationship. Most recent and earlier research in Tanzania has concentrated on universal elements influencing academic development (Mazana, Suero-Montero, & Olifage, 2019; Nyangarika, Nombo, & Mtani, 2020; Thomas, Price, Phillippi, & Wennerstrom, 2020). Such as ineffective teaching methods, uninterested pupils, low teacher morale, and unsuitable learning environments. In order to fill the vacuum, this study looked at how secondary school students' sexual interactions affected their academic performance in the more problematic metropolitan area of Zanzibar.

Literature Review

Examining publications like books, periodicals, journals, and dissertations that are pertinent to the study the researcher is about to conduct constitutes the review of the related literature (Kombo and Tromph, 2006; Quan-Hoang, Anh-Vinh, Viet-Phuong, Phuong-Hanh, & Manh-Toan, 2020; Wijekoon, Sabri, & Paim, 2021). This section examined the pertinent sources on the subject. Similar to that, it addressed the theoretical framework, research gap, definition of essential terms, and the study's boundaries and limitations.

Definition of the Key Concepts

Sexual Relationship

"Sexual relations" are "sexual intercourse" and "sexual activity between individuals," according to the American Heritage Dictionary. Similar language can be found in the definition of "sexual relations" in Black's Law Dictionary: "physical sexual activity that does not necessarily culminate in intercourse (Edor, 2020; Tar, 2020; Tener, 2021)." The phrase "sexual connection" will only be used in this study to refer to all sexual behavior, whether or not it results in an intercourse.

Pregnancy

Pregnancy is a physiological process that manifests as exhaustion, breast growth and tenderness, abdominal distension, nausea and vomiting, as well as dizziness. HCG levels in the serum, urine, or abdominal ultrasound are confirmation tests for pregnancy. Adolescent or teenage pregnancies are those that occur when a person is 19 years of age or younger (Ramlakhan, Johnson, & Roos-Hesselink, 2020; Zhang et al., 2020). Pregnancy is also defined as the condition of carrying an embryo or fetus inside a female body. In addition, it is described as a state from the time of conception till the foetus is expelled ((Mauri, Calmarza, & Ibarretxe, 2021; Rohmah et al., 2020). In this study, the condition of having a developing embryo or fetus in the body following successful conception serves as the most appropriate definition of pregnancy.

Mobile Phone

Is the mobile phone that can be used anywhere without a landline ((Harris, Regan, Schueler, & Fields, 2020; Novianti, Sartika, Irmawati, & Meiriska, 2021) Mobile phones are defined as a portable, handheld communication device that can make voice calls, send text messages, and execute applications that are connected to a wireless network in this study.

Ordinary Level

After successfully completing seven years of primary education, pupils are enrolled in this third level of education which is an ordinary level. Students must complete four years of regular secondary education (Institute of Education Tanzania, Ministry of Education and Vocational Traininia (Kirei & Maro, 2021; Mhule & Kalimasi).

Pupil

According to (Denison, Parker, & Carrasco, 2020; Gafurova & Ruzimbaev, 2021; Sh & Ruzimbaev, 2021), a pupil is someone who is being taught by another, most often a schoolchild or student in relation to a teacher. The term "student" in this study will only be used to refer to anyone enrolled in primary or secondary school prior to attending college or university.

Theoretical Literature Review

There are numerous hypotheses from various academics that could make significant contributions to this field of study. Most idealists concur that education should encourage pupils to concentrate on all things of permanent value in addition to stressing mental development. They concur with Plato in thinking that education should be focused on the pursuit of real concepts (Pitari, 2021; Stock, 2021; Waghid et al., 2022).

Character development is a goal of idealists that is crucial since the pursuit of truth necessitates self-control and steady character. The writings of Kant, Harris, Horne, Gentile, and others often have this as their main goal. The excellent person is also desired in society, in addition to the literate and knowledgeable one (Jonas & Nakazawa, 2020; Petropoulos, 2021; Pitari, 2021). Neo-Platonist Augustine agreed with Plato that seeking the truth is the highest goal, but he felt even more firmly than Plato that seeking the truth has enormous spiritual ramifications. Augustine believed that seeking the truth is seeking God, and that seeking God is what good education does. Since God is pure idea and can only be attained by contemplation of thoughts, a real education is more concerned

with ideas than with physical objects (Holm, 2021; Ozoliņš, 2021; Madi, 2022).

The value of the instructor is emphasized by the idealist. The instructor should have a thorough understanding of the various learning stages as well as ongoing concern for the overall goals of education. Because they think that the teacher should be the kind of person we want our students to become, some idealists emphasize the value of emulation in learning. Idealists frequently use Socrates as a prototype of learning and as a model for emulation (Beatty, Leigh, & Lund Dean, 2020; Gormally, Coburn, & Beggan, 2021; Kim & Kim, 2022). For pragmatists, education is an experimental process and a way to handle issues that pop up when people engage with their environment. According to Dewey, when people connect with their surroundings in a thoughtful and intelligent way, they grow most personally and socially. Utilizing the scientific method to solve problems is the smartest course of action (Klockner, Shields, Pillay, & Ames, 2021; Ormerod, 2021; Pham, 2021).

According to Dewey, learning happens when a person solves problems. According to Dewey's experimental epistemology, the learner can utilize the scientific method to address both individual and group issues. Dewey believes that the problem-solving approach can be ingrained as a habit that can be applied to a number of circumstances. The school is viewed as a little community and a microcosm of the greater society by pragmatists like Dewey. For them, there is no real distinction between school and society. The school performs three main tasks: to reduce, purify, and restore equilibrium to the cultural heritage (Karaşahinoğlu Fackler, 2020; Thomassen & Jørgensen, 2020; Dewey, 2021).

Unlike idealist and realist educators who prioritize imparting knowledge of the subject matter, pragmatic educators are more focused on the intellectual process of problem-solving. They don't ignore the material; rather, they use it as a tool for problem-solving. Although they do not rule the classroom, they do serve as facilitators for the students' research and extracurricular activities (Sukmayadi, 2020; Cariñanos-Ayala, Arrue, Zarandona, & Labaka, 2021; Matthews, 2021). Muslim thinkers like Khajeh Naseer hold that human beings possess a variety of various skills, talents, and aptitudes. Man has two attitudes: one toward goodness and the other toward evil. To obtain a scientific and practical perfection, the ultimate happiness, and closeness to God, it is therefore imperative that man's abilities be educated and his or her capacities be actualized as one of the most significant aims of education (Beheshti, Abu ja'afari and Faqih, 2000; Barkhordari, 2020; Lak, Beheshti, Akrami, & Imani, 2020).

Al Farabi (2020) believes that acquiring virtues and acting in accordance with them is one of the educational aims that will lead to human perfection. He thinks that in order to actualize intellectual progress, action is especially important (Soltanolqaraee, 2005). Nearly identical to Al Farabi's perspective on educational objectives is Avicenna's. Both of these thinkers place a premium on the social component of education as well as speculative thinking (Alavi, 2010). The analysis of these hypotheses by various academics will significantly advance this research, even though it won't completely solve its central issue.

Empirical Literature Review

Approximately 1 million female students under the age of 18 fall pregnant each year; of these, 600,000 give birth while 400,000 (40%) choose to have abortions (Hadebe, 2017). In comparison to other continents, Europe has the lowest rate of teen pregnancies, according to a 2010 World Health Organization assessment. In the UK, the rate was 10.4 per 1000 female students in London in 2010. With 3.3 per 1000, Italy has the lowest rate among the European nations.

The rate in North America, namely Canada, is 33.9 pregnancies per 1000 students. Except for Bangladesh and Indonesia, where the prevalence of teen pregnancies is increasing across South Asia, the region is experiencing a decline in this statistic. In India, student pregnancies account for 26–37% of the deaths of female teenagers (WHO, 2010). Nepal Demographic Health Survey (2011), indicated that 17% of adolescent girls were pregnant, with the majority of them being students. This ratio is fast rising, going from 1% among 15-year-olds to 39% among 18-year-olds. Thus, Nepal's 81 per 1,000 girls adolescent fertility rate (NDHS, 2012) is the second-highest (51%) among Southeast Asian nations, trailing only Bangladesh's (64%) rate (UNFPA, 2007).

Teenage pregnancy has been linked in several African studies to a considerable number of female students dropping out of school (Boyle et al., 2012; Akanbi et al., 2021; Lamunu, 2021). According to Dunne and Leac (2010), girls are more likely than boys to drop out of school, and pregnancy is the main reason why. Pregnancy, although not the only reason why girls in Cameroon drop out of school, was shown to be the biggest factor in the gender achievement gap, particularly at the secondary level, according to Eloundou- Enyégue's (2014) research. In South Africa, it has been observed that while girls outperform boys in primary education, they lag behind in secondary school. Most school delays were attributed to financial difficulties, but among females aged 20 to 22 who suffered a delay, more than one-fourth blamed a pregnancy (Hallman and Grant 2013; Adikwu & Emmanuel, 2020; Lamunu, 2021).

In Botswana, teen pregnancy is a global crisis that has an impact on the socioeconomic well-being of nations, cultures, and families in general. This is because it is one of, if not the main reason for female students to drop out of school (Rumberger & Lim, 2008; Grant, 2012; Kgosiemang & Motzafi-Haller, 2021). In spite of significant advancements in education that Botswana's government has seen since gaining independence in 1966, a study by Meekers and Ahmed (2010) discovered that there has been a high rate of student pregnancy beyond basic school. Pregnancy-related school dropout is the most prevalent type of dropout, according to previous and current educational statistics from Botswana for the years 1998 to 2002, 2004, 2007, and 2008 to 2012. Nearly 100,000 girls dropped out of primary education in Zambia between 2005 and 2012. A little over a third (37.7%) of them went back to school. Fewer girls (almost 14,000) dropped out of secondary school due to pregnancy, and more than half (60%) later resumed their studies (Zambia Educational Statistical Bulletin, 2012; Packer, Muntalima, Langer, & Mbizvo, 2021; TEMBO, 2020). Neal et al. (2019) found that a sizeable fraction of female students in East Africa gave birth before the age of 16 (7%–12%). The bivariate analysis and logistic regression both demonstrate that the issue is closely related to both poverty and illiteracy. The percentage of students giving birth is highest in Uganda (57%), then Tanzania (56%) and Kenya (47%). The majority of first births in all three nations happen to people under the age of 18 years old. The proportions in the under-16 age group are the lowest (Mkwananzi, 2020; Nyangaresi, Injendi, & Majanga, 2021; Worku, Tessema, Teshale, Tesema, & Yeshaw, 2021). According to Matovu, (2017), one of the main reasons why students in Uganda fail their exams is because they are involved in a love triangle. Between 10,000 and 13,000 girls drop out of school each year in Kenya owing to pregnancy. Less than 50% of students in the

secondary were girls. Girls currently have dropout rates in schools between the ages of 13 and 18 estimated at 45%, compared to 37% for boys. Girls dropped out at a rate of 29% in Nyanza province owing to pregnancy alone (Miriti, & Mutua, 2019; Bewa, 2021; Nyangaresi et al., 2021).

One of the East African nations dealing with the issue of student pregnancies is Tanzania. Tanzania still has a severe issue with student pregnancy. In the five years between 2004 and 2008, the Ministry of Education and Vocational Training reports that 28,590 students in the nation discontinued their studies due to unintended pregnancies, 11,599 of whom were in secondary schools and 16,991 in primary schools (URT, 2012; Audax, 2020; Mbeyu, 2020). One of the female pupils in his form four was expelled from school because she was pregnant, according Simai, (2016). She therefore failed to finish her coursework and pass her final exam as a form four student, which is necessary to go to the secondary advanced level of study before enrolling in university courses. In Zanzibar, primary school dropout rates were at 7%, according to Khan et al., (2017), and early pregnancies were one of the contributing factors. According to another studies, some moms expel their daughters from school after they enter puberty out of concern that they might become pregnant (Bowman, & Brundige, 2013; Elia, 2020; Tilisho, 2021).

Factors Influencing Pupils' Pregnancies

According to Nyakubega, (2010), financial issues, a lack of knowledge about sexual issues, exposure, and excessive leisure time can all have an impact on a student's pregnancy. Early school departure and adolescent pregnancy are both highly associated with poor socioeconomic position, according to research by Grant and Hallman (2006). According to Nyambura (2010), inadequate school facilities, excessive free time, and a lack of sex education are some of the reasons why students become pregnant. According to Kamba, Razak, Saifuddin, & Palutturi, (2019) research, peer pressure drives young people to engage in sexual activity. The start of sexual activity which frequently results in pregnancies is influenced by peer pressure. Jiménez-Picón et al., (2022) discovered that "real love affairs," in which ideals of romantic love and gender norms are strong effects on adolescents who mistakenly become pregnant, are the milieu in which adolescent pregnancy happens. According to Okereke (2010), students believed that engaging in sexual activity that results in pregnancy was consistent with the modernist movement of the time.

Effects of Mobile Phone Use on Pupil's Progress

One of the Information and Communication Technology (ICT) technologies that has the ability to enhance students' and teachers' access to information is the mobile phone (Aguero, 2013). In Peru, attempts are being made to increase the use of mobile phones in formal education because they have shown to be a trustworthy source of information and have benefited other industries like agriculture and marketing (Aguero, 2012; Ramos-Diaz, Jiang, Ramos-Sandoval, & Griffiths, 2020; Alvarez-Risco, Del-Aguila-Arcentales, Yáñez, Rosen, & Mejia, 2021). In the United Kingdom 91% of 12 year old children have mobile phones that allow them to read Portable Document Format (PDF) files, spreadsheets, and word processing files when they first enroll in secondary schools (Hartnell-Young and Heym, 2010). Both professors and students in Pakistan use mobile phones to share information and access dictionaries and thesauruses for educational purposes (Javid, Malik and Gujjar, 2011; McCloud, Jones, Lewis, Bell, & Tsakanikos, 2020; Yang, Asbury, & Griffiths, 2021).

Education stakeholders in Malaysia recognize the potential for mobile devices to be used for secondary school teaching and learning (Mohamad and Woollard, 2010; Nasser et al., 2020; Fook, Narasuman, Abdul Aziz, & Tau Han, 2021). By interacting and exchanging information with others, good ICT use increases opportunities for learning new information. Students who have access to the internet on their mobile devices utilize them to look up definitions of topics and references as well as to extract resources relevant to their studies (Katz, 2012; Kibriya & Jones, 2020; Malm & Toyama, 2021). Others make use of tools like clocks, games, and calendars to help them organize their studies (Hartnell-Young and Heym, 2010; Mfaume, 2020; Ocran, Underwood, & Arthur, 2020). However, allowing mobile devices in educational settings calls for intense monitoring, which is still challenging to handle (Ford and Batchelor, 2014; Mfaume, 2020; Ndume, Songoro, & Kisanga, 2020).

Mobile phones may be useful, however due to poor use and lax oversight, they appear to be disruptive gadgets in classrooms. Mobile phone use in school settings is prohibited in the majority of Tanzanian schools. Students are not allowed to access mobile phones according to tight procedures that are outlined in school rules and regulations. The goal of banning is to improve student conduct (Barkham and Moss, 2012; Mgaya, 2020; Nikolopoulou, 2020). According to Kihwele (2013), pupils who have access to mobile phones at school are more likely to engage in sexual relationships and do worse than those who do not. The majority of studies that have been done thus far have found that cell phone use in schools is detrimental. According to Ling and Bertel, (2013), cell phone use in schools is a major issue and goes against the purpose and objective of the institution. Students are expected to fulfill their allotted responsibilities while in school, focusing entirely on their studies and avoiding outside interaction.

The cell phone, however, allows for the blending of students' duties with other roles, distracting and interfering with the academic work of the students. There were fewer interruptions and diversions in the past when landline telephones were the norm in schools, but now that mobile phones have invaded, the device is becoming a part of the classroom. Therefore, the cell phone has the potential to undercut school authority, reduce student control, and have an impact on academic performance (Majani, 2020; Mgaya, 2020; Nikolopoulou, 2020).

Methods and Materials

The investigation was carried out in Zanzibar's urban area. On the Island of Unguja, there is a District. There are 18 secondary government schools in the district (Niboye, 2018; Haji et al., 2020; Person et al., 2021). Only four of the schools are a part of this research. Vikokotoni Secondary School, Jang'ombe Secondary School, and Kidongochekundu are the three schools that the researchers purposefully chose since they are among the top ones in the Urban District and have large populations of students from various political parties. Four different ways of gathering primary and secondary data were used. Focus group discussions, in-depth interviews, and surveys were utilized to gather main data, while documentary reviews were used to gather secondary data. Both open-ended and closed-ended questions were included in the survey method's questionnaire design. 98 students were given the surveys. The quantifiable information gathered on how mobile devices and pregnancy effect students' academic development.

In-depth interviewing was utilized in this method to get qualitative information from the following types of respondents: 28

students, 4 head teachers, 4 disciplinary masters, and a district educational officer. The researchers learned about the existence of students' sexual relationships in the area from the head teachers and the District Educational Officer. Information on how mobile phones effect students' learning development was gleaned from discipline master study. Research learned about the situations under which pregnancy and mobile phones impair students' academic development from the students themselves. In terms of focus group discussions, this approach was employed to exclusively gather information from the students. One group from each school participated in this strategy, and the total number of our groups—eight students in some groups and ten in one—was created to examine the ways in which pregnancy and cell phones effect students' academic advancement. Review of pertinent public and unpublished records, including newspapers, journals, and diaries, was done as part of this methodology. Out of the 5908 pupils who were present for the study, 98 were on Vikokotoni, Haile Selassie, Jang'ombe, and Kidongochekundu.

Both quantitative and qualitative approaches of data analysis were used in the study's mixed-approach methodology. Content analysis was used to examine qualitative data from focus group discussions and in-depth interviews. Editing, coding, classifying, and indexing of data was done as part of content analysis in order to make sense of the data gathered and to draw attention to the key messages, themes, features, and discoveries. In order to ascertain the effects of students' sexual relationships on academic advancement, the Statistical Package for Social Science (SPSS) was used for quantitative data, descriptive statistics with application was used to produce frequency tables, and other tests of logic were conducted.

Results and Discussion

Presence of Sexual Relationship among the Pupils and Their Boyfriends and Girlfriends

The first objective was on the presence of sexual relationship in the study area. To achieve this goal, questions were posed about the presence of pregnant women among the students, the presence of pregnant girls and boys among the students, the availability of students with access to mobile phones, and the relationship between students' usage of mobile phones and sexual encounters. It was noted that 60 students equal to (61.2%) were not in relationships while 38 students equal to (38.8%) were. Table 1 shows that 38 students, or 39% of the class, had boyfriends and girlfriends, whereas 60 students, or 61% of the class, had neither. There are still just 11% of people who have boyfriends and those who do not, according to this statistic.

Presence of Mobile Phones among the Pupils

Two methods were applied to this question. Responses are YES and NO. The results showed that although 18 respondents, or 52 (53.1%) of the respondents, did not have access to mobile phones, 46 (46.9%) of the respondents did. Table 1 provides a summary of these results. It was noted that 60 students equal to (61.2%) were not in relationships, while 38 students equal to (38.8%) were.

Table 1: Presence of sexual relationship among the pupils (N=98)

Category	Frequency (n=98)	Percent
Respondents Who Have Boy Friends and Girl Friends		
In relation	38	38.8
Not in relation	60	61.2
Presence of Mobile Phones among the Pupils		
Access to mobile phone	46	46.9
No access to mobile phone	52	53.1
Relationship between Mobile Phones Use and Sexual Relationship		
Mobile phone have motive factor	84	84
Mobile phone have not motive factor	16	16

They asked individuals who answered "YES" to specify where they had purchased them. The following is a summary of their responses: Of the 46 students who had cell phones, 12 had received them from their parents, nine had purchased them by selling their bodies, eight had received them as gifts from their siblings or parents, seven had received them from their grandparents, four had received them as gifts from their uncles or aunts, four had obtained them from their boyfriends, and three had stolen them. Additionally, the study found that among those with mobile phones, 24 students (corresponding to 52.2% of the total) were female and 22 students (equivalent to 47.8% of the total) were male. The survey also notes that form three students were more likely to own mobile phones than form four and form two students. Additionally, it was shown that the majority of people with cell phones were grandparents and single-parent households.

When head teachers questioned interview subjects regarding student use of mobile phones, They all concurred on it. The first principal tacked on that:

"Next year (2015) discipline teacher captured eight mobile phones from the pupils".

The second one said: *"More than twelve mobile phones have been captured since 2015"*

And the next one added that: "In our store we had seventeen pupils" mobile phones since 2014 which may be returned to them after schooling".

Presence of Pregnant Pupils

The format for the response to this query was also Yes/No. All of the students who responded to this question agreed that there were indeed pregnant students who immediately quit class after finding out. In response to a question from the researchers regarding pregnant students, the District Educational Officer (DEO) stated:

“My office had no official data on it, because schools did not send any official report about it”. One of the four head teachers who were interviewed by the researchers in response to this question said. “The exactly answer about it you will get from the pupils themselves because these cases (case of pregnancy) are not reported to my office. Once pupil gets it, escapes herself from school. May be you can hear from the students themselves that, someone escaped school for reason that she has got pregnancy, or you can hear someone is married. For me that kind of report I cannot consider as official report.”.

Another head teacher concurred to accept a form two girl student who was pregnant, but he noted that she fled once she found that her classmates were aware of her condition. The principal continued, saying:

“.....even if our Government allowed pregnant pupils to go on, most of them are not willing for that, may be they feel shy!

The last head teacher added that:

“It is not easy to see pregnant in urban schools; most of pupils have enough education to avoid pregnancy while those who get it accidentally are escaping.....”

Relationship between Mobile Phones Use and Sexual Relationship

The purpose of question number four was to ascertain whether students' use of mobile phones and their involvement in romantic relationships. Two methods were applied to this problem. On the one hand, a YES or NO response; on the other, justifications for the respondents' responses.

Perceptions of Respondents on the Idea that, Mobile Phones Motive Pupils to Engage in Love Affairs and Sexual Relations. 82, or 83.7% of the 98 respondents who responded to this question, agreed that mobile phones are motivating elements, while 16, or 16.3%, disagreed. Further, the study indicates that the majority of students concurred that having relationships and having sexual encounters with others is motivated by their use of mobile phones. This is due to the fact that 84% of respondents overall agreed with the hypothesis and only 16% did not. Respondents were also asked to describe the situation's motivation in terms of mobile phones. Those who answered "yes" to this query gave justifications they considered solid. Internet charting, inability to pay for costs like vouchers, invisibility between communicators, ease of communication, the availability of objectionable online video clips like pornography, a lack of clear supervision, and a desire to upgrade were the explanations given. The following are more details on these motives:

Internet Charting and Failure to Afford Expenses

The survey found that many mobile phone users, especially students, prefer social media apps like Facebook, WhatsApp, Twitter, Imo, and others. The study also found that these apps encourage users, notably students, to establish relationships with others through facilitating communication. Initially, the relationship could be normal, but as things evolve day by day, they adapt it to become sexual relations (Gazendam, Cleverley, King, Pickett, & Phillips, 2020; Tiidenberg & Van Der Nagel, 2020; Walter, 2020). In support of this, one of the responders who were questioned highlighted the following.

“...throughfacebookandwhatsapppupilscommunicateandmeettogetherwithseveralpeopleandstartrelation which ending in sexual relationship”. One among the discipline teacher, who was interviewed, explained these charting networks as destructive agents and starting point to sexual intercourse among the pupils. While others state that: “Nowadays male pupils learn how to convince girl pupils to the sexual relationship through charting via mobile phones”.

The study finds that some student mobile phone users engage in sexual activity because they cannot pay charges that would allow them to use their phone efficiently, such as voucher prices and costs associated with phone repair when anything goes wrong. At this point, students (especially female students) decide to look for companions (boyfriends) who can help them afford their mobile needs. One among the discipline master during interview with the researchers explained it wisely, he stated that:

“The need to buy voucher that will enable pupils to make call, to use internet and to run other mobile programs, convince most of the girls pupils to participate in sexual relation as a short cut way for them to solve the problem”.

Invisibility of Communicators and Presence of Bad Video Clips

Uses of invisible chat appeared to be compelling justifications for luring mobile phone users, particularly students, into having sex. This is due to the fact that people who use mobile phones do not feel embarrassed to talk about anything, even trying to persuade someone to engage in sexual interactions (Ayegba, Igwe, & Eru, 2021; Cvek & Punder, 2021; Kopeck, Fernández-Martín, Sztokowski, Gómez-García, & Mikulcová, 2021). One of the students that responded says that:

“By using invisible communication like using mobile phones to talk to others, give freedom to mobile users especially males to say anything to females (especially girls pupils) even to convince them in sexual relation.”

Thus, the availability of offensive videos on mobile devices appeared to be one of the factors encouraging mobile users, especially students, to engage in romantic relationships and sexual interactions. Pornographic video clips are considered to be bad in this context. Some students watch the videos, become progressively more impacted, and eventually feel the need to mimic what they have seen. It will be simple for them to engage in sexual activity or have sexual relations with those types of students (Hertlein & Chan, 2020; Liebherr, Schubert, Antons, Montag, & Brand, 2020; Safdar, 2021).

One among the discipline masters during interview said:

“...pupils learn each and every thing about how to make sexual intercourse through clips of pornography obtained in their mobile phones”.

Absence of Strong Supervision and Desire to Upgrade

Some respondents have observed that one of the main factors driving mobile phone users among students to engage in sexual encounters is the lack of clear parental and guardian guidance on proper usage of mobile phones. They claimed that students should have unrestricted access to phones without parental or guardian oversight (Darling & Hackett, 2020; Oloo Ong'ong'a, 2020). Whilst, desire to upgrade was cited by respondents as another factor in motivating students to engage in sexual activity. In this regard, respondents showed that this happens when the female student has an outdated mobile phone; as a result, she should upgrade to a smart phone that will allow her to run more programs. Such a student will be willing to engage in sexual activity in order to obtain the modern one (Sun & Gao, 2020; Tam, Santos, & Oliveira, 2020). This point explained by 50% of all pupils who answered this question. In interviews, this issue was covered by all discipline teachers. One of them provided a recent example from her pupil to demonstrate it. He said:

“Three mounts later I cached very expensive and modern mobile phone from girl pupil who are form threewhen her parent (father) came to me, he asked to hear her daughter’s phone, he worried and asked himself where she got it! Even me (her father) I can’t own alike.....”.

The discipline master explained that when they tried to look at the phones, they usually saw bad messages which directed them to know their boyfriends who offered mobile phones to them. The shows that 5 students, or 5.1%, strongly agreed with that viewpoint, 38 students, or 38.8%, agreed with it, 32 students, or 32.7%, disagreed, and 23 students, or 23.5%, strongly disagreed. According to the majority of respondents, most students who use mobile phones engage in sexual activity.

The impact of Pregnancy and Mobile Phone Use on Academic Progress

The second objective of the study needs to examine the circumstances in which pregnancy and mobile phones affect pupil’s academic progress. As a result, three questions with a Likert answer structure and a succinct explanation were asked of responders. Reactions of respondents on the concept that, most of the pupils who use mobile phones do not perform well. The question used the Likert response format as revealed in the Table 2:

Table 2: Reactions of Respondents on the Notion that Most of the Pupils Who Use Mobile Phones do not Perform Well (N=98)

Category	Frequency	Percent
Strongly agree	8	8.2
Agree	35	35.7
Disagree	26	26.5
Strongly disagree	29	29.6
Total	98	100

Table 2 shows that only 8 (8.2%) of the pupils strongly agreed to the assertion while 26(26.5%) disagreed that most of the pupils who have mobile phones do not perform well in their subjects. The majority of the pupils 35(35.7%) agreed to this view and 29 (29.6%) of the teachers strongly disagreed to the assertion.

The impact of Mobile Phone Use on Pupil’s Academic Progress

Almost all respondents who responded to this question emphasized the negative impact and the lack of adequate time for adjustments. This effect seems to be frequent. Students who have smartphones are more preoccupied with them than their coursework. Students who responded to this question noted that instead of doing their homework, the majority of students using mobile phones spend a lot of time making calls, sending messages, playing games, and using the various apps that are available. Facebook and What Sapp are two of the popular internet charting apps that appeared to be popular among students who frequently use their mobile phones. The study also showed that students' access to mobile devices inevitably exposes them to bad behavior, such as exam cheating, which damages their integrity and distracts them from their academics (Amez & Baert, 2020; Baert et al., 2020; Bjerre-Nielsen, Andersen, Minor, & Lassen, 2020). A single student's use of a cell phone at school can have an impact on other students, as one teacher noticed:

“One mobile phone in school is used by more than five students, because they know who has it and when they want to use it they get it. Some of them have mobile phones but have not been caught yet. Therefore, students who have mobile phones offer other students access through borrowing”.

Furthermore, one of the discipline teachers who were interviewed during the in-depth interview compared the mobile phone to a boom during the interview. He spoke:

“Mobile phone is like a boom because it can kill the owner soon if he or she is not aware on it. Many pupils who use mobile phones are affected academically”. While other teacher said:

“Mobile phone is the silence killer of pupil’s academic developments”

The impact of Pregnancy on Pupil’s Academic Progress

This section's third question featured a Yes/No response on one side and brief justifications for the answer on the other. Students were asked to endorse or disagree with the idea that pregnancy impairs students' academic development. Every student who responded to this question agreed with it. Additionally, they were asked to explain how pregnancy affects students' growth. Poor attendance, bad grades, leaving school exhausted, having a long-lasting sensation, poor participation with other children, and unstable health conditions are only a few of the topics covered in this section (disease). The following are some details on these difficulties:

Poor Attendance and Prolonged Feelings

According to the report, pregnant students are unable to routinely attend class because they require close parental or guardian monitoring, ample relaxation, and the opportunity to visit clinics (Li & Shen, 2022; Meinzer et al., 2020). During a group discussion, a student commented:

"I have studied with pregnant while I have already been registered for an exam (form two examination); my attendance was not as good as before. My attendance after being pregnant was almost two days per a week, then I totally stopped and missed many period and lessons, I didn't pass the exam, now I am married".

The research noted that pregnant students experience various psychological stresses, which contribute to their difficult learning conditions. They have feelings about their safety, status, and self-concept; they have feelings about how their classmates, teachers, and the community at large may view them. They have psychological and emotional effects from these feelings, which causes them to lose confidence, especially during studying (Thabethe, Mulondo, & Tugli, 2020; Wladkowski & Mirick, 2020).

Poor Participation and Low Revision

According to the survey, pregnant students typically withdraw from class to engage in extracurricular activities with their peers, such as subject revision. In general, they don't read or do anything else at home that might put them in a favorable learning situation (Cortázar, Molina, Sélman, & Manosalva, 2020; Meinzer et al., 2020). During a conversation, one student expressed this:

"They isolate themselves to avoid joking and stigmatization from their friends".

Other said that:

"...they feel shy. Therefore they try to avoid participation of the mass".

Other students' lifestyles resembled those of pregnant students or immigrants who flee the city to avoid being apprehended by the police. Even in the community, they lead an uncomfortable and a social lifestyle; they mistakenly believe that everyone is out to get them while in fact, the opposite is true. Many pregnant students seemed to struggle academically as a result of their way of life. Additionally, the respondents said that because they have other mental issues, the majority of them are unable to review their courses as they did prior to being pregnant. Instead of reviewing their subjects, they spend a lot of time feeling silly things (Cortázar et al., 2020; Meinzer et al., 2020). During an interview, one respondent stated that:

"When you call them to attend discussion, they totally refuse but when they attend, they are physically present but mental absence".

Tiredness and Unstable Health Condition and Termination of School

According to the survey, the majority of pregnant students fall behind in class because of fatigue, which causes them to sleep excessively even when they are in class. They are unable to complete student assignments given by their teachers and turn them in on time, including classwork, homework, and quizzes (Nyangarika et al., 2020; Meinzer et al., 2020). Accordingly, many respondents cited erratic health as one of the major factors impeding pregnant students' academic success. Unstable health circumstances include illnesses like headache and body pains that are connected to pregnancy, making it difficult for them to attend class efficiently and leave the syllabus unattended (Nyangarika et al., 2020; Meinzer et al., 2020). According to the study's findings (Cortázar et al., 2020; Meinzer et al., 2020), the majority of students drop out of school after becoming pregnant. The survey also demonstrates that the majority of pregnant women skip school, as is explained here;

".....even if our Government allows pregnant pupils to continue on their studies, most of them are not willing for that, may be they feel shy! The Government of Zanzibar allows pupils who have pregnant, to go on with their studies but pupils themselves particularly who live in urban areas are not willing pursue with further studies , most of them escape from school while others go there for examination only".

Measures to Control Pupils' Sexual Relationship

The third and last objective was on the measures taken by the Government and other Stake holders to control secondary schools pupils' sexual relationship. In order to alleviate and reduce the problem, respondents were asked for potential solutions. Respondents primarily suggested seven measures, including creating a special educational program on sexual education for school children, emphasizing the importance of parents and guardians in the lives of their children, working with parents to develop better policies, providing peer group education in schools, and finding an appropriate method of controlling inappropriate behavior. The measures are addressed in more detail below.

Establishment of Sexuality Education

Tanzania has to reconsider its whole educational system and make significant investments in human capital. It is vital that sexuality education curricula be included in classrooms. Each level should have its own materials that include the fundamentals of sex and sexuality issues, and the levels should be determined in accordance with the proficiency levels of the learners. The first step in bridging the communication gaps between teenagers and adults about sexual issues should be to debunk common myths about sex and sexuality. Teenagers and young children should get proper and age-appropriate knowledge about sex and sexuality as a top priority.

Teachers, Parents and Community Responsibility

For the purpose of raising the children to be independent, responsible adults, teachers, parents, and the community at large must all efficiently fulfill their tasks. In this context, education about sexual and reproductive health is essential, and it should be distributed through many venues for social interaction, such as homes, schools, playgrounds, churches, etc. They have to prevent the negative effects of incorrect mobile phone use, teachers and parents must work together to ensure that children use them responsibly. This can be accomplished by providing instruction and setting up follow-up interventions. Additionally, parents and educators should help pupils become fit and adaptable to their individual societies' values rather than excluding them from their genuine societies.

Formation of Peer Group Education

To encourage students to share experiences and educate themselves on a variety of topics, including sex and sexuality, peer group education should be implemented in schools. If it already exists, it should also be strengthened. Peer groups that are created in schools must have clear objectives throughout their various phases of operation. Specialists from various fields should attend peer groups to offer their knowledge and enlighten group members for their own benefit.

Provision of Guidance and Counseling Services in Perfection

The systems for counseling and assistance in educational institutions should be strengthened to support initiatives that will help students get the most out of their time in school. Because they lack a support system and help network, students can experience serious issues. When they are under stress, despondent, or unsure of what to do, they have no resources to turn to for assistance. The discipline masters are given positions in the contemporary Tanzanian educational system to offer advice and assistance. This reduces students' possibilities to utilize the support system successfully because they are afraid of being viewed as disobedient if they discuss being involved in a sexual relationship. Consequently, each school should have a separate unit that deals with pupils for counseling and guidance.

Controlling Improper Use of Mobile Phones and Formulation of Better Policies

The best solution is a value-based mobile phone control system. This is how students are taught the best practices for using mobile devices so they can use them to help them with their academics without needing adult supervision because they can exercise self-control. Teaching students about the benefits and drawbacks of mobile phones, hosting clubs and seminars where speakers from other institutions address them, establishing and maintaining friendly relationships with students, and using punishment as a last resort are the best ways to develop values-based control systems. In this context, some interviewees suggested creating a censorship board to regulate and keep an eye on service providers' online material. The majority of those who responded to this question recommended developing regulations based on the challenges that students may face in the future. The regulations are designed to shield students from needless complications.

Conclusions and Recommendations

This study has brought to light the risk that students may experience as a result of their involvement in sexual relationships. It is highlighted that pupils run the risk of dropping out of school. The results show that 39% of respondents among students are at a high risk of becoming pregnant and then failing to graduate as a result of their involvement in sexual activity. Although engaging in sexual activity endangers students' academic development, they continue to engage in such behavior. This section offers recommendations that are broken down into three categories based on the study's findings: recommendations to the Ministry of Education, recommendations to teachers and parents, and recommendations to decision-makers.

Recommendations

Peer group education should be implemented in schools to encourage students to share experiences and educate themselves on a variety of topics, including sex and sexuality. These are just a few of the recommendations that were made to the Ministry of Education as a result of this study. Finding a suitable method to regulate student mobile phone use, establishing a censorship board to regulate and keep an eye on the online content that student's access from service providers, and reevaluating the educational system as a whole are all necessary. Human capital should also receive significant investment.

The creation of a separate counseling and guidance department in each school for students. The discipline masters are given positions in Tanzania's current educational system to offer advice and assistance. This prevents students from efficiently utilizing the support system because they are afraid of being labeled as disobedient if they discuss having a sexual relationship. Additionally, counseling and guidance programs in educational institutions should be strengthened to support initiatives that will assist students get the most out of their time in the classroom. Because they lack a support system and help network, students can experience serious issues. When they are under stress, despondent, or unsure of what to do, they have no resources to turn to for assistance. Peer group education is being introduced in schools to assist students in sharing experiences and educating themselves on a variety of topics, such as sex and sexuality. These groups should be visited by experts from various fields to share their experiences with them and provide group members with education for their improvement.

Moreover, In order to minimize the effects of incorrect mobile phone use, teachers and parents must work together to ensure that children use them responsibly. This can be accomplished by educating students about right mobile phone usage and developing follow-up programs. Additionally, parents and educators should help pupils become fit and adaptable to their cultures' beliefs rather than excluding them from participation in their real societies. The report made the following proposal to decision-makers in order to create more effective, realistic policies that guarantee the renew efforts to introduce a comprehensive sexuality education curriculum in primary and secondary schools that complies with the important human rights standards, make sure that adolescent girls are protected from sexual violence and coercion in primary and secondary schools, reduce unwanted and unplanned pregnancies by improving access to quality comprehensive sexuality education in schools.

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