

Exploring The Role Of Social And Emotional Learning Skills In Preventing Teenage Pregnancy Among Adolescent Girl In Senior Secondary Schools In Ibadan Metropolis

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Abstract

The study Exploring the Role of Social and Emotional Learning Skills in Preventing Teenage Pregnancy among Adolescent Girl in Senior Secondary Schools in Ibadan Metropolis. Teenage pregnancy is a persistent global issue, affecting underage adolescents worldwide. Recently, there has been a surge in teenage pregnancies, disrupting family structures and contributing to the rising rate of single parenthood among adolescents. Although numerous studies have investigated teenage pregnancy it seems the studies have not specifically examined the impact of social and emotional learning skills on adolescent girls in Ibadan metropolis. This study made use of a descriptive survey of correlational design type; 199 Adolescents participated in the study who were selected through simple random sampling technique from both the urban and rural Local Government Areas. Two validated instrument were used to collect data for the study. These are: Social-emotional Learning Skills Scale ($r = 0.78$) and Sexual Risk- taking Questionnaire ($r = 0.85$). Two research questions and two hypotheses were stated and tested. The data obtained were analysed using: descriptive statistics, correlation and multiple regression analysis at 0.05 level of significance. The result revealed that: The social-emotional skill level of the adolescents' girls is very low and they are prone to teenage pregnancy. Likewise, there is significant moderate positive Social-emotional learning skills and teenage pregnancy among adolescents' girls ($r = 0.422$, $p = 0.000$). In the same vein, there is a significant joint association of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls ($F(2, 197) = 22.11$; $R = 0.43$, $R^2 = 0.18$; $p < 0.05$). The most influential predictor is social-emotional learning skills. The paper recommended that: Adolescents should develop social emotional learning skills that will prevent them from being lure into risky sexual behaviour. Not only that but also, parents should create a free

climatic atmosphere that will engender substantial communication between the adolescents and their parents, so that they will be able to discuss whatever their passing through freely.

Key Words: Social-Emotional, Teenage-pregnancy, Single-parenting, Adolescents, Sex

Introduction

The miracle of motherhood begins with the gift of life but unplanned teenage pregnancy can disrupt education, relationships and future aspirations leaving young mothers vulnerable and uncertain. Teenage pregnancy has become a subject of the day among students in senior secondary nowadays compared to years back, though it happens then but the rate has increased that one could be wondering how, why and who impregnated some of these students or when such students started having sexual experience. Also, many of these students do not see anything wrong in such behaviour and this has influenced other younger students among themselves and it has increase vulnerability and poverty in the society because so many babies from teenage mother do not have parental guide since their parents are not being guided and do not have adequate knowledge of parenthood and also they are also searching for identity in social and survive with personal basic needs to it difficult for them to care very good of their babies which affect their parenting style and development of their babies because they have vulnerable to people around them.

Teenage pregnancy is a significant public health concern globally, with Nigeria having one of the highest rates of teenage pregnancy in sub-Saharan Africa. According to the World Health Organization (WHO), approximately 23% of Nigerian girls become pregnant before the age of 19, with many of these pregnancies being unintended and resulting in adverse health and socio-economic outcomes.

Pregnancy is a wonderful gift in the life of a woman, as she enjoys every moment of holding her own child. In addition, it brings joy

and a positive atmosphere among her close relatives (Okumu, 2020). However, early pregnancy is considered a pandemic and a burden to the underage child, her family, and the world and it could lead to intergenerational issues. Arthur Campbell once stated that "The girl who has an illegitimate child at the age of 16 suddenly has 90 percent of her life's script written for her (Hoffman & Maynard, 2008).

Teenage pregnancy can be described as the pregnancy of an adolescent or underage female between the ages of thirteen and nineteen (Alabi & Oni, 2017). According to Brown (2013), teenage pregnancy is a societal problem that sees adult functions such as sexual intercourse, nursing, and reproduction performed by an individual deemed by society to be a child.

Worldwide, teenage pregnancies are a challenging phenomenon that normally takes place in high-, middle-, and low-income nations. It is from this view that nearly 11% of world births are from girls ranging in age from 15 to 19 years (Kirchengast, 2016). According to the World Health Statistics (2014), the average global birth rate among 15–19-year-old girls is 49 per 1000 girls, whereas country rates range from 1 to 299 births per 1000 girls. In developed countries, teenage birth rates are low compared to the situation in developing countries. In developing countries, Wado (2019) asserted that 21 million girls aged 15–19 become pregnant each year, and almost 12 million of them give birth. Also, nearly half of all teenage pregnancies that occur in developing countries are unplanned.

In Nigeria, teenage pregnancy takes place in both rural and urban areas across regions, but it is more prevalent in rural areas (Adikwu &

Okafor, 2021). According to a report by the Demographic and Health Survey, about 23% of females between 15 and 19 years old are bearing children, while 10% of adolescents residing in rural areas are already bearing children, compared to 32% of adolescents in urban locations (DHS, 2013). Hence, indicating that teenage pregnancy is on the rise in the country (Amadi, 2019).

The prevalence of teenage pregnancy ranged from 29% in North–West Zones to 5.5% each in the South–West Zones (with teenage pregnancy as high as 32% in Sokoto and 31% in Kaduna states, but as low as 5% and 1% in Imo and Lagos states, respectively). In Asia, Africa, Middle East and some parts of Europe, illiteracy, societal practices, rebellion, media, poverty and peer pressure encourage girls to enter into sexual relationship at an early age. According to Onyido & Brambaifa (2018) child marriage is universal issue that is popularly practiced in developing countries and current estimated projects that about 16 million girls are married off every year (WHO, 2018).

Teenage pregnancy is a multi-faceted issue that has a broad range of effects. In recent years, much concern has been expressed towards the increase in the rate of pregnancy rate among teenagers because of the adverse effect on the teenager and the larger society. Teenage pregnancy is generally a greater problem in rural than urban areas. This is due to a number of factors, including child marriage, lack of access to SRH information and services, and cultural belief systems and attitudes. According to DHS data, there is a 12% increase in the likelihood of teenage pregnancy for girls living in rural areas than those in urban areas (though it remains higher for those living in urban slums). According to Chiazor, Ozoyam Idowu, Udume & Osagide (2017) teenage pregnancy leads to early entrance into poverty and informal labour. Buttressing this viewpoint, a number of studies have established the correlation between teenage mothers and poverty (Tamkins, 2004; Undiyaundeye, Agba & Mandeun, 2015).

According to Anochie & Ikpeme (2011) teenagers mothers are likely to have challenges in their educational attainment and in the long run become a burden to the society at large as such there is need to tackle this condemnable trend. This is particularly true because studies have established the preventive impact of education on teenage pregnancy (Brosh, Weigel & Evans, 2007; Ekefre et al., 2014).

Social and emotional learning skills promote learning competencies in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Students need the skills to be able to set and work toward important goals, cooperate with others, and deal with everyday stresses. Social and emotional learning gives students the chance to learn the life skills needed for becoming competent and productive adults. Teaching social and emotional skills also serves to counteract negative risk factors (Greenberg et al., 2017). Social and emotional skills are crucial for being successful academically, a hardworking employee, and a valuable citizen. When adolescents engage in social-emotional learning and teaching, they can reduce the likelihood of students engaging in risky behaviors such as drug abuse, bullying, early sexual debut and violence.

There are different models of categorizing social and emotional skills. CASEL has a five-category framework. Researcher Stephanie Jones has developed a three-category framework. Social and emotional skills according to Jones can be categorized into three areas: Cognitive regulation, emotional processing, and social/interpersonal skills:

Cognitive regulation deals with the basic cognitive skills necessary for completing a goal or task. This area is closely linked to executive functioning skills which involve maintaining attention, working memory, being able to prioritize tasks, and controlling behavior. Children use cognitive regulation skills each time they engage in tasks that require concentration, problem-solving,

making conscious choices, and resisting impulses. When students become strong in these skills, it helps them improve academically because they are able to be more engaged in their learning (Jones et al., 2017).

Emotional processes are skills required to help children with recognizing, expressing, and managing their emotions. This area also includes being able to perceive and understand the emotions of others. Emotional processes help children gain an understanding of how they feel in different situations and handle their emotions in healthy ways. These skills are also necessary for building relationships with others and being able to have successful social interactions. In order to be able to interact positively with others, children need to be able to regulate and manage their emotions as well as feel empathy for others (Jones et al., 2017). The final area of social-emotional learning according to Jones is social and interpersonal skills.

These skills help children and adolescents interpret other people's behaviors, navigate social situations effectively, and have positive interactions with peers and adults. Social and interpersonal skills rely on a person's emotional processes. Children must be able to recognize, express and manage their own emotions before they are able to interact with others. When students have effective interpersonal and social skills, they are able to work collaboratively with others, handle social dilemmas, and interact peacefully with others (Jones et al., 2017).

The Framework Developed by CASEL (Collaborative for Academic, Social, and Emotional Learning), is similar to the framework described above, but it divides skills into five categories: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

Self-awareness covers a person's ability to understand their own emotions, values, and thoughts and how they influence their own behavior. Self-management is the ability to manage emotions, thoughts, and behaviors.

The category of social awareness helps individuals to understand the perspectives of others and be able to empathize with them. The area of relationship skills helps people gain and maintain healthy relationships, and then maneuver diverse social settings. The fifth category is responsible decision-making skills, which involves a person's ability to make wise and constructive choices about their own behaviour (Casel.org, 2023).

Statement of the Problem

Teenage pregnancy is a persistent global issue, affecting underage adolescents worldwide. Recently, there has been a surge in teenage pregnancies, disrupting family structures and contributing to the rising rate of single parenthood among adolescents. Teenage mothers often require support to care for themselves and their babies but this support is not guaranteed or provided by those around them. As a result, these mothers and their children become vulnerable, struggling to cope with unintended consequences of early pregnancy which increased risk of poverty. The effects of teenage pregnancy are evident in our society, where many children are left unattended on the streets and numerous adolescents are out of school, vulnerable to exploitation, including human trafficking. The increase in teenage mothers is also linked to higher rates of illicit activities like substance use, prostitution and theft among teenage girls.

While various factors contribute to teenage pregnancy among adolescents including cultural, religious, socioeconomic, lack of parental sexual communication, lack of sex education, peer influence and social media, this study focuses on exploring the role of social and emotional learning skills in aspect of informed decision making and relationship skills in preventing teenage pregnancy among adolescents girls in senior secondary schools in Ibadan metropolis, Although numerous studies have investigated teenage pregnancy it seems

the studies have not specifically examined the impact of social and emotional learning skills on adolescent girls in Ibadan metropolis. Previous studies have concentrated on teenagers in urban areas of Oyo State, leaving a knowledge gap in rural areas like Ibadan metropolis.

Study Objectives

The general objective of this study is to explore the role of social and emotional learning skills in preventing teenage pregnancy among adolescent girls in senior secondary schools in Ibadan metropolis, while the specific objectives are thus:

1. To find out level of social-emotional learning skills among adolescents' girls in Ibadan metropolis.
2. To ascertain the relationship between Social-emotional learning skills and teenage pregnancy among adolescents' girls in Ibadan metropolis.
3. To examine the composite contribution of Social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis.
4. To investigate relative contributions of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis.

Research Questions

1. What is the level of social-emotional learning skills among adolescents' girls in Ibadan metropolis?
2. What is the relationship between Social-emotional learning skills and teenage pregnancy among adolescents' girls in Ibadan metropolis?

Hypothesis

Ho1: There will be no significant composite contribution of Social-emotional learning skills and age in the prediction of teenage

pregnancy among adolescents' girls in Ibadan metropolis.

Ho2: There will be no significant relative contributions of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis

Literature Review

Social-Emotional Development

The brain development that supports learning is dependent on social experiences

These social experiences also impact the quality of a person's relationships with other people and health (Immodino-Yang et al., 2018). Social-emotional development is the process of learning and practicing essential cognitive, affective, and behavioral competencies (Hatchimonji et al., 2022). Elias et al. (1997) further described social-emotional development as the development of the ability to manage emotions, set and achieve goals, appreciate care and concern for others, establish and maintain positive relationships, make responsible decisions, and deal constructively with interpersonal situations.

Research emphasizes the development of numerous essential social-emotional learning competencies as self-awareness, self-management, social awareness, relationship skills, responsible decision-making, resiliency, diligence, and future-mindedness (Hatchimonji et al., 2022; Immodino-Yang et al., 2018). These social-emotional competencies are positively linked to improving the positive purpose of students indicating a long-term life goal that aims to contribute to the world beyond self (Hatchimonji et al., 2022). Additionally, 80% of adolescent students from diverse backgrounds are found to lack many of the identified core social-emotional skills decreasing their ability to create and identify safe and enriching environments (Jacob & Philip, 2022). Teenage mothers are often amongst a population experiencing social, political, and economic disparities that are more likely to lack these core social-emotional skills

(Fuller et al., 2018). Immordino-Yang et al. (2018) identified stress, during the adolescent phase, as a potential cause for early sexual maturity and worse psychosocial outcomes leading to risky decision making that negative effects educational results. Although stress may have negative sexual and educational outcomes for adolescents, this is also a phase of life where the brain is more sensitive to social reputation and the maturing of higher-order thinking allowing for the capacity of new emotional regulation skills, identity development, and long-term planning (Immordino-Yang et al., 2018). Social-emotional learning programs that are developed by school counselors are able to increase students' growth, success, and educational outcomes through the support of student development and creating positive school climate (Stevens, 2021).

Method

The Design

Descriptive research design of correlation type was adopted for this study. The approach allowed the researcher to measure relationship, gather information, summarize and interpret data for purpose of clarification of the predetermined study objectives.

Population

The target population of this study consists of all in-school adolescents in the Ibadan metropolis

Sample and Sampling Techniques

Multi-stage sampling procedure was employed in this study, firstly, Ibadan metropolis has been cluster along eleven Local Government Areas, simple random sampling technique was employed to select two Local Government Areas each, from Urban and Rural Areas, Simple random sampling technique was used to select three schools each from the selected Local Government Areas making a total of twelve (12) schools. From the selected schools stratified

random sampling technique was employed to select twenty (20) in-school adolescents making a total of two hundred and forty (240) participants that responded to the instruments designed for the study.

Instrumentation

Two structured instruments were used for the study. A pilot study was conducted for the instruments to ensure the reliability of the instruments. The pilot study involved the administration of the instruments on participants outside the study coverage

1. Social-emotional Learning Skills Scale (SELSS)
2. Sexual Risk-taking Questionnaire (SRQ)

Social-emotional Learning Skills Scale (SELSS)

The scale was designed by the investigator, it contained two parts. Part (A) focused on the bio-data of the students, it consisted of the in-school adolescents' gender and age-bracket, Part (B) consisted fifteen (15) items on social-emotional learning skills. The researcher validated the instrument on a similar sample of 30 respondents that were not included in the final research data collection, the reliability and construct validity of the instrument was ascertained through Cronbach Alpha and the reliability co-efficient of 0.78 was obtained.

Sexual Risk-taking Questionnaire (SRQ)

The questionnaire was designed by the investigator, it contained two parts. Part (A) focused on the bio-data of the students. Part (B) consisted fifteen (15) items on sexual risk-taking among in-school adolescents. The researcher validated the instrument on a similar sample of 30 respondents that were not included in the final research data collection, the reliability and construct validity of the instrument was ascertained through Cronbach

Alpha and the reliability co-efficient obtained was 0.85.

Procedure of Data Collection

The data collection for the study was carried out with the help of four trained research assistants, who were exposed to the rudiments of the questionnaire and scale, the whole data collection exercise lasted for six weeks.

Method of Data Analysis

Data collected in respect of the questionnaires and scale were analysed using Descriptive statistics of frequency and percentage, counts, mean and standard deviation and Pearson product moment correlation at 0.05 level of significance

Result

Research Question One: What is the level of social-emotional learning skills among adolescents' girls in Ibadan metropolis?

Table 1: Level of Social -Emotional Learning Skills among Adolescents' Girls

S/N	Items	Most of the time	Someti me	Half of the Time	Almost Never
1.	I am aware of how my decisions about sex can affect my future	78 (39%)	13 (6%)	23 (12%)	86 (43%)
2.	I can say "no" to sex advance, even if I am pressured	69 (35%)	20 (10%)	14 (7%)	97 (48%)
3.	I understand the emotional and financial consequences of teenage pregnancy	60 (30%)	12 (6%)	26 (13%)	102 (51%)
4.	I feel confident talking to adults or mentors about relationship and sex	46 (23%)	15 (8%)	21 (10%)	118 (59%)
5.	I think before I act, especially in risky situations involving sex	50 (25%)	16 (8%)	23 (12%)	111 (55%)
6.	I know how to manage peer pressure regarding sex or romantic relationship	42 (21%)	22 (11%)	32 (16%)	104 (52%)
7.	I understand how pregnancy at my age can affect my education and goals	68 (34%)	15 (8%)	22 (11%)	95 (47%)
8.	I respect myself and other enough to make safe and healthy relationship choices	69 (34%)	21 (11%)	24 (12%)	86 (43%)
9.	I feel empathy for teenage mothers and understand the challenges they face	58 (29%)	23 (12%)	24 (12%)	95 (47%)
10.	I believe making responsible decisions in relationships can help prevent teenage pregnancy.	61 (30%)	12 (6%)	25 (13%)	102 (51%)

Table 1 reveals the level of emotional learning skills among adolescent girls, it can be observed that 118 (59%) of the study participants never feel confident talking to adults or mentors about relationship and sex. Likewise, 111 (55%) of the study participants never think before they act, especially in risky situations involving sex. In addition, 104 (52%) of the study participants never know how to manage peer pressure regarding sex or romantic relationship. Beside, 102 (51%) of the study participants never understand the emotional and financial consequences of teenage pregnancy. Moreover, 102 (51%) of the study participants never believe making responsible decisions in relationships can help prevent teenage pregnancy. Also, 97 (48%) of the study participants never can say "no" to sex advance, even when they are pressured. Furthermore, 95 (47%) of the study participants never understand

how pregnancy at their age can affect their education and goals. Again, 95 (47%) of the study participants never feel empathy for teenage mothers and understand the challenges they face. Similarly, 86 (43%) of the study participants never aware of how their decisions about sex can affect their future. In the same vein, 86 (43%) of the study participants never respect themselves and other enough to make safe and healthy relationship choices. The inference that can be drawn from the finding in table 1 is that the social-emotional skill level of the adolescents' girls is very low and they are prone to teenage pregnancy.

Research Question Two: What is the relationship between Social-emotional learning skills and teenage pregnancy among adolescents' girls in Ibadan metropolis?

Table 2: Correlation between Emotional Learning Skills and Teenage Pregnancy

Variables	No	(r)	P	Remark
Social-Emotional Learning Skills	200	0.422	0.000	Significant
Teenage Pregnancy	200			

Significant at $p < 0.05$. $n = 200$

Table 2 presents the Pearson product moment correlation result of the relationship between Social-emotional learning skills and teenage pregnancy among adolescents' girls in the study coverage. The table revealed positive moderate significant relationship between the two variables at ($r = 0.422$, $p = 0.000$). The result implies that there is a significant relationship between Social-emotional

learning skills and teenage pregnancy among adolescents' girls in Ibadan metropolis.

Hypotheses

Ho1: There will be no significant composite contribution of Social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis.

Table 3: Regression Summary and ANOVA of Social-Emotional Learning Skills and Age in the Prediction of Teenage Pregnancy among Adolescents' Girls

Multiple R = 0.43					
R Square = 0.18					
Adjusted R Square = 0.175					
Standard Error = 5.798					
Analysis of Variance					
Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Regression	1486.68	2	743.34		
Residual	6622.34	197	33.62	22.11	.000
Total	8109.02	199			

Significant @ $p < 0.05$, $n = 200$

Table 3 indicates that there is a significant joint association of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls ($F(2, 197) = 22.11$; $R = 0.43$, $R^2 = 0.18$; $p < 0.05$). This implies that when social-emotional learning skills and age are taken together, the variable jointly relate with teenage pregnancy among adolescents' girls. Table 3 further reveals a multiple regression adjusted R^2 which is = 0.175. This shows that independent variable: Social-emotional learning skills and age accounted for 17.5% or 18% of the total variance in teenage pregnancy among adolescents' girls, while the remaining 82% may be due to other factors and residuals

not investigated in the study. The finding implies that there is a significant joint association among emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls. Therefore the null hypothesis 1 which stated that: There will be no significant composite contribution of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis was rejected.

Ho2: There will be no significant relative contributions of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls in Ibadan metropolis

Table 4: Relative Contributions of Social -Emotional Learning Skills and Age in the Prediction of Teenage Pregnancy among Adolescents' Girls

Variables	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	24.327	1.984			12.261	.000
Social Emotional Learning Skill	.278	.043	.419		6.501	.000
Age	.749	.660	.073		1.135	.258

Significant @ $p < 0.05$

, $n = 200$

Table 4 reveals the relative contributions of the component of independent variable: social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls. For instance, social-emotional learning skills ($\beta = 0.419$; $t = 6.501$; $p < 0.05$) contributed significantly to teenage pregnancy among adolescents' girls. However, age ($\beta = 0.073$; $t = 1.135$; $p > 0.05$) did not contributed significantly to teenage pregnancy among adolescents' girls. This indicate that social-emotional learning skills as component of independent variable, made independent contributions of 42% in the prediction of teenage pregnancy among adolescents' girls.

Discussion of Findings

The result from this study revealed that the social-emotional skill level of the adolescents' girls is very low and they are prone to teenage pregnancy. The finding appear in this manner because inability to acquire the necessary social-emotional skills will make the adolescence incapacitated to resist any sexual advances. The finding is in consonance with Jacob & Philip, (2022) who discovered that 80% of adolescent students from diverse backgrounds are found to lack many of the identified core social-emotional skills decreasing their ability to create and identify safe and enriching environments (Jacob & Philip, 2022).

Moreover, in this study, it was discovered that there is a joint association of social-emotional learning skills and age in the prediction of teenage pregnancy among adolescents' girls. The finding corroborate Stevens (2021) who asserted that social-emotional learning programs that are developed by school counselors are able to increase students' growth, success, and educational outcomes through the support of student development and creating positive school climate

Greenberg et al., (2017) in their contribution posited that social and emotional learning skills promote learning competencies in the areas of self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making skills. Students need the skills to be able to set and work toward important goals, cooperate with others, and deal with everyday stresses. Social and emotional learning gives students the chance to learn the life skills needed for becoming competent and productive adults. Teaching social and emotional skills also serves to counteract negative risk factors (Greenberg et al., 2017). Social and emotional skills are crucial for being successful academically, a hardworking employee, and a valuable citizen. When adolescents engage in social-emotional learning and teaching, they can reduce the likelihood of students engaging in risky behaviors such as drug abuse, bullying, early sexual debut and violence.

In addition, the finding is in line with Hatchimonji et al., (2022) who asserted that social-emotional competencies are positively linked to improving the positive purpose of students indicating a long-term life goal that aims to contribute to the world beyond self (Hatchimonji et al., 2022). The author further asserted that these social-emotional competencies are positively linked to improving the positive purpose of students indicating a long-term life goal that aims to contribute to the world beyond self (Hatchimonji et al., 2022). Similarly, Immordino-Yang et al. (2018) identified stress, during the adolescent phase, as a potential cause for early sexual maturity and worse psychosocial outcomes leading to risky decision making that negative effects educational results. Although stress may have negative sexual and educational outcomes for adolescents, this is also a phase of life where the brain is more sensitive to social reputation and the maturing of higher-order thinking allowing for the capacity of new emotional regulation skills, identity development, and long-term planning (Immordino-Yang et al., 2018).

Conclusion and Recommendations

Social and emotional learning skills promote learning competencies in the areas of self-awareness, self-management, social awareness,

relationship skills, and responsible decision-making skills. Students need the skills to be able to set and work toward important goals, cooperate with others, and deal with everyday stresses. Social and emotional learning gives students the chance to learn the life skills needed for becoming competent and productive adults. However, despite all the exposure of adolescents to social and emotional learning skills, there has been a surge in teenage pregnancies, disrupting family structures and contributing to the rising rate of single parenthood among adolescents. In fact the result from this study revealed that the social-emotional skill level of the adolescents' girls is very low and they are prone to teenage pregnancy. The study therefore recommended that:

Adolescents should develop social emotional learning skills that will prevent them from being lure into risky sexual behaviour.

Parents should create a free climatic atmosphere at home that will engender substantial communication between the adolescents and their parents, so that they will be able to discuss whatever their passing through freely.

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