

## *Full Length Research Paper*

# Minimizing Teenage Pregnancy Using Traditional Music and Dance.

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The upsurge of teenage pregnancy in schools poses a threat to the future academic performance of pupils and facilitates the youth into potential sexually transmitted diseases, unwanted pregnancies and other negative health and behavioural consequences. This may be due to the exposure to social media and other unfavourable environmental factors. The role of music and dance in rejiggering some of these social problems in schools is invaluable. This paper is the result of a study carried out under the auspices of the GIFTED project, Ghana, investigates the extent to which the utility of Music and Dance could reduce the occurrence of teenage pregnancy among the pupils of Abenfa Junior High School. The research question that guided the study was how would teenage pregnancy be reduced in the schools using Music and Dance? Case study was the research design and respondents for the study were derived by purposive and snowball sampling. Focus group discussions, interviews and observation were used to collect the data for the study. The data was then segmented into analytical units and coded with descriptive words which were thematically analyzed according to the objectives of the study. Findings indicated that Music and Dance is an effective tool to humanize the school curriculum and reduce teenage pregnancy that hangs over the pupils of Abenfa Junior High School. The paper concludes, among other suggestions, that music and dance ensembles should be established in schools found susceptible to teenage pregnancy and promiscuity.

**Keywords:** teenage pregnancy, music and dance, GIFTED, Abenfa, Africa Foundation, STDs

## INTRODUCTION

Teenage pregnancy is an expression or a term used to describe pregnancy in human females under the age of twenty. The ages of students including girls at the Junior High school (J.H.S) fall within the range of twelve and fifteen and many of the girls at Abenfa Junior High School at Winneba fall within this range. They have become vulnerable and susceptible to teenage pregnancy in view of the exposure to social media and unfavourable environmental factors. Data collected on cases of school dropouts and teenage pregnancy in the Effutu Municipality shows that both dropouts and teenage pregnancy rates have been steadily increasing

since 2010/2011 academic year (Municipal Girls' Education Directorate). In 2013/14 academic year eleven girls from Abenfa Junior High School at Winneba dropped out of school due to teenage pregnancy. The GIFTED (Ghana Wins: Ghanaian Institute for the Future of Teaching and Education) programme came to the rescue on challenges confronting girls in their academic pursuits.

During the 2014/15 academic year the second cohort of the GIFTED programme commenced. The GIFTED programme is collaboration between New York University; University of Education, Winneba and the

Mujeres por Africa Foundation, Spain which targets various barriers impeding education of girls in Ghana. Six projects were developed by the GIFTED teams comprised of two female teachers in each team which targeted various barriers obstructing girls' education in the municipality. Some of the barriers to girl child education as identified by the GIFTED project were lack of self confidence among female students, reluctance to take leadership roles, high dropout rate and inconsistency attendance, low performance in Science and Mathematics and teenage pregnancy. Similar to the first cohort (Ebeli, 2016), six basic schools were selected to undertake the projects in the areas listed. Each project was geared towards working out a solution to any of the problems confronting girl child education. Winneba Abenfa J. H.S selected reduction/eradication of teenage pregnancy in the school as their target for the 2014/15 academic year. Even though traditional Music and Dance was the main intervention tool utilized for the project other related activities such as drama, role play and health talks were incorporated. In view of my research interest in girl child education and background in traditional music, I was invited to serve as a mentor to the team to ensure activities selected for club meetings were relevant to the objectives of the project in the school. The GIFTED project team in the school recruited interested members to form a club (Goal Getters Girls' Club) to sensitize girls about the dangers of early sex in their lives. My role as a mentor to the GIFTED team made up of two female teachers paved the way for a positive rapport with the girls in the club as well as other girls in the school. It is worth mentioning that all names and descriptive features are pseudonyms in view of the sensitivity of the topic.

The study intended to find out the causes of teenage pregnancy in the school and to evaluate the utility of Music and Dance by the GIFTED project in reducing the occurrence of teenage pregnancy in the school. Why female pupils get pregnant at Abenfa Junior High School and to what extent could Music and Dance reduce teenage pregnancy cases among them were the research questions that propelled the study. The results of the project indicated that two girls became pregnant in the 2014/15 academic year as compared with eleven in the previous year. The study concludes that with close monitoring and procedural reproductive health and sex education teenage pregnancy among girls could be reduced or eradicated while their attention can be sustained through music and dance.

The school was founded on 29<sup>th</sup> of September, 1987. The population of the school at the time of the GIFTED project in 2014/15 academic year (September, 2014 to May, 2015) was 233 pupils with academic staff of 13 teachers (5 males and 8 females). During the

2013/14 academic year, eleven (11) out of 103 girls got pregnant, a situation which provided the basis for the selection of the school and teenage pregnancy as the target. Findings of the study can be replicated in other schools and in local communities to reduce the high incidence of teenage pregnancy in the region/ country. The results of the study may be useful to government and other stake holders of education in their quest to undertake important national decisions with regards to girl-child education. It will also add to the existing literature on interventions for teenage pregnancy in basic schools.

## LITERATURE REVIEW

Teenage pregnancy is a global and national phenomenon and has drawn attention of multitude concerned citizens (UNICEF, 2008). Further assertions indicate that most people become sexually active before their 20<sup>th</sup> birthday and 49% of girls in least developed countries marry before they turn 18. In Ghana research reports provide enough information about the menace. Furstenberg (1991: 136) cited in Biligban (2013) contends that the epidemics of teenage pregnancy will not go away unless we are willing to 'resolve conflicting cultural and political tendencies towards sexuality'. This is due to the fact that factors which stigmatize early childbearing or childbirth out of wedlock have virtually vanished and it is this lack of stigmatization which has resulted in an increase in teenage sexuality and pregnancy.

Many studies and campaigns have attempted to uncover the causes of teenage pregnancy among girls. Among them, Gyan (2013) carried out a study at Chokor in the Greater Accra region of Ghana to find out the effect of teenage pregnancy on the education of the girl-child. Exploring the factors that lead to teenage pregnancy, the study reveals that poor parenting, poverty and peer influence were the major causes. Consequently, most of the teenage mothers drop out of school, and also reduces the study hours of the pupil while in school in the first trimester. In an earlier study, Hymowitz (1997) reveals that, exposure to mass media was a major factor to teenage pregnancy. However, Gyan (2013) debunks Hymowitz's (1997) assertion and opines that the media had little or no influence on the incidence of teenage pregnancy. It should be noted, however, that both peer pressure and exposure to mass media are factors for teenage pregnancy since both present sex to look easy, glamorous and full of fun.

In another study, Biligban (2013) launched an investigation into the problem of teenage pregnancy among pupils in Junior High Schools in the Nanumba –

South District of the Northern Region of Ghana. Biligban (2013) reveals that teenage pregnancy is caused by lack of parental care, peer pressure, lack of counseling centres, poverty and affection for the opposite sex among others. Rich-Edwards (2002) also cites poverty as a cause for teenage pregnancy. It could be inferred that exposure to mass media is not included as a factor yet there is high incidence of teenage pregnancy in the region. This indicates that teenage pregnancy is caused by a plethora of factors rather than a single source. Biligban (2013) and Gyan (2013) both explored factors inducing teenage pregnancy among girls in the Junior High School. Their studies did not include possible approaches to address the issue. The current study, nonetheless, goes beyond exploring possible factors that serve as a fertile ground for the menace to include a variety of approaches that could serve as interventions to either reduce it or eradicate it to the barest minimum.

Further study (Owusu-Yeboah, 2014) on teenage pregnancy relates to experiences of Senior High school dropouts at the Birim Central Municipality in Ghana. Inadequate sex education was identified as a factor to teenage pregnancy resulting in school dropouts. The decision to use contraceptives is not an easy one to make for teenagers, yet refusal to use contraceptives is the main factor to teenage pregnancy (Kohli, 1995). Some reasons forwarded for non-contraceptive usage include failure of teenagers to admit that they are sexually active, difficulties encountered in making long run plan, youthfulness and the concomitant immaturity and side effects such as weight gain and upset stomach. The most pervasive explanation, however, is that teenagers are ignorant about contraceptive technology and how to access this technology. This corroborates Jones' (1986) assertion that many adolescent women do not always practice contraceptives due to ignorance about pregnancy risks and their attitudes, and lack of knowledge about the methods they could use, as well as problems in access to the medical care system.

In recent times, several formal outcome evaluations of pregnancy prevention programmes have been published in peer-reviewed journals and other publications (Allen, Philliber, Herrling, and Kuperminc, 1997). Frost and Forrest (1995) attempted to expand on the information presented in some reviews by looking at the effects resulting from different interventions. Five programmes – Postponing Sexual Involvement, Reducing the Risk, School/Community Programme, Self Center and Teen Talk were selected. The authors indicate that pregnancy prevention programmes significantly changed the behaviour of participating adolescents while contraceptive behaviour delayed initiation of sexual activity among adolescents.

In looking at the solution to the problem (Kohli, 1995) points out that the United States has nearly twice the rate of teenage pregnancy than in Western European countries and Canada. The reason attributed for this differential teenage pregnancy rate is the effective and frequent use of contraceptives by teens in Western European countries and Canada (Jones, 1986). The barrier to the adoption of institutional/prevention model is the reluctance on the part of many adults to adhere to contraceptive programmes for teens because they feel such designs encourage youths to become sexually active, even though there is no data to substantiate such a claim (Weiss, 2012). In the light of the foregoing the study focuses on the impact derived from the utility of Music and Dance to reduce teenage pregnancy in the school.

## METHODOLOGY

Posited in the paradigm of post-positivism, the study used case study as the research design. It employed personal interviews, participant observation, accounts of individuals and personal constructs. Case study is a research design for intensive investigation into the complex factors that contribute to the individuality to the social unit (Lincoln and Guba, 2000). The population for the study therefore comprised 106 girls and 13 teachers at the Abenfa Junior High School as well as all the parents of girls in the Goal Getters' Girls Club. Purposive sampling was used to select 27 girls and the two teachers who were all members of the Goal Getters' Girls Club while snowball sampling procedure was used to select ten (10) non- Goal Getters and ten (10) parents of the girls in the club. The ages and corresponding numbers of girls in the Goal Getters' Girls Club in the 2014/2015 academic year were as in table 1 and table 2.

After purposefully selecting and interviewing the initial subjects I used the snowball sampling procedure to seek assistance from the subjects to help identify ten (10) non- Goal Getters' girls and ten (10) parents of their mates in the club.

Two focus group discussions were held with members of the club including female teachers. Interview and observation were used to collect qualitative data which were later transcribed (typed from interviews and observational notes) into word processing documents. Data was then segmented into analytical units and coded with descriptive words which were thematically analyzed according to the objectives of the study. For the purpose of truly evaluating the effectiveness of the GIFTED Programme I continued to visit the school and the selected parents for follow-ups. This was done to determine whether the result of the

**Table 1:** The ages and corresponding number of members in the Gold getters Girls Club

Age	Frequency
12	2
13	3
14	4
15	2
16	7
17	6
18	3
<b>TOTAL</b>	<b>27</b>

**Table 2:** Class statistics of girls in the Goal Getters' Girls Club

Class	Frequency
Form one	8
Form two	13
Form three	6
<b>Total</b>	<b>27</b>

early follow-ups to the first half of the academic year or the result of the follow-up in the second half of the year will change.

### Project Implementation

My participation as a mentor was to serve as a guide to the team, visit twice a month to monitor progress of work in the school, supervise the implementation of the interventions and submit a monthly report outlining my observations. The pregnancy prevention programme under the auspices of the GIFTED project spanned for nine months while the study lasted ten months after the closure of the programme for follow-ups. The two team members met with the girls after formal school sessions twice a week for scheduled lessons and interactions. Average attendance of girls to study sessions was 76.45% which was encouraging.

Club activities over the nine month period covered discussions on sexual and reproductive health issues including puberty, menstruation, the reproductive system, effects of unsafe abortions, calendar method of contraception and sexually transmitted diseases. While discussions were preceded with performance of music and dance, topics for discussions were carved for dramatization to highlight topical issues for better understanding. Hence, the girls were empowered through drumming, singing songs, poetry recitals, role play of scenarios, and acting stories in drama. My presence at club meetings did not interfere or influence scheduled activities since I had a preview of the forecast

for the school terms and daily tasks. The two team members took turns to lead activities while resource persons with special expertise were invited to explain some key topics at club meetings.

Within three months, the girls put up a mini show, exhibiting skills they had acquired in drumming, dancing, role play, poetry and singing at the end of the first term. The girls thrilled their audience with the poetry recital accompanied by drum language on *atumpan* talking drums, an infiltration into the male domain since women in Ghana normally do not drum publicly. They also performed a drama entitled "consequences of teenage pregnancy" and some choreographed traditional dances.

### RESULTS

The focus of the interactions was to give the teen girls and their parents the platform and opportunity to speak about their doubts, fears problems and remedies surrounding teenage pregnancy in their own voice. All respondents spoke candidly about the subject and shared their experiences since they were assured of confidentiality. In all interactions, I played the role of an active listener, observer and an outlet for the girls to share their experiences. However, as an active listener, I also provided a reflection on the stories I heard, as well as the documents I read through the lens of the literature on teenage pregnancy and as an observer.

The question on the possible causes of early pregnancy among adolescent girls was devoted to the

**Table 3:** Factors leading to teenage pregnancy

Factors	Goal getters		Non-goal getters		Parents	
	Frequency	%	Frequency	%	Frequency	%
Peer pressure	21	77.7	8	80	10	100
Poverty	15	55.5	6	60	2	20
Abuse and neglect	5	8.7	3	30	0	0
Media influence	25	92.59	9	90	10	100
Insecurity	16	59.2	4	40	0	0
Non-use of contraceptive	25	92.59	7	70	6	60
Lack of sex education	24	88.8	8	80	7	70

respondents' views on the circumstances that lead to teenage pregnancy. It is important to note that these factors are not independent of each other, rather, they often exert their influences concurrently. Some of the factors from the perspective of the respondents include peer pressure, poverty, abuse and neglect, media influence, low self esteem, insecurity, unhealthy relationships, non-use of contraceptives and above all, lack of sex education. The impact of the GIFTED programme in the 2014/2015 academic year was seen in the reduction of teenage pregnancy rate in the school in which two (2) girls (non-goal getters) out of 106 dropped out of school due to teenage pregnancy. However, there had been an increase to three (3) cases of teenage pregnancy in the 2015/2016 academic year involving non-goal getters in table 3.

A few examples of the stories shared are sampled in the next few paragraphs. All the girls interviewed had some level of exposure to television or media. Otuko, one of the girls aged 16 explained:

"I spend my spare time and holidays watching television late into the night. I also visit friends to play video games and I visit the internet café to watch pornographic material. Recently my boyfriend bought me a mobile phone on which we share pictures on *facebook* and *whatsapp*. I see photos of drinking portraying drug abuse, casual sex as a way of sophisticated lifestyle which appeals to me for fun. However, I have given up all these habits since I joined the Goal Getters". Personal communication with Otuko on February 24, 2015.

Accounts from all the parents sampled confirm the findings related to influence of media on teenagers. One of them shared her experience with her teenage daughter. Ante Akua Atobe had this to say:

"I come back from the market most often to meet my daughter watching western movies on our Multi-TV. On week-ends and vacations she goes out and comes back late. I am aware she visits video club houses even in the afternoon to watch movies. I noticed she has started dressing like those movie stars and it breaks my heart." Personal communication, November 15, 2015.

It could be inferred that modern society is surrounded by media which is an essential part of people's lives and can have positive or negative influence on people especially teenagers. Magazines, movies, television shows, social networking sites and many more sources of media have daily influence on everyone that comes into contact with them. Consequently, they maintain a great effect on young teenagers, who are struggling through a turbulent and confusing stage in life. We may argue that not all TV programmes are unwholesome, but data showing negative effects of exposure to inappropriate sexuality are convincing. Reports from Canadian Paediatric Society (2003) corroborate the impact of television on society, particularly children and adolescents.

Sex education is very crucial in helping young children make informed decisions concerning their lives and future. However, in Ghana, many families see sex education as rather inimical and sacrilegious among young children. As a result, issues regarding sex seem not to be discussed among children in most families in Ghana. A respondent, a grandmother who doubles as the guardian to one of the girls shared her situation in these words: "I never gave my grandchild sex education because I do not know how to handle it. Besides, I know the school system will teach her." Personal communication with Nana Lisano, April 25, 2015.

Interactions with respondent girls indicate that sex education programmes were not held in their school but they studied "Reproductive System" as a topic in class which was not well understood. However, all the girls interviewed agreed that some of the teachers occasionally talked to them on the dangers of engaging in sex at such a tender age. One of the respondents confirmed claims from other mates that "Some of the teachers advise us when they come to teach us on the challenges we shall encounter when we keep boyfriends and engage in sex" Personal communication with Naomi on February 24, 2015. Another respondent recounts that "We have never had such opportunity for sex education through varied means."

With regards to students' knowledge about safe

sex, responses gathered suggested that the girls have little knowledge about contraceptives and preventive measures against pregnancy. The commonest family planning method among teenage girls is the pill, injection and male condom. It could be inferred from the foregoing that there were no formal programmes in the school to sensitize pupils on the plethora of ways by which they could avoid pregnancies. This implies that pupils were not exposed to the dangers of teenage pregnancy but were more likely predisposed to dangerous sexual transmitted diseases that could cause their lives. Involving young students in programmes on sex education is very crucial. Besides abstinence, adolescents should be exposed to various ways by which they could have safe sex devoid of unwanted pregnancies and sexually transmitted diseases; so that those who cannot abstain can make informed choices to keep away from avoidable predicaments.

### Impact of interventions by the GIFTED project

The major issue of great concern was the rate of school dropout among girls due to teenage pregnancy. It has been argued (Gyan, 2013) that school dropout is a cause as well as an effect of teenage pregnancy. Respondents (girls, teachers and parents) strongly agreed that the interventions implemented by the GIFTED team were a potent force to reduce teenage pregnancy in the school. As to how the interventions impacted the attitude of the girls towards sexuality from their own perspective, a few samples are made available as shown in the table 4.

**Table 4:** Impact level of interventions

Interventions/Activities	Goal getters		Non-goal getters	
	Frequency	%	Frequency	%
Drum language	25	92.59	7	70
Drama/role play	27	100	9	90
Calendar method/contraceptive usage	21	77.7	-	-
Health talk	18	66.6	-	-
Singing and Dancing	24	88.8	-	-

Nancy, an 18 year old in the final year shared her appreciation to the GIFTED project team and promised to make her teachers proud by pursuing her career eschewing sexual relations. In her remarks she stated:

“Participation in the activities gave me more insight into teenage pregnancy and its ramifications. My role in the drama also has influenced me in making right decisions about sex. I also reflect on the songs whenever I sing them. Madam, I always share knowledge acquired at club meetings with my friends who are non-members urging them to keep away from sex since that is the only way we may get pregnant and truncate our career”.

Another girl, Anita, aged 16 years in form two says:

“The lessons on the calendar method of preventing pregnancy are helping me. I have shared this information with other friends and we keep record of our menses monthly. I still sing the songs and recite the poetry recital accompanied on *atumpan* talking drums to remind myself about the lessons and I will not allow sex to destroy my future.” Personal communication, November 22, 2015.

One of the parents sampled, Ante Araba con-

firmed a change in her daughter's attitude since she joined the Goal Getters' Girls Club. She says:

“I love my daughter now than ever. I notice she has stopped staying out late and spends more time studying. She now comes to assist with the business instead of staying home to watch TV. She has become more conscious of her personal hygiene and shares those lessons with me after school hours. Now we both talk about sexual issues and she assures me of compliance”. Personal communication, January 4, 2016.

The following are remarks by some teachers on the utilization of Music and Dance to reduce teenage pregnancy

**Teacher A:** “The presence of the GIFTED Project in the school has positively affected attendance of the girls and has reduced the incidence of teenage pregnancy. Young girls in contemporary times are active and want to engage in programmes that will bring joy, fun into their lives.

**Teacher B:** “The way the project was packaged was different from the classroom routine. Hence, the girls saw the reality of the discussions and were left with no option than applying knowledge acquired to avert unwanted pregnancies. Those stories put into drama,

the songs, poetry and the dances all put together served as a vehicle to communicate the message. These left indelible prints on the minds of the girls as mere words would only fade in no time". Personal communication, 9<sup>th</sup> March, 2016.

For the sustenance of anti-teenage pregnancy programme in the school all respondents want to see an extension of most, if not all, activities in Music and Dance to promote sex education. Most of the girls now ambassadors of sex education and prevention of teenage pregnancy want the opportunity extended to all girls in the school and the girls in the adjoining school compound. The results demonstrate that with adequate sex education using Music and Dance, and constant monitoring, teenagers have the capacity to delay sexual engagement.

## DISCUSSIONS

Researchers can only advance efforts to implementing interventions when challenges are clearly identified. The study highlighted a plethora of problems (table 1) confronting teenage girls. Among the challenges are peer pressure, poor parenting, poverty, lack of counseling centres, the interaction of the media which was seen to exert much influence on teenage girls. The world has changed and with it emerging technologies have shifted how our teenagers view themselves and those around them. When not connecting with friends on-line teenagers are exposed to endless other sources of mixed messages. These messages in the media are mixed and unclear but with a dangerous undercurrent at what society wants their behaviour to look like. It has therefore become expedient to assist teenagers to understand the dangers in sexual engagement. Anti- pregnancy intervention programme using Music and Dance was found to substantially reduce teenage pregnancy.

Although adolescents who have high levels of exposure to TV programmes that contain sexual content are twice as likely to be involved in a pregnancy over the following three years as their peers who watch few of such shows (Grohol, 2008) sound sex education programmes can positively affect the attitude of these teenagers. In the light of this it may become necessary that parents monitor the wards when watching TV, supporting their growth emotionally by discussing positive and negative images the media displays and how those can relate to a teenagers life. Even though parents do not typically provide their children with accurate sexual information (Biligban, 2013) many feel that they should be responsible for educating their children on sexuality (Kohli, 1995; Fisher, 1986). In

Ghana it is difficult to talk openly about sex in many communities. Hence, the value of sex education is undermined. School-based pregnancy prevention programme using Music and Dance in this study has proven to be a source for sexual information. We may therefore argue that behaviours leading to school drop-out among girls and teenage pregnancy did not just co-occur but also all changed in response to the same intervention. These behaviours share a common underlying causal agent or, alternatively, that they share a common protective factor that was enhanced by participating in Music and Dance programmes.

The establishment of positive relationship with peers, with programme facilitators and with persons on the project site was identified as critical to adolescent social development (Allen et al, 1997). Music and Dance provided an effective environment for the girls to connect to others. Within all components of the programme, facilitators had to demonstrate singing, dance and rhythmic patterns thereby bridging the gap between them. Hence, positive outcome of the programme was linked to the fact that girls felt safe, were listened to and were respected since they performed with their teachers. The utility of Music and Dance for programmes involving teenagers may thus offer them a relatively non-threatening opportunity to see themselves as competent and capable individuals who can take informed decision about their lives. It is inferred that sex education programmes that are balanced and realistic encourage students to postpone sex until they are older, and promote safe-sex practices among those who choose to be sexually active.

One of the primary purposes of musical arts in African society according to Nwankpa (2012) is to transmit knowledge in the areas of societal norms, ethics and values in an aesthetical manner. In this instance, the musical arts (songs, poetry with drum language) functioned as a tool for educating teenagers to maintain socio-moral norms in the school/society. Furthermore, the performance of musical arts preceding discussions or lessons on sex education notably relieved the girls of any emotional tension, serving as a bond between them and their teachers (team leaders). This was done to capture the attention of the girls and also to eradicate all traces of fear or introversion from them. The role play and other musical arts followed by interactive discussions have encouraged the girls to think about the sexual behaviours in new ways. One possible explanation of this effect was that the drama was an audio-visual explanation, emphasizing the important points of the subject. This corroborates Rich-Edwards' (2002) assertion that there is a large and elastic margin of teens who can correctly self-select themselves out of future teenage pregnancy, given the chance to enhance

their knowledge on sexual issues. A large part of the process was the creation of non-threatening interactive learning environment. It could be said that when students are presented with a new material in a way that allows them to have an active role experiencing the material they are able to remember the information more successfully.

One would have thought that the girls would show signs of fatigue after the normal school day, but they became more enthusiastic and engaging. This confirms Manford's (2007) assertion that dance releases surplus energy, releases one from physical discomfort and encourages social patterns and values. Results in table 2 shows the integration of Music, Dance and Drama into the sex education programme provided a conduit for expressing the conscious concept of life experiences for the girls to learn. Music and Dance could be said to reinforce learning and has given the sex education programme a human dimension. It validates the assertion made by Fowler (1993) that the arts humanize the school curriculum while affirming the interconnectedness of all forms of knowledge.

Music and Dance is therefore, a powerful means to improve general education. Hence, the Ghana Education Service has retained the teaching of Music and Dance at the Junior High School level of education in Ghana in view of its social dimension. Sadly, many schools have relegated the subject to the background and do not teach it at all due to lack of specialized music teachers. The paper therefore suggests that music and dance ensembles should be established in schools found susceptible to teenage pregnancy and promiscuity. Evaluating the use of Music and Dance as a prevention tool against teenage pregnancy in schools may suffer some challenges. Girls who were in the final year at the time of study are out of Basic school and there is no follow-up on them. Also, the second cohort of the GIFTED project has folded up; bringing routine club meetings to an end. The fate of the girls, therefore, hangs in the balance two or three years after the study since extension of the GIFTED programme activities in the school may exert additional cost.

## CONCLUSION

The main prominent feature in the use of Music and Dance explicitly sought to enhance participants' understanding of the dangers in teenage pregnancy. Their competences in decision making, in interacting with their peers and adults and in handling their own emotions were highlighted in the musical activities. Obviously, in the performance of Music and Dance, the virtues and ethics were unambiguously transmitted in the

text of stories and songs while codes of behavior were enforced during rehearsals and performances to establish the content of sex education for behavioral change and decision making among girls. Although the study was done on a small scale it was apparent that teenage girls appear to be rational beings who, given the motivation and the right information, will exploit opportunities by delaying parenthood long enough to gain a social foothold. The study, therefore, concludes that with close monitoring and procedural reproductive health and sex education teenage pregnancy among girls could be reduced or eradicated while their attention can be sustained through Music and Dance. Institutions therefore need to create a conducive friendly environment whereby teenagers can exert some of their energy while discovering and nurturing creative skills.

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