EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON SUB COUNTY, BUNGOMA COUNTY, KENYA

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OCTOBER 2018
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to my loving and caring parents, Mr. Nelson Chenane and Mrs. Everlyne Chenane and my siblings for their sacrifice, encouragement and perseverance during the period of my studies.
ACKNOWLEDGEMENT

I thank my supervisors Dr. Salome Nyambura and Dr. Rubai Mandela for their patience, guidance and worthy comments that helped me stay focused on this project.

I am also grateful to my in-law Sam Barasa and my sister Valentine Chenane for their guidance and assistance towards this project. To you, I say thank you for your valuable support and contribution.

A special thanks goes to my husband, Paul Laisa, his support and encouragement even when I was almost giving up inspired me to continue working on this project.

My love is extended to my daughter, Shirleen Nasimiyu Laisa who gave me humble time while in my womb as I was working on this project. I hope my studies will someday inspire you and your siblings as well.

I would also like to appreciate the support of all the informants who agreed to be part of this research.

Above all I thank God for guiding me throughout the study.
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>LEAP</td>
<td>Learning, Earning and Parenting Program</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
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<td>NSHP</td>
<td>National School Health Policy</td>
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<td>PPPT</td>
<td>Piedmont Program for Pregnant Teens</td>
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<td>SCDE</td>
<td>Sub County Director of Education</td>
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<td>STD</td>
<td>Sexually Transmitted Disease</td>
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<td>STI</td>
<td>Sexually Transmitted Infections</td>
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<tr>
<td>TPP</td>
<td>Teenage Parents Program</td>
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<tr>
<td>TPU</td>
<td>Teenage Pregnancy Unit</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
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<tr>
<td>VCT</td>
<td>Voluntary, Counselling and Treatment</td>
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This research work sought to bring to the fore, the predicaments faced by teenage mothers as they attend primary education. The study anchored on the following objectives; To investigate the factors leading to teenage pregnancy in primary schools, to find out the experiences of teenage mothers in primary schools, to examine the influence of the experiences of teenage mothers’ on participation in primary education and to establish strategies to address the challenge of teenage pregnancy and motherhood to enhance participation in primary education in Mount Elgon Sub County, Bungoma county focusing on how it affects their academic endeavours. This study sought to fill the gap of re-admission experiences of teenage mothers and was based on the social learning theory and adopted descriptive design. To ensure extensive and intensive investigation of the phenomenon under study, the study employed mixed research method. The study targeted forty eight informants. Out of which 29 were female and 19 were male. They consisted of underage girls who were parents while still in primary school. The majority of these came from Class Six (6) to class Eight (8) and teenage mothers out of school, regular pupils (6 boys and 6 girls), class teachers, teachers in the counselling and guidance department and head teachers. Purposive sampling and simple random sampling techniques were employed in selecting informants. Data collection instruments included questionnaires, interview schedules, observation schedule and document analysis. Data collected was coded and organised to create emerging themes and later analysed using both qualitative and quantitative data analysis techniques. The validity and reliability of the research instruments was enhanced through a pilot study in one of the primary school which was not included in the study and advice of supervisors in developing the research instruments. The study findings revealed that majority of teen mothers in primary schools face a myriad of experiences, the most prominent being rejection by family, stigma and discrimination by some peers and teachers. It also established that majority of teenage mothers do not attend classes regularly and this has a direct bearing on their academic performance. It further revealed that various strategies are employed by teachers to accommodate teenage mothers in schools. The study recommends that government and all educational stake holders should develop sex education curriculum to be taught separately like other disciplines and ensure its full implementation in schools. The study further recommends the establishment of strong guidance and counselling departments in schools headed by trained professionals.
CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.1 Introduction

Here, the research looks at the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study as well as limitations, delimitations and assumptions to the study. The chapter further addresses theoretical framework employed in the study, the conceptual framework and operational definition of terms.

1.2 Background to the study

It is no longer a secret that for a society to develop in all aspects, for instance; in order to achieve better social, economic and political status, one has no option but to cross the bridge called education. To realise more of this, girls, who in the past have been left out in this noble path, have to be actively involved in education in the African society and Kenya in particular. In their establishment, the convention on the rights of children (CRC) and Jomtien conference of 1990, advanced basic education as a right to all. Therefore, education at all levels, more so, Universal Basic Education has become a concern for all stakeholders in Kenya. Enrolment figures in early childhood, primary, secondary and tertiary education have shown upward trend for both male and female learners. This expansion depends on a myriad of factors in relation to the recent experienced demographic growth in the country.

Despite such positive trends in the development of education, UNICEF (2007) stated that while education is seen as a ladder for better life by marginalized children to participate fully in their communities, girls still lag far much behind in school attendance in many regions around the world. Coupled by many other factors, a large contributor to girls’ terminating their education before completion has been linked to pre-marital pregnancies (Chege &
Sifuna (2006). This is as a result of early sexual encounters and experiences by school going children especially girls who are the most vulnerable.

Teenage Pregnancy is a world affair. Figures from the report postulated by World Health Organization (2011), over sixteen million girls become pregnant only in a single year worldwide. From these, about five million hail from Sub-Saharan Africa. Among the developed world, Bradshaw (2006) argues that United States of America (USA) and Russian Federation have recorded the highest teenage pregnancy rate. In the USA, most teenage pregnancies occur among young people who have low educational attainment. In addition to being pregnant and later having a baby, the education of young mothers is curtailed (Host & Henshaw, 2012).

Many schools run by special boards (school districts) in USA forbid teenage mothers and pregnant learners in public schools (Ducker, 2007). This is however a total disregard to the country’s stand which gives every pupil a right to learn in any institution despite their state at all cost. Arrangements are in place which ensures those female learners that are put in the family way are secluded from the rest and attend separate schools consisting of learners of their kind (Pillow, 2006). The Piedmont Program for Pregnant Teens (PPPT) exists in the USA for the same purpose of confining girls who are put in the family way in a separate from the other regular learners. This serves as a kind of precautionary program that bars those female learners that are put in the family way, to ensure that their character is curbed to keep other learners safe from their presumed wayward influence. From the report by Luttrel (2003), girls in the PPPT did not attend field trip in their capacity as learners but merely as “public representatives of the program”. The reasoning was that the program could prevent other learners from being influenced into also becoming mothers. However, it can be noted
that the program may have more negative impact than the positive in that those within this arrangement may feel isolated and labeled as being bad hence instead of correcting the mistakes that they found themselves in, they may develop other undesirable characteristics, for instance, they may become defiant to lawful authority. In view of this, it is paramount that the affected individuals are keenly studied to ascertain whether this has an impact on their participation in education.

Many states and governments in the world had their policies streamlined with the United Nations Millennium Development Goals (MDGs), singling out two goals that target gender and schooling. However, the two goals in the MDGs were not fully achieved because of various hindrances such as teenage pregnancy and early marriages which make some teenage girls to terminate their education. As a result of this, no country achieved the initially intended level of success.

According to Tembon and Fort (2008), several African nations, Kenya included, may not successively achieve gender equity in educational institutions unless some steps are employed to combat challenges that face girls in schools in their quest for success. They argue that early pregnancies and motherhood are the major drawbacks that in most cases curtail the education of teenage girls. A study by Porta (2010), found out that 53% of girls in sub-Saharan Africa are teen mothers by the age of 18 years. Another most recent research indicates that developing countries have the highest rates of teen pregnancy since 7.3 million girls under the age of 18 are reported to give birth annually (UNFPA, 2013). This high rate of teen pregnancy in these countries is a clear indication that, teenage pregnancy is a reality and a major impediment to the educational success of girls in sub-Saharan Africa and more than often it marks the end of schooling for teenage mothers (Grant & Hallman, 2006). The United Nations Organization (UNO, 2012) supports this argument in that approximately 90 per cent
of the over 16 million of the teenage girls that become mothers every year terminate school and get married. In the same sense, UNICEF estimated that in the third world nations, about sixteen thousand underage girls are delivered of babies annually and most of them terminate their education before completion A research study was therefore the ideal way of establishing the underlying causes leading to terminating of school and by way of extension; endeavor to discover if there exist strategies to be employed so as to reverse this trend.

A number of sub-Saharan nations Kenya included, have adopted the school re-entry policies to allow teen mothers to continue learning. This is in line with the international convention and legal statues. This demands that appropriate measures be undertaken to enable teen mothers to continue with their studies.

Most nations in the southern part of Africa from work of research done by Kadzamira (2007), have adopted the readmission rule to enable teenage mothers to complete school. This task has not been easy, despite the fact that the policy is in place as no clear picture is given regarding targeted teenage mothers. In Malawi, underage girls marry when they are put in the family way. This practice is however ending as Kadzamira states, as a result of the nation’s effort in trying to allow girls to resume school so as to enable them participate in the nation’s economic development.

In South Africa, as reported by Wolpe, Quinlan and Martinez (1997), in their work cited by Chigona and Chetty (2008), several school authorities showed rigidity in taking back teenage mothers fearing that they will impact negatively on the morals of other pupils.

For Kenyan case, incidences of early pregnancies have been on the upward trend in the recent years. The United Nations (UN) 10th October, 2014, released a worrying report which depicted the country as hard hit by this occurrences. In an article by Gikobi (2013): the
Kenya Population Situation Analysis on Daily Nation, reports that the country ranks highly on the global scene as one of the nations that have high teenage pregnancy. In support of this, studies done by Muganda-Onyando and Omondi (2008) in Kenya, says that over 10,000 teenage mothers quit school yearly.

It is quite apparent from this, that education for girl child in Kenya faces oblivion due to teenage pregnancies and will certainly drag behind for a long time. Information from the Sub county director of education (SCDE), Mount Elgon Sub County, indicates that over one hundred girls fell pregnant in Mount Elgon in the year 2012. The figures were affirmed by Psirmoi (2013). In the report, more than 100 female pupils were put in the family way in the year 2012 alone. Most schools in Chepyuk location have seen a lot of incidences where female pupils have been put in the family way. In this locale, Psirmoi (2013) reported that eight girls in one school dropped out of school for being pregnant and four girls from another nearby school at the start of the year 2012. In addition, as Yego (2013) puts it, girls in the excess of eighteen in number and as old as 15 to 17 were put in the family way simultaneously in one school alone in the locale. The observations made above gave a greater qualification for the need of a research like this.

The constitution of Kenya (2010) makes formal education a basic right to all Kenyan children so as to attain universal primary education (UPE). In 1994, a policy that allows teen mothers to resume school was formed. After they are delivered of babies, they were given a chance to go back to school and continue learning.

This policy was not without hitches in its implementation. As a matter of fact, Omwancha (2012) noted that the policy was not adequately made known among the officials of the Ministry of Education. As a result of this, there was no clear cut ways of how to go about it. This was reported by teachers and school officials in the Kenya’s Kuria district. Similarly,
from the study by FAWE (2001) in Kenya, it is quite evident that even though the re-entry policy was introduced, it has not achieved much since school head teachers and school steering committees have a bigger say in the admission concerning teen mothers. Ogutu (2008) in agreement states that the re-entry policy lacks legal backing to support its success and this makes its implementation weak and inconsistent. As a result, other measures to ensure teenage mothers remain in school and are supported towards their school completion need to be explored.

In spite of this short fall, educational re-admission procedures in relation to underage mothers gives a hope of doing away with segregation directed towards young mothers. The implementation has not been a roller coaster as teenage mothers who return to school encounter a hostile school atmosphere through isolation, humiliation and stigmatization from other pupils while teachers do little to intervene as argued by Chetty (2007).

It is clearly depicted from the research work that teen mothers receive inadequate welcoming school environment such as teacher support, besides facing skeptical peers. Consequently, teen mothers lose morale in learning process. Most times it becomes just too difficult for teen mothers to juggle between class work and baby care, a fact supported by Kaufman, De Wet and Stadler (2001).

In addition, even if teen mothers are allowed to continue with their education after giving birth, they still face myriad challenges that are also socially constructed and this makes them not to enjoy schooling while parenting (Mcambi, 2010). More so the societal perception and identities directed on teenage mothers create unfavourable conditions for young mothers to adapt to their changed circumstances. Eventually, teenage mothers experience significantly higher levels of maladjustments than their non parenting counterparts in school (Mokoena, 2002) and this influences their stay and successful completion of school.
An academic niche has been created for this research study due to a myriad of experiences that teenage mothers face in their lives, resulting from earlier researches, this affects their participation in education. The need and the urge to reveal how the experiences that teenage mothers undergo, bears on their participation in primary education are what called for this study. To answer this question, primary schools of Chepyuk location in Mount Elgon Sub County, Bungoma County of Kenya, were chosen as the focal point to get to know how teenage mothers fare on as they participate in primary education.

1.3 Statement of the problem

A large number of girls that leave school in Kenya yearly have been attributed to teenage motherhood, a trend which has been escalating. For Mount Elgon Sub County, the primary schools have to content with large number of dropout because of teenage motherhood. Going by the data from the office of the S.C.D.E’s, Mount Elgon Sub County, in the year 2012 alone, one hundred and forty girls fell pregnant. This figure could be higher since many of these cases go un reported to the authority.

The subject of teenage mothers’ experiences and their participation in education though appearing interesting and publications increased over the years with unlimited mastery of literature beyond the grasp of any single scholar, they have all missed out on the concept of re admission experiences, focusing on how it affects their academic endeavours, a mystery this study has sought to unravel. The aftermath of this study was to come up with workable practices relevant so as to ensure that teenage mothers find a reason to continue learning when they are put in the family way.
1.4 Purpose of the study

The sole aim of this study was to bring to the fore, the predicaments that teenage mothers, go through as they attend primary education at Chepyuk location, in Mount Elgon Sub County.

1.4.1 Research objectives.

The study sought to:

1. Find out the factors leading to teenage pregnancy in Chepyuk primary schools, Mount Elgon.
2. Find out the experiences of teenage mothers in Chepyuk primary schools in Mount Elgon.
3. Examine the influence of the experiences of teenage mothers’ on participation in primary education in Chepyuk location in Mount Elgon.
4. Establish strategies to address the challenge of teenage pregnancy and motherhood to enhance participation in primary education in Chepyuk location, Mount Elgon.

1.4.2 Research questions

Enumerated below are the questions that the research confined itself to provide logical answers:

i. What are the factors leading to teenage pregnancy in Chepyuk primary schools, Mount Elgon?
ii. What are the experiences of teenage mothers in Chepyuk primary schools in Mount Elgon?
iii. What are the influences of the experiences of teenage mothers’ on participation in primary education in Chepyuk location in Mount Elgon?
iv. What strategies can address the challenge of teenage pregnancy and motherhood to enhance participation in primary education in Chepyuk location?
1.5 Significance of the study

A lot of important information has been yielded in regard to what teen mothers go through. This is as far as primary school participation in Chepyuk location is concerned. The collected data could be of help to other scholars who may venture in to similar work as an oasis of knowledge.

The research findings may also be of help to school administrations in knowing what leads to underage pregnancies and the experiences they go through when they resume schooling so as to formulate new measures to enhancing their undertaking of education in order to retain them in schools and help them achieve their academic endeavours by providing a conducive and supportive friendly school environment to improve their participation in education.

It is also hoped that those who plan education will use the gathered data and information from this work to devise effective and focused plans for under age mothers in primary schools in the country so as to improve their participation in education.

The research findings may also help other stakeholders in education such as the family, communities, school sponsors, nongovernmental organizations and other well wishers to support the education of teen mothers by providing resource persons who are professionally skilled in various disciplines to guide, encourage and financially support teenage mothers in their education.

1.6 Limitation and delimitation

Limitations

Being under age mothers, the researcher could not rule out the fact that, on account of their privacy, some teenage mothers were shy; however, the researcher explained that this is only for the sole purpose of learning. Also, some female pupils who had been put in the family
way could not be accessed as several of them were no longer learning and in a way, had relocated to faraway places possibly in search employment or seeking asylum from relatives.

**Delimitation**

The focus of this study was on experiences that teenage mothers face with regard to their participation in education and not in society. It was limited to teenage mothers in Mount Elgon specifically in primary schools within Chepyuk location in Bungoma County.

1.7 **Assumptions of the study**

This study assumed that concise and credible information will be offered by the informants on their own free will. It was also on the assumption of the research that there will be undivided attention and cooperation from the informants. The researcher also assumed that the research will achieve relevance through the factual information gotten that will eventually precipitate to precise sagacity. Also it assumed that teenage mothers would be present during the study as well as the head teachers and guidance and counselling teachers.

1.8 **Theoretical and Conceptual framework**

1.8.1 **Theoretical framework**

The study was guided by social learning theory developed by Bandura which states that behavior is the result of “reciprocal determinism”—the continuing interaction between a person, the behavior of that person, and the environment within which the behavior is performed. Behavior can result from the characteristics of a person or an environment, and it can be used to change that person or environment as well. In view of this, behavior is not viewed in isolation, but rather as the outcome of the dynamic interaction of personal and environmental variables. The key variables that Social Learning Theory takes into account
are self-efficacy and modeling. Self-efficacy, or the confidence in one’s ability to successfully perform a specific type of action, is considered by Bandura to be the single most important aspect of self sense that determines one’s effort to change behavior. Modeling or imitation is another basic premise of Social Learning Theory where People learn not only from their own experiences, but from the actions and reactions of others as well. Environmental variables include observational learning (modeling), reinforcement, family members, peers, teachers, opportunities and norms. All these factors can affect a person’s behavior that is physically external to that person.

In applying Social Learning Theory to teenage pregnancy and motherhood, a major component would be modeling: teenagers imitate behavior from others in their environment through observational learning. It is often the job of teachers to help teenagers recognize that different, sometimes conflicting, social norms may well exist in their environment. The messages they receive about sexual behavior from the media, their peers, or family members and others, will almost inevitably be different to some extent. By providing teenagers with an increased awareness of the influence of other significant individuals in their lives, as well as knowledge and negotiation skills about abstinence and contraceptives, the chances of an unplanned pregnancy and also challenges that come as a result of early pregnancy and motherhood can be lessened and hence increase teen mothers participation in education.

The underlined premise to this perspective is that girls and boys are equally capable of, and committed to advancing academically. In schools there should be good mentorship, proper staff development programmes for teenage mothers, access to information and flexible work schedules to enhance teenage mothers’ participation in education by initiating positive behavioural and reactional change, changing the attitudes towards teen mothers, instituting laws that protect them while in school and paving way for legal actions against those contravening the laws.
1.8.2 Conceptual framework

Independent variables

Experiences of teenage mothers
- Stigma
- Discrimination
- Lack of support from school
- Inadequate guiding and counselling

Intervening variables

Leads to:
Poor participation
- Irregular class attendance
- Low performance
- Low involvement in class

Dependent variables

• Administration Support
• Teachers support
• Implementation of re-entry to school policy
• Strengthening guidance and counselling

• Improved participation in education

(Source: Researcher’s Own 2015)

The conceptual framework shows that if administration and teachers show support towards teenage mothers, implementation of re-entry to school policy for teenage mothers and strengthening guidance and counselling programmes in schools, will result to them having an improved participation in education, for instance improved class attendance, improved performance and active involvement in class. Also, when teachers’ guide and counsel teenage mothers on the importance of participation in education and on how to cope and balance with school work and the responsibilities of motherhood, they will help reduce dropout rates due
to teenage motherhood. However, if the above is not achieved, experiences such as stigma will persist among teenage mothers and likely lead to their poor participation in education. Intervening variables include; implementation of re-entry to school policy, administrations support, teachers support and strengthening of guidance and counseling programmes. The government should implement re-entry to school policy to protect teenage mothers in schools. Also guidance and counseling programmes should be mandatory in our current education system to educate the teens on the effects of early pregnancy and motherhood and also to help teenage mothers’ to put with up with challenges they face. This in turn will help them remain longer in school to complete their education cycle.
1.9 Operational Definition of terms

Counselling is an interaction process that allows a person (in this case a pupil) to talk about their challenges and feelings in a confidential and dependable environment and requires assistance by a counsellor (in this case a teacher) who is trained and educated to give this assistance.

Dropout is a pupil who terminates studies before completion of a course or level. In this study, a pupil who withdraws from school before the completion of the primary school cycle will be referred to as a dropout.

Experience The term shows the processes that have an effect on the minds and feelings of teenage mothers at school.

Family way In this study learners who have been put in the family way are those learners who have been impregnated or have given birth.

Participation in education is taking an active role in education. In this study participation in education entails regular class attendance, performance and active involvement in class, for example in terms of answering questions, doing class assignments and involvement in group discussions.

Teenage mother is a young woman who is either expectant or has given birth before the age of twenty (20).
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
For the purpose of emphasis and enhancing more clarity and deeper insight to this research, it was of absolute necessity to bring in different and relevant work of literature from scholars before. Through this, missing links in relation to older research is highlighted. The chapter is organised according to research objectives and therefore the following themes have been derived from them; understanding the phenomenon of teenage pregnancy, factors leading to teenage pregnancies, experiences of teenage mothers, the influences of the experiences on teenage mothers’ participation in education and strategies to address the challenge of teenage pregnancy and motherhood to enhance participation in education.

2.2 Understanding the phenomenon of teenage pregnancy
World over, teenage pregnancy is now taken as a social and health phenomenon. Children as old as fourteen years of age are busy engaging in sexual activities oblivious of the repercussions that come with it. According to UNFPA (2013), out of 16 million children born to women under the age of 20 worldwide, more than 7.3 million of these births are from developing countries. In addition, from the work of research by Wahn and Nissen (2005), a whooping 14 to 15 million teenage girls aged 15 - 19 years, become mothers in only one year.

2.3 Factors leading to teenage pregnancies
2.3.1 Unsafe environments
Some school girls are sexually harassed while at school in most instances as found by Tembon and Fort (2008). They argue that classroom sexual molestation was rife in Benin schools and that this comes with a price in that the girls that are affected may lose total trust.
in school altogether. They see that their safety is at stake. This was also brought forward by
the six key informants interviewed, under study conducted by Juvendi (2015) when he
highlighted that three of them mentioned sexual abuse as a contributing factor to adolescent
pregnancy. From the sexual harassment in schools, many girls have been put in the family
way at a tender age.

2.3.2 The distance of the school
This is another aspect of unsafe environment as noted from Chege and Sifuna (2006). They
argue that the length that the learners cover each day to school from home is of concern to
parents. Many girls have been raped as they take the long journeys from or to school. This is
prevalent in most of the nations in Africa, Kenya included, which have seen rampant case of
conflicts.

2.3.3 Cultural practices and gender-based violence
Women and girls are given a low status and seen as lesser beings in the society as noted by
Tembon and Fort (2008). They further said that girls are mostly seen as mothers in waiting
and have nothing better than that to offer the society. Chege and Sifuna (2006) harbour
similar sentiments where, culture is the tool that governs and determines what women are and
how they participate in schooling. It is not uncommon in most cases to see parents hindering
their siblings from accessing foreign way of life. A common belief is that well educated
women may not find a man to marry.
Culture in Benin as seen from work of research by Tembon and Fort (2008), disregards
women and girls giving no attention to their potential or any social position that they hold in
the society. They also said that in Benin, education for girls is not well advocated for by the
society. Here, discussing gender based violence is a taboo and there are many instances
where girls are forced to marry early. There is evident segregation and sexual molestation
meted on girls in learning institutions. This treatment on girls may leave psychological and emotional injuries to the victims, leading to health problems including HIV/AIDS, for instance, when sexual molestation occurs.

The blame of school girls who get pregnant, as stated from research work by Chege and Sifuna (2006), is in most cases borne by teachers. They argue that it is tough for the girls that refuse to involve intimately with their teachers. Those girls are often told point blank that they won’t pass in their exams. Goodies are advanced to the girls that accept to have intimate relationship with their teachers. Good grades are given to them and the lucky ones have their fees paid. In support of this, Tembon and Fort (2008) found cases of some teachers indulging sexually with their pupils in Bennise schools. The teachers had their way by promising to make the girls pass in their tests if they oblige. Those girls who did not accept got dismal grades and were made to rewind in their current classes.

In this regard, male teachers and male pupils seem to be the major offenders for schools girls who get pregnant.

2.3.4 Poverty

Poverty is associated with increased rates of teenage pregnancy because some teenage girls become involved in the relationships with older men so that they can provide for them, they need a sense of security (McKay, 2007). In addition, Tembon and Fort (2008) found that poverty played a major role in female pupils cum teacher relationships. Some girls accept male teachers’ advances for financial gains. For small items like clothes, body lotions, sanitary towels, some girls who can’t get them from their parents have no alternative but to sleep with male teachers who promise to finance them. Male teachers have taken this advantage to satisfy their evil desires to the vulnerable pupils.
2.3.5 Type and location of school

It is cited that girls who hail from district schools were likely from less privileged homes (Odaga and Heneveld (1995). Most of them lack academic focus, little or no self drive, hence easily lured into sexual escapades. Village mixed primary schools posted higher dropout cases by girls due pregnancy cases. Very minimal cases of pregnancy were recorded in urban boarding schools as noted by Odaga and Heneveld (1995). The girls who operated from day schools located in rural areas faced more chances of sexual encounters which often led to pregnancies.

2.3.6 Ignorance, apathy and lack of action by authorities and administrators

Most rape cases are not given the attention that is required when they occur as noted by Tembon and Fort (2008). Most often; school authorities quash them while exonerating the offender of the heinous act. The teachers who are found culpable have nothing done to them or just given a transfer to another school.

The following were advanced by researchers Tembon and Fort (2008):

Biasness against female gender in school has thrived since there are no seriousness measures shown by the institution’s management to keep this vice in check. Those that have had a test of this vice actually don’t know that it should not happen to them. This is a total failure in the way information is shared by those that are supposed to protect this vulnerable group. Since victims of rape did not know how to go about their cases, they remained mum about their ordeal, partly because they wanted to be at peace with everyone since reporting such occurrences comes back to haunt the victim rather than being a solution. They will be ashamed and shunned even by their own families for bringing dishonour. For those who managed to seek police assistance to apprehend the perpetrators, they got very minimal or no help at all. It is no secret that a female child has a long way to go in order to fully realise her potential.
2.4 Experiences of teenage mothers.

Teenage pregnancy often comes unexpected as put forward by Clemens (2002), various cases are treated differently in school and at home. They are highly victimized by their family at home and friends and tutors at school more so due to their tender age.

2.4.1 Stigma and discrimination

Pregnancy at a tender age as Argawal (2008) stated, is the greatest cause of stress. It could also turn ugly if not handled well such as suicide. Undue pressure is experienced by underage mothers from the teachers, their peers and the community that they hail from as Arlington Arlington Public School (2004) report.

The school and society have shown a lot of non committal tendencies towards the mothers by discriminating and keeping them at bay .The reason for this attitude is given by Pillow (2004). He says the mothers were seen as a discourse of contamination: there continued association with other pupils is highly forbade as they are presumed to be agents of bad behaviour and if not checked, they will pass it over to the good pupils. These restrictions did not auger well with some teenage mothers who saw quitting school as the only option. In fact, Oyaro (2008) alludes that the cases of drop out among teenage mothers results from discrimination and stigmatisation from educators and fellow learners.

2.4.2 Support from school

Anyon (2008) argued that the occurrences in schools serve to heighten the social patterns that already thrive in the society. That was so because as a matter of fact, schools need a foundation to exist, not in a vacuum, they face both internal and external challenges in imparting knowledge to young ones.
Some bodies that are in charge of schools put forward laws to be adhered to as elaborated further by Mwamwenda (1995). Most have been to the disadvantage of female learners that have been put in the family way. The policies put forward have to be followed by all and anyone who does not faces repercussions. Hence, even if there are teachers with good intention to help, they have their hands tied, thus a gap is created between tutors and learners. The teenage mothers bore all the consequences of their pregnancy as they are seen to have played a hand in what they have become. Pupils who are at the same time parents are tipped to fail in their academic endeavor due to double roles.

Teachers and regular pupils showed dislike to teenage mothers as said by Mohase (2006), and this made them feel out of place and unwanted. As a result of this, teenage mothers viewed their kids as a bad omen. The way teachers and fellow pupils treated teenage mothers made them see school as a place of torture rather than a place for learning. Some were abused openly and called names by teachers and fellow pupils, for instance “Zali” to mean old lady by fellow pupils and teachers (Shaningwa, 2007).

In seeking to know how tutors helped teenage mothers in school, it is discovered by Smith Battle (2007) that there exists a rift between teachers and young mothers. Therefore, a gap is felt in the way schooling young female parents are helped by their institutions. Educators need to be able to have a total turn around and embrace a new perception to female young mothers and realise that it upon them to give hope to them. This goes a long way in determining if they will quit school or push on.

2.4.3 Professional guidance and counselling

Research work by Chigona and Chetty (2007) showed that parents to the pregnant pupils stood aloof and took no part in any way in relation to their daughters. This they did so as to
conform to the standing rules in the society that did not condone early pregnancies. The girls were therefore left to deal with this trauma on their own while learning.

In addition, in order to establish if counselling was given at home to teen mothers, a school head confirmed to Chigona and Chetty (2007) that, parents in most cases avoided their pregnant girls because they are thought to have brought a lot of shame to the family. Thus gave no counselling at all.

The researchers further examined that schooling girls with babies were not given any counselling and that was evidenced from the response of a teenage mother who responded that she did not receive counselling when she went back to school.

Shawn (2012) in her study on ‘Mothers and Graduate: Teen mothers who stayed in school’ in the USA, Northeast Georgia found out that there seem to be a missing link between teen mothers and their schools did not advocate for teen mothers. The schools did not have a specified individual in place to act as a liason between the school and teen mothers.

The success of teenage mothers in schools, according to Lee Smith-Battle (2011), can only be realised when education stakeholders steps in and avail expertise assistance. Olivier (2000) expressed similar sentiments by arguing in the sense that parents and tutors ought to be many steps ahead in order that they are better placed to handle cases of teenage motherhood when they occur. Female learners in school that are put in the family way do not have a cosy life in school. They therefore need any available means, for instance, counselling that can restore their hope and zeal in education.
2.5 The influences of the experiences on teenage mothers’ participation in education

From the research work by Freeman and Rickels (1993), in comparison to regular pupils, teenage mothers have greater odds against them as they attend school. It can be noted that teenage motherhood has a great bearing on girls’ participation in education. Most do not complete their studies while some of those who complete have a dismal performance.

2.5.1 Class in attendance

Teenage mothering often brings with it a host of occurrences that disrupt the pattern of being in school. The work of research from Chigona and Chetty (2007) established that they skip classes to attend to their ailing children for a considerable period. Nursing and studying proved to be a great challenge and in most cases they had no other option but to skip classes (Lloyd and Mensh, 2008).

Teenage motherhood is majorly associated to failure hence as Theron and Dunn (2006) indicated that, teenage mothers have least hope of keeping up and coping with school. Their last resort therefore is quitting school. Most teenage mothers are forced to discontinue their education as cited by Zachry (2005) due to inflexible rules and regulations regarding to school attendance laid out by school authorities. In their expression, most teenage mothers lamented this school procedure terming it as very unfriendly. Therefore, in the point of view of the research, school policies contribute heavily to teenage mothers leaving school.

2.5.2 Performance

Dismal performance is portrayed majorly in teenage mothers from Chigona and Chetty (2008) research, as a result of being isolated by fellow pupils cum tutors.

To support this study, Mulongo (2005) examined that often, teen mothers are taken as immoral and underperforming learners with unfocussed aspirations. Taking teenage mothers
as underperforming learners reduces their performance in academics and low assistance is given to them by teachers since they are seen as incompetent. Stigmatization by peer mates and teachers really affects teenage mothers. In some schools, teachers constantly refer to them as failures because they have babies. They use all sorts of abusive words to those teenage mothers once they committed any mistake in school. Some of the bad comments towards teenage mothers were why award them for the problems they brought upon themselves (Wanda, 2004).

On one hand, Zachary (2005) said that pregnancy spelled an automatic exit from school. This comes with other factors, for instance, non involvement in their work, while on the other hand, with adequate financial aid as Ehlers (2003) established, teenage mothers who resumed school showed an upward performance in their class work. Therefore from this, it can be rightly put that with good progress in class, teen mothers stayed and vice versa.

2.5.3 Involvement in class

Research studies by Chigona and Chetty (2007) indicated that not participating in class work leads to underperforming as one teenage mother said that giving full attention to class work is difficult more so, when the child is unwell. This was also brought forward by the school heads from the two schools under study conducted by Shaningwa (2007) when she highlighted that teenage mothers were often pre-occupied thinking of what might be happening to their children. The lack of concentration lowers their educational performance.

The work of research by Kaufman et al (2001) stated that it becomes difficult for underage mothers who return back to school after delivery to juggle between class work and taking care of the child.
2.6 Strategies to address the challenge of teenage pregnancy and motherhood to enhance participation in education

Work of research done by Cummings and Williams (2008) affirmed that marginalised children and youth including teenage mothers portray a special challenge to the world’s education system since they were often invisible, vulnerable and regularly excluded. They suggested that educationalists concerned with educating marginalised children must “get out of school” and provide educational programs using learner-adapting provision thereby overcoming obstacles they face in accessing education.

Research work by Effinger (1993) indicated that, in America, investment has also been made in developing life skills such as the self-concept, well building support systems, learning how to access child care and other support services. The literature further indicates that learning how to meet the challenges (being teen mother) combining school work and family roles, learning how to give and receive emotional support, networking for work opportunities and connections and enhancing interpersonal communications and relationships. Burgess (2005) surveyed four hundred and ninety three American teen mothers; his findings demonstrated that teenage mothers differed in their ability and disposition to provide a stimulating home learning environment and emphasized on training of teen mothers in order to cope well with life challenges.

According to Hanna (2001), teen mothers have to learn to adjust as they develop in adolescence stage and they need emotional support to be able to identify and establish their self worth. Otherwise, depression sets in when emotional support is lacking.

Jennifer (2012) study on ‘Keeping Moms in School’ in United States argues that school programs and support groups for teen mothers provides support and guidance that is more accessible and they help teen mothers in completing school.
In the United Kingdom, there is a United Kingdom Teenage Pregnancy Unit which was created in 1999 which looks into the support of teen mothers. The Teenage Pregnancy Unit has focused its resources on areas of deprivation, education, health and other social amenities of teen mothers and pregnant teens.

On the other hand, Arlington Public Schools in Virginia (2007) addresses the needs of pregnant and parenting learners through its Teenage Parenting Programs (TPP). The main mission of TPP is to provide comprehensive services to address the issue of adolescent pregnancy, which include educational needs, pregnancy prevention, teen parenting and healthy families. In this program in the United States of America, teen mothers attend school throughout their pregnancy and also in the early stages of parenthood and they continue through to the completion of the school year.

Geysaw and Ankomah (2013) recommend that special programs should be initiated in schools to address ignorance concerning sexual matters, challenges and risks associated with teen mothers. They continue to argue that although parenting techniques should be taught in the programs, in addition, teenagers should be taught assertive interpersonal skills development, such as negotiating and refusal skills and the programs should allow teen mothers to practice the acquired skills.

In pursuit of education for all, Kenya has enacted various educational policies. One such policy is the educational re-entry policy for girls after teenage pregnancy. The policy was introduced in Kenya in 1994 and supported young mothers to continue schooling after delivery. However, reviews on the implementation of this policy highlight two broad challenges; inadequate awareness and gaps in the policy. Omwancha (2012) noted the inadequate awareness of the policy among Ministry officials, and the lack of guidelines on
how to implement the policy reported by teachers and school officials in Kuria district of Kenya.

**Summary of Gaps of Knowledge**

The researcher has reviewed works by several scholars on the factors leading to teenage pregnancies, the experiences of teenage mothers and the effects of the experiences of teenage mothers’ and their participation in primary education.

The gaps identified in the study included the following, literature review shows the factors leading to teenage pregnancies but there is no study which shows the degree at which each of these factors led to teenage pregnancy, hence this study tried to find out. Other studies have investigated the experiences of teenage mothers in general but this study investigated the experiences of teenage mothers in schools to determine whether the experiences teenage mothers face have an impact on their participation in primary education in Chepyuk location in Mount Elgon. From primary schools in Chepyuk, in Mount Elgon, there is a gap between the readmission policy and how it is being enforced. Despite the fact that the readmission policy is not a new subject to the teachers and school administrators in Chepyuk primary schools, it is not fully enforced. This is due to the inadequate policies and guidelines on the policy in Kenya. Some school administrators use these loopholes to discourage teenage mothers from continuing with their education, for instance by not readmitting some teenage mothers who intend to continue with their education. It was also the intention of the researcher to demonstrate if those female learners put in the family way are well handled in school through moral and psychological support to navigate their predicaments.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Here, the research gives an outline of the general methodology used to carry out research work. It avails the study design, variables, location of study, target population, validity and reliability, procedures for collecting data and how to analyse the collected data.

3.2 Research design

Babbie and Mouton (2010) states that, a research design is basically an array of activities that a given researcher bases on as he advances ideas to build up his work. This study was a mixed research in nature and employed descriptive research design. A design that Kothari (2010), gives a thumb up to it as an appropriate method and very vital in all manner while looking at the behaviour of a populous group and gives a room to the researcher to pose questions to the informants and relate with the variables. The descriptive research design was pertinent to this study because it allowed the exploration of the experiences of teenage mothers with regard to participation in education and allowed the researcher to draw causal relationships between variables.

This research was majorly qualitative in its scope so as to allow in depth data collection. In order to strengthen qualitative findings, quantitative evidence was also employed. (Johnson & Christensen, 2008). To describe and give an analysis pertaining a particular way of life and demeanour of certain people or their groups, it calls for qualitative research only for those being studied (Orodho, 2012). For this study, the researcher employed qualitative approach to exhaustively reveal the situations that teenage mothers encounter while in schools and how the experiences influence the involvement of the girls in primary education. To obtain qualitative data, the research used observation schedule, interview schedule and open ended questionnaires. Closed ended questionnaires were employed to acquire quantitative data. In
using both the quantitative and qualitative approaches, the two methods were well complemented thus validating the research.

3.3 Variables

The experiences of teenage mothers are independent variables which were supported by aspects like stigma, discrimination and lack of support from school. The intervening variables included administration support, teacher support and strengthening of guidance and counselling while the dependent variable which is participation in education, was supported by physical class attendance, performance in exam and active involvement in class through answering random questions asked.

3.4 Location of the study

The study was conducted in Chepyuk location in Kopsiro division, Mount Elgon Sub County. It borders Kapkateny and Chongeywo locations to the South, Kamunru location to the east, Chesikaki location to the west and Mt Elgon forest to the north. The reason for choosing Chepyuk location in Mount Elgon as place of study was because it is one of the areas with many teen girls being pregnant while in school. This is evidenced in a report released by Yego (2013), where over 18 girls aged between 15-17 years in one primary school in Chepyuk, were pregnant at the same time. In addition, in the same locale, Psirmoi (2013) reported that eight girls in one school dropped out of school for being pregnant and four girls from another nearby school at the start of the year 2012.

3.5 Target population

This is composed of things or human beings that are of major concern to any given study as put forward by Orodho (2012). Chepyuk has twenty (20) co-educational primary schools. The study targeted forty eight (48) informants who consisted of teenage mothers especially in
Class six (6) to eight (8) and teenage mothers who had recently dropped out of school, regular pupils, teachers (class teachers and guidance and counselling teachers) and head teachers in primary schools in Chepyuk location of Mount Elgon Sub County, Bungoma County.

3.6 Sampling techniques and sample size

3.6.1 Sampling Techniques

Purposive sampling technique was used to select a definite number of items that the researcher used to study. To qualify the use of this technique, Orodho (2008) said that it is of absolute necessity that the sample chosen is one that can be represented. When selecting a sample basing on how one understands a population, its aspects and one’s own aims in the given research, purposive sampling is appropriate. This is from Babbie and Mouton (2010). To select knowledgeable informants, purposive sampling was used to identify schools, teenage mothers, teachers and head teachers while simple random sampling was used to sample out regular pupils.

3.6.2 Sample Size

This entails all the components included in the study at hand (Orodho, 2012). The study comprised of forty eight (48) informants. In selecting regular pupils; both boys and girls, simple random sampling was used whereas purposive sampling was employed to select schools, teen mothers, teachers and school heads. For the purpose of defining the characteristics of informants Purposive sampling was conducted in this study.

a) The Schools

Six schools were sampled out from among the twenty primary schools in Chepyuk using purposive sampling. Schools with the highest number of female pupils were considered on assumption that the target population may be easily obtained.
b) Regular pupils (boys and girls)

Twelve (12) regular pupils were sampled out from the six schools. Two (2) regular pupils (one boy and one girl) were sampled out from each school to take part in the study. Regular pupils helped the researcher to gather information on experiences of schooling underage mothers.

c) Teenage mothers in school

The teenage mothers in school were twelve (12), who were sampled out using purposive sampling, aged between 13 and 19 years and in Class six (6) to eight (8) in Chepyuk primary schools. Two teenage mothers were sampled from each of the six sampled schools on basis of: (1) age (they have to be between 13 and 19 years) and (2) to have been in school for at least two years, totalling to twelve (12) teenage mothers. The necessity for this requirement was to provide performance records to use as control against the current results obtained as teenage mothers.

d) Teenage mothers out of school

The researcher sampled out six (6) teenage mothers who had recently dropped out of school using purposive sampling. Teenage mothers who had recently dropped out of school were included in the study to help identify their experiences while in school before they became teenage mothers and after they became teenage mothers and also give the factors that led to their dropout from schools.

e) Teachers

Twelve (12) teachers (both class teachers and guidance and counselling teachers) were sampled out using purposive sampling. Two teachers per sample school were chosen to form part of the sample on basis of: that one was a class teacher, this was intended to provide performance records and other documents needed to understand the challenges of the teenage mothers. The other teacher was guidance and counselling teacher, to establish the experiences...
teenage mothers go through while in school. Of the 12 teachers that were sampled out, seven were male and five were female.

**f) Head teachers**

Six (6) head teachers were sampled out using purposive sampling from the twenty primary schools in Chepyuk. All of the six sampled head teachers happened to be male. They were each chosen so as to assist in singling out learners that had left school when they were put in the family way and how to correct that occurrence.

The sample size is illustrated in table 3.1 below

<table>
<thead>
<tr>
<th>Informants</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage mothers in school</td>
<td>12 (12 girls and 0 boys)</td>
</tr>
<tr>
<td>Teenage mothers out of school</td>
<td>6 (6 girls and 0 boys)</td>
</tr>
<tr>
<td>Regular pupils</td>
<td>12 (6 girls and 6 boys)</td>
</tr>
<tr>
<td>Teachers</td>
<td>12 (5 female and 7 male)</td>
</tr>
<tr>
<td>Head teachers</td>
<td>6 (0 female and 6 male)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48 (29 female and 19 male)</td>
</tr>
</tbody>
</table>

**3.7 Research Instruments**

The research instruments included teachers’ questionnaire, head teachers’ interview schedule, teenage mothers’ interview schedule, regular pupils’ interview schedule, observation schedule for teenage mothers and document analysis to collect qualitative data for the study.

**Questionnaire for teachers**

This was used to collect data from class teachers and guidance and counselling teachers. Being teachers, they are presumed to be able to read and write hence they were given the questionnaires with the items that the researcher was seeking to find out. The information that was collected included; tutors’ input regarding the possible aspects that contribute to
underage pregnancies in primary schools in Chepyuk location, their views about the influences of teenage mothers experiences on participation in primary education. With the help of teachers, the study sought to identify if there are any pupils who had dropped out due to teenage pregnancy and the possible remedies. The questionnaire involved open ended questions thus enabling the researcher gather quantitative data for the study.

**Interview Schedules for head teachers**

These were relayed to them to find out what they had to say concerning the influences of the experiences of underage mothers on participation in education. The information that was collected included; the head teachers’ input with regard to possible aspects that can be singled out to be advancing teenage pregnancies in primary schools in Chepyuk location. With the help of head teachers, the study also sought to identify if there are any pupils who had dropped out when they were put in the family way and what can be done to correct this occurrence. This enabled the researcher collect qualitative data for the study.

**Interview schedules for teenage mothers**

The interview schedules were administered to those taking part in the study because of their varied literacy levels to find out their experiences in participation in education in chepyuk primary schools. The rationale for use of interview schedules in this study was that it enabled the researcher to collect in depth data, through flexible probing of questions to understand the experiences of teenage mothers as well as its influence as they attend school which is not possible with a questionnaire. The interview questions were in English but the researcher also translated some for slow learners into Kiswahili. This also enabled the researcher collect qualitative data for the study.

**Interview schedules for regular pupils**

Interview schedules were administered to them in order to obtain qualitative information about the experiences teenage mothers face while in school. Regular boys and girls were
included in this study to hear their views concerning teenage mothers’ experiences and their participation in primary education.

**Observation schedule for teenage mothers**

It was directed towards teenage mothers. Their activities while at school were observed.

**Document analysis**

Through this method, the research was able to obtain secondary data.

This analysis according to Denzin and Lincoln (2000) has a lot to already written material. Through this method, the researcher was able to record information from institution documents for instance files, class assessment records and class attendance.

**3.8 Piloting of Study instruments**

A pilot study was carried out in one of the schools in Mount Elgon Sub County (Kebee primary school) which was not included in the actual study. The pilot study was used for validation and testing the reliability of the research instruments.

**3.8.1 Validity of research instruments**

This is usually the determination of how precise the instruments of research achieve the work that they set out to perform (Kombo and Triumph, (2007) while Orodho, asserts that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation. The researcher endeavoured to adhere to all the above.

The researcher ensured that all the items in the instruments are related to the study and cover all the important areas and objectives of the study using guidance from the supervisors. This ascertained the clarity, spellings and ambiguity of the instruments. Necessary adjustments were made in the identified interview questions before administering them to the head teachers, teachers and the teenage mothers. For instance, leading questions that demanded Yes or No answers were adjusted using guidance from supervisors. For example, question 13
on the teachers’ questionnaire was; do you give teenage mothers any kind of considerations? and was adjusted under the guidance of supervisors to; what kind of considerations if any, do you give to teenage mothers while in school?

Validity was also enhanced by triangulation where the use of multiple instruments improved the process of data collection and produced more comprehensive findings.

3.8.2 Reliability of research instruments

This is where a measuring instrument is able to achieve the same results on several recurrent times (Orodho, 2012). To ensure this is realised, the instruments were taken to one of the schools in Mount Elgon Sub County (Kebee primary school) which was not included in the actual study to test reliability of research instruments. To do this, a sample of three (3) teachers, the head teacher and two teachers (one class teacher and one guidance and counselling teacher) and three (3) teenage mothers from the school selected were purposively selected to fill in the interview schedules and questionnaires. They were further requested to make comments on any unclear questions in the interview schedules and questionnaires. This helped to reveal weaknesses before actual study was carried out. Information collected was used to improve on the precision of the investigations and enhance the reliability of the measures. The information also helped cross check irregularities within the data and added more credibility to it. The corrections from the exercise were then incorporated in final questionnaires and interview schedules to improve it.

3.9 Data Collection procedures

Obtaining a permit for research is in evitable for the researcher before setting off to do the research. To conform to this, the researcher applied for a research permit and research authorization letter from the National Commission for Science, Technology and Innovation (NACOSTI) where the permit was issued and then went to the County director of education
(C.d.e) – Bungoma County where permission to conduct research in the location of Chepyuk, Mount Elgon Sub County was granted.

Prior arrangements were made by the researcher to identify the schools included in the study, and thus get permission to use the schools for the purpose of the study from the concerned head teachers. The researcher personally administered questionnaires and interview schedules to the relevant informants within the area under study. As already mentioned, the researcher used questionnaires, interview schedules, observation schedule and document analysis so as to collect data on the experiences of teenage mothers and their participation in primary education in Chepyuk location from various groups of informants with varied literacy levels.

3.10 Data Analysis

Data was collected from both primary research instruments, that is: questionnaires, interview schedules and observation schedule and secondary instruments, that is; class registers, performance lists and other documents in the school. Data was then organized, arranged and coded for easy identification. The data was analyzed using both quantitative and qualitative techniques, guided by study objectives. Responses from interview schedules, observation schedule, open ended questionnaires and document analysis produced qualitative data while the closed ended questionnaires yielded quantitative data.

Quantitative data was presented in frequency distribution tables to facilitate description and explanation of study findings. The qualitative data collected was transcribed, coded and organized based on emerging themes and analyzed thematically. The organized qualitative data enabled the researcher to analyze the information emerging from the themes by looking for comparisons, similarities and dissimilarities and accounting for them. Data from document analysis was relevant in accounting some similarities and dissimilarities in findings
of various themes under the study topic. The data was interpreted to draw viable conclusions and recommendations based on the findings.

3.11 Logistical and Ethical Considerations

Six main ethical principles: anonymity and confidentiality, voluntary participation, informed consent, non-deception, and human rights were the basis of the study. The following steps were embraced to achieve this. In the first place, the researcher applied for a research permit and research authorization letter from NACOSTI. The researcher also got permission from the County director of education, Bungoma County to conduct research in the location of Chepyuk, Mount Elgon Sub County. Before administration of questionnaire, and interview schedules, the researcher sought both oral and written consents from the informants with the assurance of high level of confidentiality. The researcher also assured informants of the confidentiality of the responses they provided and that the responses were going to be used for the purpose of the researcher’s masters of education work only. The informants were given the questionnaires which they were required to fill and return without indicating their names. The instruments for data collection were also designed such that the identity of the informants could not be detected.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1. INTRODUCTION

The research wanted to bring to the fore the experiences of teenage mothers and how this affects their education. Findings from this research are presented, interpreted and discussed in this chapter according to the objectives of the research.

4.2. GENERAL AND DEMOGRAPHIC INFORMATION OF THE INFORMANTS

It was of importance to establish information about the informants in this study because it was directly linked to the objectives of the study.

4.2.1. General and demographic information of the teenage mothers in and out of school

From the study carried out, it was established that out of the 18 teenage mothers sampled both in school and out of school, 9(50%) had both parents alive at the time of study while 6(33%) were from single parent families and 3(17%) were from orphaned families. It can be noted that a half of the teenage mothers sampled both in and out of school hail from families that have both parents. Below is the tabulation of the findings.
### Table 4.1: Family type of teenage mothers

<table>
<thead>
<tr>
<th>Family type</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orphaned</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>One parent</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Both parents alive</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 4.2.2. Age of teenage mothers in school

The teenage mothers in schools that were interviewed in this research were from the ages of 13 years to 19 years as illustrated in the table that follows.

### Table 4.2: Age of teenage mothers in school

<table>
<thead>
<tr>
<th>Age(years)</th>
<th>Class</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>6</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As seen from the table 4.2 above, teenage mothers at the age of fifteen years were dominant from the interview, giving a percentage of 42 of all the interviewee teenage mothers in school. The study sought to find out why age 15 was dominant and one head teacher out of the six interviewed said that;

*It was common because at age 15 most girls are in puberty stage and have began attending periods and therefore this change impact differently on the girls and for those who don’t manage it well, end up in the family way should they indulge in sexual behaviours. (Male head teacher, personal communication, October, 2016)*

**4.2.3. Age of teenage mothers who dropped out of school**

This study went ahead and established the ages of teenage mothers as at the time they quit school due teenage motherhood. They were 14 to 17 years as tabulated below.

**Table 4.3: Age at the time of dropping out of school**

<table>
<thead>
<tr>
<th>Age(years)</th>
<th>Class</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>6</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As depicted from table 4.3, most teenage mothers dropped from school at the ages of 14 and 15 giving a total percentage of 66%. The classes in which majority of the teenage mothers who quit school were illustrated in the same Table 4.3 given above.

It was established from the research that the highest percentage of teenage mothers who quit school was evidenced in class seven giving the highest percentage of 50. The study sought to find out why the highest percentage of teenage mothers who quit school was in Class seven and one male head teacher of the six interviewed stated, “at Class seven, most girls tend to discover themselves as women (most are at puberty) due to a lot of changes, for instance, majority of them begin menstruation and they are also concerned about their personal hygiene; they want to be clean and develop desire for fancy things like new clothes, shoes and sanitary pads which most parents may not be able to provide and therefore are easily lured with small gifts and some become rebellious towards their parents and teachers and listen too much to their peers and may fall prey to marauding men”.

In Class eight and six the rates are a bit lower at 33% and 17% respectively and in seeking to find out why this was so, one teacher said that majority of the pupils in class eight are more focused with their forth coming examinations and this makes the pupils lack time for indulging in a lot of peer activities. He also said that the lower percentage in class six was so because majority of them were young and have not began menstruation and were also shy.

4.2.4. General and demographic information of the head teachers

All the head teachers interviewed were male. In seeking to find out why the six sampled schools were all headed by male head teachers, one head teacher said that there were few female head teachers in the area. In seeking to find out why there
were few female head teachers, the interviewed head teacher said, “previously there was a female teacher who was heading the school that I’m currently but the parents and the community of the school began in fights that they wanted one of their own, a ‘Sabaot’ and went on to complain that school had dropped drastically in the national examinations. Therefore the teacher being a ‘bukusu’ had to leave for fear of her safety since some individuals were trailing her and I was then transferred to this school.”

Out of the number of head teachers sampled, five (83%) had a teaching experience of over 10 years while one (17%) had a teaching experience of less than 10 years. In regard to their level of education, 4 (66%) of the head teachers sampled had attained up to P1 certificate level, one (17%) had a diploma in education and one (17%) had undergraduate degree in education as depicted below.

Table 4.4: General and demographic information of the head teachers

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Level of education</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 10 years</td>
<td>Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Less than 10 years</td>
<td>Certificate</td>
<td>1</td>
</tr>
<tr>
<td>over 10 years</td>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

4.2.5. General and demographic information of the teachers

The researcher interviewed 12 teachers from the targeted area of research, Chepyuk location. Of the interviewed teachers, 7 were male
and five were female. They had a teaching experience of less than 10 years. Most (92%) of the interviewed teachers were certificate holders; only one was a graduate as depicted below.

Table 4.5: General and demographic information the teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teaching experience (years)</th>
<th>Level of education</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1-5</td>
<td>Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>6-10</td>
<td>Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>6-10</td>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

4.2.6. General and demographic information of the regular pupils

The study sampled out two regular pupils (one boy and one girl) from the six sampled schools to take part in the study. Of the twelve sampled regular pupils, three boys and three girls (50%) were from class seven while four (33%) of the regular pupils (two boys and two girls) were from class eight. Two (17%) of the regular pupils (one boy and one girl) were from class six. The sampled regular pupils from class six were all 11 years old, the regular pupils sampled from class seven were 12 years old, whereas those from class eight were 13 years old. Regular pupils were part of this research so as to avail information on how they relate with teenage mothers and their opinions in relation to teenage mothers’ experiences in schools.
4.3. FACTORS LEADING TO TEENAGE PREGNANCY IN CHEPYUK PRIMARY SCHOOLS IN MOUNT ELGON CONSTITUENCY

From Chepyuk location, the issue of teenage pregnancy is a topic that is not easily welcomed due to the cultural orientation of the locals. The study aimed at finding out why the girls went against this cultural abomination by indulging in early sex which sometimes led to pregnancy. The reasons for indulging in premarital sex and factors leading to teenage pregnancy are tabulated below.

**Figure 1: Factors leading to teenage pregnancy**

Poverty emerged as the most prominent cause of teenage pregnancy as seen from the chart above representing nearly a quarter of all the factors the research found out. From the study, ten (21%) of the informants attributed teenage indulgence in sex to poverty. For instance, one head teacher said that most parents are unable to feed and clothe their teenage daughters need and that this puts them in a vulnerable position such that many of them cannot resist the little gifts like money and food given to them by men and they are ready to give in to their sexual advances. Also one
teenage mother said, “life was smooth when my father was working in a telecom company and because of the new technology my father lost the job. Being the bread winner in the family things started to fall apart, money became scarce and affording basic needs such as food, clothing, sanitary towels, stationery for the five of us in school became a nightmare, we could go hungry on some days while on some other days afford only one meal a day. During this time I found myself in a relationship with my teacher who usually gave me some money and other little gifts, for example body lotion, sanitary towels and to return a favour I could not refuse to have sex with him and after about four months I discovered that my stomach which was swelling was now so big that I started tying it with a ‘rope’ and when my class teacher took me for a pregnancy test I was found to be pregnant”. This study is in agreement with Tembon and Fort (2008) in a study on girls’ education in the 21st Century who found out that poverty was a major aspect that made pupils to have sexual relationships with teachers since they have money. They argued that poverty made girls prone to whatever ways of getting money to buy what they cannot get at home. The girls do this in order that they are not left behind by their peers in the fashion aspect.

Several informants (17%) said that peer influence and experimentation also led to teenage pregnancy. For instance, one informant (a class teacher) said that,

_Most girls wanted to adapt the lifestyles of their peers such as expensive perfumes, eating of mandazi at break time, having nice shoes etc so that they don’t appear as left behind and want to be trendy and most of them cannot afford, so they turn to boys to provide for them._

_(Female teacher, personal communication, October 2016)_

Another informant stated that,

_It happened that the young girls were always in the company of their friends who happened to have boyfriends and so to be_
accommodated in the group they had to accept to have boyfriends too and most they indulged in premarital affairs. (Male class teacher, personal communication, October 2016).

A few informants (13%) linked teenage pregnancies to drug and substance abuse. One teacher said that the effect of drugs is such that it makes the teenage girls intoxicated and sometimes lack self control hence may easily indulge in sexual affairs which leads to pregnancy since intoxicated girls cannot remember to use protection such as condoms. The research sought to unearth some examples of drugs that are abused and one regular pupil (a boy) said, that he has on many occasions come across some pupils drinking local brews like ‘chang’aa’ and ‘busaa’ and also one day while attending a football match in his local village, saw two pupils from his school smoking marijuana, they warned him against telling anyone what he had seen or else they would beat him up.

Six (13%) of the informants said that sexual harassment by teachers through awarding good grades or leaking examinations to girls in return for sexual favours. For example, one regular girl from class seven said, “my desk mate was a friend to one of the male teachers in our school and always surprised me most at times especially during exams, she never revised much as everyone else in class but she spend much of the revision time sleeping and when exams were out, she always got good marks even better than me, I became curious and sought to find out, one evening during games time, she hurriedly went out of the class leaving her desk open. I quickly sneaked in and certain papers got my eyes, I took them hurriedly and went to the latrine to check, I was amazed to find questions to the exam we had just done and another one for the next test I just took them back to her desk and kept quiet. After the exam I counter checked the paper and all the questions were similar. That’s when I realized that she was
always given the questions in advance by the male teacher”. These findings are therefore consistent with other studies. For instance, Tembon and Fort (2008) found that in Benin, male teachers sexually molest girls in school because of their gender. Often, teachers trick girls into having sexual relationships with them through promising them good grades to those who accepted to have sexual relationship with them.

On the same note, sexual harassment by male pupils also contributes to teenage pregnancy from the study. For instance, one of the pupils’ informants from the sampled schools said that;

I was being sexually harassed by the big boy in my class, he was touching my breasts and my private parts forcefully and when I reported the matter to my head teacher, nothing was done to him.

(Teenage mother, personal communication, October, 2016).

The findings of this study are supported by Chege & Sifuna (2006) who found that male pupils were major offenders of sexual harassment. They seduced their fellow female pupils, sexually molested and physically assaulted them. In support of this, using a case of Benise schools, Tembon and Fort (2008) found out that many girls had been sexually molested by their fellow male pupils. They further pointed out that, it was not taken seriously by school administrators that girls are molested hence; male pupils and rogue teachers who perpetuated that vice were not apprehended whether complaints were brought against them by the victims.

From the study, five (10%) of the teachers from the sampled schools said that the distance to school was also a contributing factor to teenage pregnancy in that it gave an opportunity to men with evil eye to follow them and entice them with gifts and take them to places to have sex with. Also they may be raped by even their fellow pupils or by men outside school, for instance, the boda boda riders. The boda boda riders have
succeeded in doing so because most schools are located far away and many pupils have to trek for considerably long distance to reach school so a lift comes as a reprieve to the pupils and a snare for the boda boda riders, for instance, one teenage mother said, “while I was coming from the inter school legball match that dragged into late evening (7pm), I was given a lift by one middle aged boda boda rider and I accepted because our home is far away from school despite the fact that my mother had warned me against accepting lifts from strangers. Half way along the journey, I was startled when the boda boda turned to the opposite direction and I wanted to scream but the road looked bushy and out of too much fear I kept quiet, the boda boda rider stopped after a few metres and he produced a knife and whispered to me in a threatening voice that he will stab me if I screamed, he told me to remove my panty and he raped me. After some time he told me to dress up and he drove me close to my village, dropped me and sped off. After about four months, I saw my belly growing and my mother found out that I was pregnant because of the big belly”. These findings are therefore supported by Chege & Sifuna (2006) who argued that walking long distances to and from school, posed a greater chance for girls to be raped.

Furthermore, from the research, three (6%) of the informants said that rape has contributed to teenage pregnancies in the area especially when it happens to girls who have been threatened with death or harm by the perpetrators, for instance, one teenage mother said that she was raped while walking home from school and did not know the man who raped her and later she found out that she was pregnant.

From the research also, it was found that most teenage pregnancies arise from the fact that most teenagers have unlimited access to media including pornographic sites and adult movies as elucidated by 8% of the informants. Teenagers tend to practice what they see from the media. One regular pupil (a boy) from one of the sampled schools
said, “I and my friends used to have phones and we would download pornographic videos from the internet and watch them after school when we met at the market place or hid in a friends room (a big boy who had dropped from that school and was now a boda boda rider) to watch the videos. The boda boda rider also supplied us with more pornographic ‘cds’ and we used to watch them on his laptop. A neighbour discovered and reported the matter to the school and our phones were confiscated by the head teacher and we were sent to the counselling department for guidance.”

Finally, five (10%) of the informants said that inadequate sex education contributes to rampant teenage pregnancies since girls are inadequately taught on how to handle themselves among their peers and when faced with men who are seducing them to have sex with.

4.4. EXPERIENCES OF TEENAGE MOTHERS IN CHEPYUK PRIMARY SCHOOLS IN MOUNT ELGON

During the research the teenage mothers gave various experiences that they were going through due to unprepared motherhood. The experiences are tabulated below.
Table 4.6: Experiences faced by teenage mothers

<table>
<thead>
<tr>
<th>Experiences of teenage mothers</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stigma and discrimination</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Rejection by family</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Inadequate support from school</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Low self esteem</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Inadequate concentration in class</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Lack of freedom to fully participate in classroom activities and co curricular activities</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the study, rejection by family (28%) and stigma and discrimination (22%) are the most prominent experiences teenage mothers face in sailing through their state of motherhood. Two teenage mothers who were no longer schooling said that they were rejected by their families and chased away from home when the parents discovered that they were pregnant and in fact, one of them said her father called her a disgrace to the family and that is why she did not resume school. She lacked school fees and support in order to take care of herself and the baby. To make matters worse the person who had impregnated her rejected her and even told her to abort. This led her to have low self esteem.

Stigma and discrimination is another experience teenage mothers go through, from the research. For instance, two teenage mothers in one of the sampled schools stated that some pupils in their class were making fun of them by calling them names like ‘mama’, old woman, harlot and also the netball captain had refused to
admit one of teenage mothers in her netball team and she told her that she was a bad influence to the regular pupils. These findings are supported by several studies. For instance, Mohase (2006) pointed out that, teachers and regular pupils showed dislike to teenage mothers and this made them feel out of place and unwanted. As a result of this, teenage mothers viewed their kids as an obstacle to their former life. They were for example, called “Zali” (elderly women) by fellow pupils and teachers (Shaningwa, 2007).

Another teenage mother who had terminated her education informed the study that she did so since her classmates had began to discriminate her in their activities. For instance, they could not involve her in their class group discussions and also when they went out to play in the field, they isolated her, when they discovered that she was pregnant because her belly was growing and she could no longer hide it in her school uniform because it was now visible and the uniform had become so tight on her, and when she reported the matter to her class teacher, nothing was done to her classmates and she ended up dropping out of school because of the discrimination she was going through. These findings are in agreement with those of Oyaro (2008) who pointed out that the major reason for termination of education by teenage mothers was associated with stigma and discrimination by teachers and fellow pupils.

The study found withdrawal to be another experience teenage mother’s face. For instance, one male class teacher from the sampled schools said that one teenage mother who resumed school and was in her class was so much withdrawn and anti social, for example, in class she never answered any question, always looked down when a teacher asks a question, she also never participated in games and always sat in secluded places.

Lack of concentration in class and lack of freedom of association with regular pupils and teachers were also established as experiences that teenage mothers who
resumed school face from study. For instance, one teenage mother said that she cannot freely associate with other pupils since her breasts oozed milk too much to the extent that her dress was so wet and smelly. This made her embarrassed and uncomfortable. Another teenage mother said that she never understands what the teacher teaches as she finds her mind drifting to her baby whom she always leaves with her aged grandmother. She always finds herself worrying so much like, is she well or sick? Is she fed? bathed? among others. One head teacher interviewed said that teenage mothers do not perform very well as they do not fully concentrate while in class because they are usually thinking about their babies back at home. These findings are in agreement with research work done by Chigona and Chetty (2007) which argued that divided attention results to underperforming as one teenage mother in their study said that, giving full attention to class work is difficult more so, during the times when the child is unwell. Constant absentmindedness was also brought forward by two principals from the research work by Shaningwa (2007), from which she highlighted that teenage mothers were sometimes unsettled and always guessing about their babies’ situation at home.

4.4.2. The views and reactions of teachers on teenage mothers

The study sought to find out how teachers viewed teenage mothers in school. Some views and reactions were positive and others were negative. For instance, one guidance and counselling teacher said that she was shocked because the girls who were found to be pregnant were well disciplined and better performing. Another teacher said that she did not relate well with the teenage mothers because she viewed them as a bad influence to the regular pupils. One head teacher from the sampled schools said that some teachers in his school usually view teenage mothers as failures because they see them as hopeless and ‘mama’s’ who have to struggle to balance between taking care of their babies
and schooling. Findings from this research are therefore consistent with other researches that found out that stigmatization by teachers has a great bearing on young mothers in school.

However, it can be noted that some views were positive, for instance, one class teacher said that she was so sympathetic, understanding and caring to the teenage mothers and always encouraged them to seek for extra coaching from the individual teachers on areas they have not understood or on those lessons they had missed. She viewed them as unfortunate pupils put in that state of motherhood by impeding factors like rape that they did not have power to control. Another class teacher from the sampled schools said that he treats them just like regular pupils, for example, he incorporates them in school activities like class discussions, drama, choir and doing manual work.

4.4.3. The reactions of the regular pupils towards teenage mothers

The study sought to find out the regular pupils reactions to teenage mothers. Some views and reactions were positive and others were negative. One third (33%) of the regular pupils from the sampled schools had negative views and reactions. For instance, one regular pupil (a girl) stated that she isolates and shuns the teenage mothers because she views them as being immoral since they slept with boys and men who impregnated them. Also another regular pupil (a boy) from the sampled schools said that he usually rebukes, tease, ridicule and abuse teenage mothers because he sees them as outcasts, hopeless and people with loose morals. These findings therefore concur with other researches that found out that those who return to school encounter hostile atmosphere through isolation, humiliation and stigmatization from other pupils while teachers do little to intervene. (Chetty, 2007).

However, it can be noted that more than a half (58%) of the regular pupils from the sampled schools involve teenage mothers in their activities, for instance, by playing with them, having
group discussions with them, revising with them and providing love. For example, one regular pupil said, “I do not see teenage mothers as different from me because what happened to them can happen to anybody else, so I take them just like any other regular pupil in my class and therefore I revise with them and I eat with them during lunch time”. Another regular pupil (a girl) said that we normally play together as girls during games time including a girl who has given birth from our class and we also have class discussion group as girls. This implies that some teenage mothers face a friendly school environment.

4.4.4. Challenges teachers face in regard to handling teenage pregnancy and motherhood in school

Table 4.7: Challenges teachers face

<table>
<thead>
<tr>
<th>Challenges teachers face</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of freedom from the teenage mothers</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Feel of maturity and rude tendencies among teenage mothers</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Lack of link between parents and teachers</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The study sought to find out how teachers were relating with the teenage mothers in school and the challenges they were facing in handling teenage mothers in school. The challenges are tabulated in table 4.7 above. Prominently, a half (50%) of the teachers from the sampled schools said that some teenage mothers were so much reserved and always kept to themselves and hence were not free to associate with teachers and so it was hard to carry out guidance and counselling to some teenage mothers and this did not help in the improvement of the teenage mothers in their academic work. For example, one guidance and counselling teacher from the sampled schools said that it was hard for him to get any information from the
teenage mother who he felt that she was not acting normally, for instance, she would not answer any question in class nor participate in class discussions during the lessons but when he called her for guidance to find out why she was acting that way and how he may be of any help, she could not say anything.

Feel of maturity and rude tendencies among teenage mothers was another challenge teachers were facing as the study established. One third (33%) of the teachers from the sampled schools affirmed to this. For example, one head teacher said that teachers had reported to him of the unbecoming behaviours of two teenage mothers who were acting rudely, for example, they would come late to class and also leave class as they want and when teachers sought to find out why they were behaving so, one teenage mother just sneered at the teacher and walked out on her. Another teenage mother went to an extent of referring to a female teacher as an equal to her since they were all mothers. When the teenage mother was sent home to bring her parents, the parents did not show up hence creating the lack of link between teachers and parents in trying to instil good values in the teenage mothers.
4.5. BEFORE AND AFTER LIFE OF TEENAGE MOTHERS IN SCHOOLS

The researcher sought to establish how the teenage mothers who resumed school were fairing on, that is, the time when they were regular pupils and after they became teenage mothers. This was categorized as follows;

4.5.1. Class attendance

The study sought to find out how teenage mothers who resumed school were attending classes. The study observed the class registers of each of the teenage mothers from the sampled schools for the first term that each resumed school. Through observation, the researcher found that three quarters (75%) of the teenage mothers had irregular attendance. The study sought to find out from teenage mothers why they were not attending classes regularly. One teenage mother who was always absent on Monday and Friday, said that she leaves her baby with her mother, who is a business woman and she always goes to the market on Monday and Friday to sell her commodities and therefore she has to stay at home to nurse her baby. Another teenage mother said that her baby at times cries the whole night and she hardly sleeps overnight and hence the days her baby cries the whole night she doesn’t attend school because she has to take her to the hospital for clinical checkups. Another teenage mother stated, “I stay with my aged grandmother because I was chased away from home and most a times I am forced to remain at home to nurse my child because my aged grandmother has health issues and she can fall sick anytime”. Two teenage mothers interviewed said that they sometimes miss to go to school when their babies fall sick and they have to take them to hospitals.

Concerning the irregular attendance, one class teacher had this to say,
In my class two teenage mothers have challenges of school fees and they are in and out of school because their parents have financial problems. (Female teacher, personal communication, October, 2016)

In support of this, Lloyd and Mensch (2008) stated that nursing as well as handling class work proved to be a tricky affair and in most cases they have no other option but to skip classes. Furthermore, Kaufman et al (2001) stated that it becomes difficult for mothers who return to school after delivery to juggle between class work and taking care of the child.

4.5.2. Class performance

Generally, the research established that the performance of teenage mothers in school is greatly affected, many of them recorded drastic drop in their class work as tabulated below.

Table 4.8: Class performances of the teenage mothers

<table>
<thead>
<tr>
<th>Teenage mothers</th>
<th>Performance (X/500)</th>
<th>Before pregnancy</th>
<th>After teenage motherhood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term one</td>
<td>Term two</td>
<td>Term three</td>
</tr>
<tr>
<td>A</td>
<td>294</td>
<td>301</td>
<td>286</td>
</tr>
<tr>
<td>B</td>
<td>234</td>
<td>240</td>
<td>260</td>
</tr>
<tr>
<td>C</td>
<td>315</td>
<td>312</td>
<td>340</td>
</tr>
<tr>
<td>D</td>
<td>189</td>
<td>179</td>
<td>200</td>
</tr>
<tr>
<td>E</td>
<td>245</td>
<td>256</td>
<td>277</td>
</tr>
<tr>
<td>F</td>
<td>370</td>
<td>381</td>
<td>362</td>
</tr>
<tr>
<td>G</td>
<td>201</td>
<td>219</td>
<td>264</td>
</tr>
<tr>
<td>H</td>
<td>352</td>
<td>348</td>
<td>359</td>
</tr>
<tr>
<td>I</td>
<td>318</td>
<td>329</td>
<td>312</td>
</tr>
<tr>
<td>J</td>
<td>222</td>
<td>219</td>
<td>239</td>
</tr>
<tr>
<td>K</td>
<td>247</td>
<td>251</td>
<td>267</td>
</tr>
<tr>
<td>L</td>
<td>302</td>
<td>319</td>
<td>324</td>
</tr>
</tbody>
</table>
The study sought to find out how the teenage mothers were performing in class before pregnancy and after pregnancy. The findings were obtained from the mark books of the classes from the sampled schools through the assistance of the class teachers of the sampled teenage mothers. The tabulation above shows the performance of the teenage mothers before and after teenage pregnancy. The marks in the table are a total marks obtained by individual mother on a possible total of 500 marks. The study obtained the performance of teenage mothers for a period of three terms (one year) before each of the girls became teenage mothers and a period of three terms after each individual teenage mother had resumed school. From the tabulation above, the study found out that, about three quarters (67%) of the sampled teenage mothers in school showed a decline in their class performance. One quarter (25%) of the teenage mothers neither improved nor declined in their class performance as before they became pregnant and after they became teenage mothers. The research targeted to establish the trend in the performance of the teenage mothers. One of the class teacher from the sampled schools (a male teacher) said that the greatest contributing factor was absenteeism from school by the teenage mothers, lack of concentration in class and the anti social behaviour of most of the teenage mothers too hindered their academic performance hence a big number of those who showed a decline in their class performance.

Another class teacher (a female teacher) said, the teenage mother in her class dropped in her performance because of her rude tendencies towards teachers and fellow pupils and whenever she is sent home to bring the parents for further
guidance the parent does not show up and in addition she usually misses some examinations due to absenteeism.

For the teenage mother whose performance was lowest attributed this to the fact that she attends classes’ scanty times, some of the regular pupils isolates her, for example, during group discussions and this makes her not to see a future in studying and contemptuous treatment from some teachers.

This qualifies Chigona and Chetty, (2008) who found out that dismal school performance is portrayed majorly in teenage mothers as a result of being isolated by fellow pupils and teachers. Supporting this, Mulongo (2005) examined that often, teenage mothers are taken as immoral and underperforming learners with unfocussed aspirations.

The performance of pupil L was observed by the researcher to have been relatively stable before and after teenage motherhood. In seeking to find out why her performance was stable, she said, “when I got pregnant my parents did not chase me away and when I gave birth my baby was well taken care of by my mother while I resumed school and because I knew my baby was okay, I resumed my studies as normal and put in more effort to improve my studies. The researcher observed that if a teenage mother has caring and understanding parents, she can still perform better in her academics.

However, one teenage mother who was performing fairly before she became pregnant showed a big performance in her class work as a teenage mother. The research set out to unravel the reason behind this drastic improvement of the one sampled teenage mother and she said that,

I resorted to working hard in order to please my guardian who besides having a lot of financial commitments, went out of his way to
ensure am in school, I also have to work hard for a good future for me and my baby who was rejected by his father. (Teenage mother, personal communication, October, 2016)

This finding support a research by Ehlers (2003) who established that with adequate financial aid, teenage mothers who resumed school showed an upward performance in their class work.

The study sought to find out how teenage mothers participate in classroom activities, for instance, in group discussions, answering general questions in class and working assignments on the chalkboard. The researcher attended classes in which teenage mothers were from the sampled schools. The researcher found through observation in one of the classes that, as regular pupils answered questions and engaged the teacher jovially, the teenage mother who was in the class just stared blankly at the teacher and whenever the teacher posed a random question, most of the regular pupils raised up their hands but the teenage mother remained disinterested. When the teacher picked on her, she looked down and just smiled at the teacher providing no reply. In another class, through observation, it was found that of the two teenage mothers in the class, one was more active than even the regular pupils and she would answer the questions posed to the class effortlessly. For instance, during a maths lesson she was given a chance to do a mathematics question and she did it impressively but the other teenage mother as was observed was rather passive, she never lifts up her hand and when picked on she would only mumble while biting at her finger nails. The research sought to find out how the active teenage mother happened to be so bright and she had this to say,
I usually study hard and do consultations with the teachers, I visit the library where I read story books to improve my language because I want to succeed in my education and become a medical doctor. (Teenage mother, personal communication, October 2016).

The class teacher of the two teenage mothers told the study that she was proud of the active teenage mother because of her tireless effort in seeking to improve in her academics day by day while on the other hand she said that she is trying hard to help the passive teenage mother to improve in her academics and class participation through guidance and counselling and she was positive that the girl would improve.

In another class from the sampled schools, the researcher observed a teenage mother leading the regular pupils in a group discussion during a mathematics lesson and was calculating sums on the chalkboard and the research was so impressed at her clarity and excellent steps she followed in solving problems on the board, there was hardly any pupil that was left behind. It was so impressive watching her take charge of the class. The research sought to find out more from the subject teacher about the performance of the girl in mathematics and he said, “I have confidence in her because she is a hard working and focused girl, above all, she always tops in the subject”. It can be noted that some teenage mothers who resume schools perform even much better than the regular pupils.

In another class from the sampled schools with teenage mothers the researcher found through observation that teenage mothers were participating in the cleanliness exercises wholeheartedly, for instance, one teenage mother was found sweeping the class alone in the morning and when the researcher inquired why
she was sweeping alone, she said, “I usually sweep the class every morning with or without the help of my classmates because when I attended post natal clinic I was told that hygiene is key to keeping diseases at bay”.

4.5.4. Participation in co-curricular activities and interaction with others

The study visited the sampled schools on different occasions during games time to find out how teenage mothers indulged themselves during this period of the time table (games time). The researcher found through observation that eight (67%) of the teenage mothers in school were passive during this period, for instance, one teenage mother was found sleeping on her desk and in seeking to find out why this was so, she informed the study that she prefers to be alone than mingle with regular pupils since they called her names like ‘mama’ while others walked away whenever she joins their group. She continued to say that one day she reported to the class teacher about one boy from class five who used to constantly call her “mama” but the teacher neither reprimanded the boy nor warned him about it. Another teenage mother was found sitting under a tree while others played and her reason was, “I feel out of place running around with regular pupils because they usually refer to me as a big woman”. One teenage mother was found in the class busy doing her home work and had this to say, “I always do my assignments during this games time because I hardly get time to do it while at home since besides nursing my baby, I also participate in home chores like fetching water and cooking, again I find it better not to mingle with the regular pupils because some of them always make fun of me by calling me names like “harlot”. One day I reported two boys who had called me ‘harlot’ to my class teacher but she did not take any action against them.

The findings of this study are therefore supported by Mohase (2006) who pointed out
that, teachers and fellow pupils acted coldly towards teenage mothers hence denying them a chance to intermingle freely and feel at home as it was before.

Two teenage mothers were observed leaving the school compound immediately when the bell for games rang and when the study sought to find out why they were going home early, they said that the teachers normally allow them to leave early because they have to go and take care of their babies as their care givers usually go to the market to sell vegetables. The finding of this study therefore disagrees with Zachry (2005) who found that most teenage mothers are forced to discontinue their education due to intolerable rules and regulations regarding to school attendance laid out by school authorities.

However, three (25%) of the teenage mothers were observed to be active during games time and were participating in co-curricular activities. One teenage mother was observed to be playing leg ball; another one was observed playing volleyball and another one jumping the rope with regular pupils and when the study interviewed the teenage mother who jumping the rope, she said that participating in games helps her maintain physical fitness, keep an alert mind and cement good relationship with regular pupils. Regarding the teenage mother who was playing volleyball, the captain of the team had a lot of praises for her; that she was a good team player and always encouraging the team to play with a good spirit and her inspiration leads the team into victories in the local competition.

4.6. STRATEGIES TO ADDRESS THE CHALLENGE OF TEENAGE PREGNANCY AND MOTHERHOOD

The study sought to find out what strategies were available to assist the teenage mothers deal with the role of being a pupil and a mother at the same time. The informants gave several strategies that were underway to help alleviate the challenges that the teenage
mothers felt in Chepyuk location, in Mount Elgon Sub County. Below are some of the strategies.

4.6.1. Awareness of the re-entry policy

The research sought to find out from the teachers and head teachers whether they are aware of this policy. It was confirmed by the research that the re-entry policy was well understood and embraced by the schools in Chepyuk location. Eleven (61%) of the teachers (teachers and head teachers) from the sampled schools confirmed that they are aware of it and fully supports it. For instance, one male head teacher from the sampled school said that at the time he was joining school as a head teacher he found that in his school whenever a pupil was found to be pregnant she was discontinued from the school but he changed that trend to allow teenage mothers to resume school after giving birth. He continued to say that he allows teenage mothers to continue with school until that time they were about to give birth, they are then allowed to leave school, give birth and resume after giving birth.

Another male head teacher said that he is aware of the re-entry policy and he has always encouraged teenage mothers to resume school and continue with their studies, for instance, he said that there was a time a pupil in class seven who got pregnant out of rape and dropped out of school and was not ready to come back to school because she felt embarrassed of being a mother at that young age. He personally visited her home, talked to her parents and together with her parents counselled and advised her to come back to school and she accepted to resume school. She came back to school and joined class seven where she continued with her education. She did her class eight and excelled in her class eight examination and securing a place in a provincial school where she continued to
perform well and successively performed well and joined university where she is currently doing her undergraduate in nursing.

On the same note two teachers from the sampled schools confirmed that they are fully aware of the re-entry policy as one of them said, “we as teachers understand the importance of education and more so the girl child education. We have a functional guidance and counselling department and it is one of our duties to support, guide and counsel teenage mothers who resume education in this school to take care of themselves so as not to fall victims again, to check on their discipline, to work hard in both their class work and co curricular activities”. Another teacher informed the study that she is aware of the re-entry to school policy and she fully supports it. She went on to say that in fact her sister has been a beneficiary of the policy since she was impregnated at class seven but let her to proceed with her studies and she is now a News anchor in one of the media companies in Kenya. She is what she is now because she was given a second chance and she worked hard to achieve her success.

However, seven (39%) of the teachers from the sampled schools informed the study that they were not fully in the know regarding this policy as one of the male teachers said, “I’m not fully aware of the existence of this policy and how it works but I usually advocate for teenage mothers to resume school on humanity grounds because I feel each child deserves to have education.” Another male teacher said that in his teaching career of four years he only taught in a boy’s school and he never encountered re-entry policy because he was in a boys school, however he said, that he does not support the re-entry policy since he believes that girls who become pregnant and are allowed to resume school are a bad influence to the
regular girls as they are treated as role models in that one can just get pregnant, give birth and be allowed to come back to school. These findings are therefore consistent with other studies. For instance, the research work by Wolpe, Quinlan and Martinez (1997) which is enumerated in the work of Chigona and Chetty (2008) opines that several schools authorities in South Africa showed rigidity in taking back teenage mothers fearing that they will impact negatively on the morals of other pupils. Furthermore, Omwancha (2012) in a study on adopting the readmission policy in Kuria district of Kenya found that Ministry officials were not well versed with re-entry policy and hence had inadequate guidelines on how to carry out the policy. Similarly, a research carried out in Kenya by FAWE (2001) in Kenya, established that it is quite evident that even though the re-entry policy was introduced, it has not achieved much since school head teachers and school steering committees have a bigger say in the readmission concerning teenage mothers.

4.6.2. Strategies employed by teachers in regard to teenage mothers
Since at the time the research was conducted when schools were on, the researcher wanted to find out what the teachers were doing to help the teenage mothers achieve their goals in education like the other regular pupils. The following table summarizes the responses from teachers.
Table 4.9: Considerations given to schooling teenage mothers

<table>
<thead>
<tr>
<th>Considerations given to teenage mothers</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light manual duties</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Guidance and counselling programs</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Allowed to arrive to school a little late</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Arrived to leave ahead of regular pupils</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Punishment given to regular pupils who mock them</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Financial support</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

As is evident, guidance and counselling at 28% was highly embraced by the teachers. When the study inquired why this was given prominence, one male teacher said, “guidance and counselling is the best tool that can be used to make one accept and adapt to an unexpected situation in life, therefore we counsel the teenage mothers to make them accept who they are and who they want to be in future. Another female teacher said, “It is through guidance and counselling that we give teenage mothers moral support and encouragement to continue with their studies and also on how to deal with challenges that arises from fellow pupils including isolation and ridicule. She continued to say that we also advice them on how to balance between nursing responsibilities and schooling”.

These findings therefore disagrees with the work of research by Chigona and Chetty (2008) who while studying about teenage mothers and schooling, found that this mothers in school did not receive counselling from the response of a teenage mother who alluded that she did not receive counselling when she went back to school.

Twenty two percent of the teachers told the study that they bent rules so as to enable teenage mothers to arrive at school a little late than regular pupils as one male head
teacher said, “In my school no pupil enters the school later than 7:20 am but I have allowed teenage mothers to arrive in school up to than 8:00am and this has really contributed a lot in keeping the teenage mothers in school because there is no punishment given to them which would otherwise deter them from coming to school when they realize that they are past normal time. The findings of this study therefore disagrees with Zachry (2005) who found that most teenage mothers are forced to discontinue their education due to intolerable rules and regulations regarding to school attendance laid out by school authorities.

4.6.3. Support by the schools to teenage mothers
The sampled schools in Chepyuk location interviewed informed the study that they have embraced various strategies towards teenage mothers on how to cope with their motherhood and still focus on their academics. From all the head teachers interviewed from the sampled schools, the research found out that there were vibrant guidance and counselling programs in place and this was used to counsel and guide the willing teenage mothers on how to handle themselves. The schools are able to provide stationary materials to the teenage mothers to supplement where their parents and guardians were not able to adequately provide for them. Out of the number of schools sampled 5(83%) provided teenage mothers with material things like free lunch, uniform, and this have helped to keep teenage mothers in school while one school (17%) normally organize love offerings once in every term where by gifts like sanitary towels and money are collected and distributed among the teenage mothers to help buy a few basic necessities for their babies, for example, washing and bathing soap.

One of the head teacher (male head teacher) interviewed said, “My school doubles as a rescue centre and a normal school where we have admitted teenage mothers who have been willing to go back school and this has provided a refugee and a home to teenage mothers”
Another male head teacher said, “our school has sponsors and from time to time they pay the school a visit and give financial support to our school and this in most cases helps the needy student including teenage mothers”. One guidance and counselling teacher from the sampled school informed the study that she normally guides and counsel’s teenage mothers and also provides them with emotional help to be able to deal with difficulties they might encounter both in school and at home. The study findings agrees with research work by Hanna (2001) who argues that teen mothers have to learn to adjust as they develop in adolescence stage and they need emotional support to be able to identify and establish their self worth. Otherwise, depression sets in when emotional support is lacking.

It can be noted that, a lot of effort has been put in place with the concerned authorities, to ensure that teenage mothers in schools feel welcomed, appreciated, loved and well cared for. For instance, in Chepyuk location, the re-entry policy has seen more girls enrolling into the schools due to among other factors, provision of free lunch, stationary and flexible attending rules.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the research findings, the conclusions for the study, recommendations based on the findings. Further research areas are also suggested. The research employed a descriptive survey design. Six primary schools out of 20 in the chosen region participated in the study.

5.2 Summary of the Findings

5.2.1 The first objective was to find out the factors leading to teenage pregnancy in Chepyuk primary schools, Mount Elgon.

The study dug deep to unearth the reasons that contribute to under age pregnancy in Chepyuk primary schools. Through the responses of the informants, various reasons were advanced as the explanation to this objective. The findings under this objective are;

First, ten of the teenage mothers who were interviewed in regard to why they indulged in sex at an early age and they all said poverty of their family was what made them indulge in premarital sexual affairs. They did so as to acquire material gifts, such as food, sanitary towels and clothing’s and in return they had to sleep with their benefactors.

Second, eight of the informants attributed peer pressure and experimentation as another factor that led to them indulging in sexual affairs. It happened that the young girls were always in the company of their friends who happened to have
boyfriends and so to be accommodated in the group they had to accept to have boyfriends too and most they indulged in premarital affairs. 

Third, drug and substance abuse was also a major reason for the girls to indulge in pre marital affairs because some used to drink local brews and this left them intoxicated and unconscious of themselves putting them in precarious positions for marauding men to easily sleep with them without any resistance. 

Fourth, some of the informants pointed fingers to boda boda riders in their villages as the notorious group in luring young girls into having sexual affairs. They achieved this through offering lifts teenage school girls which at times ended in the bush. The boda boda riders have succeeded in doing so because most schools are located far away and many pupils have to trek for a considerable length of time and distance to reach school so a lift comes as a reprieve to the pupils and a snare for the boda boda riders. 

5.2.2 The second objective was to find out the experiences of teenage mothers in Chepyuk primary schools in Mount Elgon.

To start with, the study interviewed teenage mothers both in and out of school from the sampled schools and they said that the most prominent experiences that they were going through. The findings under this objective are; 

First, some said that they were shunned by their parents who told them to leave their home when they realised that they were expectant and from then life has never been the same again. They did not resume school because they lacked school fees and support in order to take care of themselves and the baby. To make matters worse, some of the teenage mothers were also rejected by the men who had impregnated them.
Second, stigma and discrimination was also observed as another major challenge facing teenage mothers. In school, some of the regular pupils and some teachers did not want to associate themselves with the teenage mothers because they so them as a bad influence and this made the teenage mothers very lonely leading to withdrawal and thus they were not free to participate in the classroom and co curricular activities. This usually contributed to low self esteem and some teenage mothers who could not cope up with that treatment quit school altogether, since most of their performance in class was below average and poor.

5.2.3 The third objective was to examine the influence of the experiences of teenage mothers’ on participation in primary education in Chepyuk location in Mount Elgon.

In this objective, the experiences by the teenage mothers who resumed school were also analysed in order to ascertain and understand how their life as teenage mothers was influencing their academic progress in school. The findings under this objective are;

First, it was found that teenage mothers did not attend classes regularly as 75% of them had irregular class attendance. This was due to the fact that they had to skip classes to nurse their babies during the times their care givers were not available or unwell which were quite often. They also had to take their babies to the hospital when sick or for clinical checkups and sometimes due to lack of school fees. This irregularity had a direct bearing on their overall academic performance where about three quarters (67%) of the sampled teenage mothers recorded a decrease in performance in comparison with the performance at the time they were regular pupils.
5.2.4 The fourth objective was to establish strategies to address the challenge of teenage pregnancy and motherhood to enhance participation in primary education in Chepyuk location, Mount Elgon. The study started by inquiring from the teachers if they know the readmission policy and if it was in place. The findings under this objective are;

First, Eleven (61%) of the teachers from the sampled schools confirmed that they are aware of this policy and fully supports it.

Second, the research went ahead to establish from teachers, the strategies they employed in order to ensure that the teenage mothers found it conducive to be school. The teachers from the sampled schools said that they employed guidance and counselling to the affected in the hope that they accept themselves and also be positive about the future.

Third, twenty two percent of the teachers from the sampled schools had the policy of allowing the teenage mothers a bit late than regular pupils and eleven percent of the teachers from the sampled schools, said that they went an extra mile in assisting the teenage mothers financially.

5.3 Conclusion

From the data collected and the observations that were made, it is clear that teenage mothers in Chepyuk primary schools, in Mount Elgon Sub County, face a myriad of challenges as they pursue their education. This ranges from the environments created at school and at home where they hail from. While in school it was evident that despite the efforts from the school administration in trying to create a near normal environment for the teenage mothers, it was observed that the effort was not sufficient. Many teenage mothers interviewed exhibited two lives, while they were regular pupils and
another one as teenage mothers, with the latter being partly unconducive.

Based on the findings of the study, it can be concluded that;

First, teenage mothers faced discrimination and stigmatization from some of their fellow pupils and teachers who viewed them as a bad influence to the regular pupils.

Second, teenage mothers’ participation in school was also hampered by the fact that some of them were chased away from their homes by their parents and they had to seek asylum from relatives where the life was hard due to inadequate support from their hosts.

Third, eight (67%) of the sampled teenage mothers dropped in their class performances.

Fourth, it was also noted that a lot of effort was in place to help and accommodate teenage mothers at school. For instance, the policy of readmission, enabled teenage mothers to go back to school, the various strategies by teachers including, flexible time for reporting and leaving school, functional guidance and counselling programs and financial support given to teenage mothers ensured that at least teenage mothers were well handled in school. Although all this was in place however, the researcher noted that the efforts were inadequate in the sense that the performance of most of the teenage mothers from the sampled schools in regard to class work and co curricular activities was below per.
5.4 Recommendations

Based on the conclusions of the study, the following recommendations can be suggested.

5.4.1 Policy Recommendations

i. Parents should neither violently attack their teenage daughters on discovering that they are expectant nor chase them away from home because this helps to ensure that the psychological state of the girls is not affected. They should embrace and accept the fact that there is hope after delivery and should not chase them away from home but rather they should take back the teenage mothers to school, provide school fees for them, help in nursing the baby and also advise and encourage their daughters on the need to work hard, in order in future to help their infants.

The parents also should not fear talking to their teenage daughters about sexuality as this helps them in knowing how to handle themselves and avoid premarital sex.

ii. The government through its relevant organs should come up with strategies geared towards helping the teenage mothers who are in school to be adequately catered for and also ensure that teenage mothers who gave birth and have not resumed school do so. For instance, the government and all educational stake holders should develop sex education curriculum to be taught separately like other disiplines and ensure its full implementation in schools. The government also should come up with a way of providing material support to teenage
mothers including school uniform, books and writing materials to

The government through the provincial administration should also
issue stun warnings and also prosecute the parents who chase
away their pregnant daughters and also those who refuse to pay
the school fees to their teenage daughters. Severe punishments
should also be imposed to those men who sleep with and
impregnate the schooling teenage girls. The punishment should be
in terms of long jail terms, heavy fines and being forced to pay for
the school fees for the teenage mothers and also cater for their
babies.

The chiefs should also hold regular baraza’s to sensitize the
parents on the need to provide proper guidance to their children to
avoid falling into traps of people with ill motives.

iii. The community should report to authorities any person seen
having an affair with school children. Also, the community should
report any parent seen ill treating their teenage pregnant daughters
to the relevant authorities for necessary action to be taken.

iv. The school should take the centre stage towards fostering the
improved performance by the teenage mothers in school. The
school administration should come up with a way of keeping the
teenage mothers in school rather than chasing them away for lack
of school fees. The school administrations should intensify
guidance and counselling sessions where professionals are invited
to talk to the teenage mothers. On the same note the school should
look for and invite prominent members in society who were once victims of teenage motherhood as this would serve as a practical example and a role model for teenage mothers to emulate and work hard. Teachers should always act in the interest of the teenage mothers, for instance avoid using abusive languages and showing discrimination towards teenage mothers.

v. Severe punishments should be meted on those Pupils found being disrespectful to the teenage mothers. The pupils should interact freely with the teenage mothers showing them love and care including, studying together with them, helping them on the challenging problems and assignments and talking to them politely.

5.4.2 Recommendations for Further Research

The researcher recommended the following for further research,

1. The study suggested a research in various primary schools in different parts of the country on how teenage mothers participate in education with view of making comparison and inferences as to why the performance looked as it is and come up with necessary strategies to tackle the issue.

2. The study recommends that a study is to be carried out to establish how far the policy of re entry is applied in various primary schools in the country and how effective has it been.

3. A study to be conducted in various regions in Kenya to find the extent to which parents have contributed in the performances of teenage mothers with more
concentration on cultural practices, economic status and areas of residence (urban or rural).
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APPENDICES

Appendix 1

KENYATTA UNIVERSITY

INTERVIEW ON EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON

Teen mothers in school Interview schedule

1. Please tell me about yourself, for example:
   i. Your age
      ………………………………………………………………………………………………………………………………..
   ii. Name of your school
      ………………………………………………………………………………………………………………………………..
   iii. Class
      ………………………………………………………………………………………………………………………………..
   iv. Family
      ………………………………………………………………………………………………………………………………..
   v. When you began school?
      ………………………………………………………………………………………………………………………………..

2. Explain the circumstances that led to your teenage motherhood?
   ……………………………………………………………………………………………………………………………………..
   ……………………………………………………………………………………………………………………………………..

3. What were your experiences during pregnancy (In school, at home)
   i. Reaction by family……………………………………………………………………………………………………..
ii. Reaction by teachers

iii. Reaction by peers

4. How did these experiences affect your education and schooling?

5. What kind of support did you receive during pregnancy
   From family members
   Teachers
   Peers

6. How was this support important to your education and schooling?

7. Tell me about your child
   i. Gender (Male or female?)
   ii. Age
   iii. Health status
   iv. Care givers

8. How has motherhood affected your participation in education?
i. Class attendance

ii. Performance

iii. Confidence and self-esteem

9. From where you stand, what aspects do you think if embraced, can boost your morale in education?

10. Do you have any additional information apart from what we already have?
Appendix 11

KENYATTA UNIVERSITY

INTERVIEW ON EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON

Teen mothers out of school Interview schedule

1. Please tell me about yourself: for example,
   i. Your age..................................................................................................................
   ii. Name of school.......................................................................................................
   iii. Class......................................................................................................................
   iv. Family....................................................................................................................

2. What is your level of education
   i. never enrolled[  ]
   ii. level at which you dropped out..........................................................................

3. If you never enrolled in school, what were the reasons?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

4. How do you feel about not having enrolled?

........................................................................................................................................
........................................................................................................................................

5. If you dropped out of school, explain the circumstances that led to (Probe in regard to pregnancy and other factors).
6. How do you feel about having dropped out of school?

7. Explain the circumstances that led to your pregnancy.

8. How was schooling like before you got pregnant?
   
   i. Class attendance
   
   ii. Performance
   
   iii. Interaction with peers

9. How did people react to your pregnancy?
   
   i. Teachers
   
   ii. Peers
   
   iii. Family members
10. From where you stand, what aspects need to be embraced in order to enhance involvement of teenage mothers in education?

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.....................................................................................................................................................
.....................................................................................................................................................
.....................................................................................................................................................

11. Do you have any additional information apart from what we already have?

.....................................................................................................................................................
.....................................................................................................................................................
.....................................................................................................................................................
.....................................................................................................................................................
Observation Guide for teenage mothers in school

1. General outlook (Dressing.)……….
   …………………………………………………………………………………………………

2. Involvement for instance,
   i. Responding to queries posed in class
      ………………………………………………………………………………………
         ………………………………………………………………………………………
   ii. Taking active roles in class discourses
      ………………………………………………………………………………………
         ………………………………………………………………………………………
   iii. Attempting all the exercises given
      ………………………………………………………………………………………
         ………………………………………………………………………………………

3. Taking part in additional out of class events.
   i. Mingling with other pupils when out of class
      ………………………………………………………………………………………
         ………………………………………………………………………………………
   ii. Involvement in games and sports
      ………………………………………………………………………………………
         ………………………………………………………………………………………

4. Attending classes on regular basis Regular
   …………………………………………………………………………………………………
APPENDIX IV

KENYATTA UNIVERSITY

EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON

Regular pupils interview schedule

1. Generally, will you please divulge to me about yourself:
   i. Age........................................................................................................
   ii. Class......................................................................................................
   iii. Family....................................................................................................

2. In your view, what circumstances led to teenage parenthood?
   ..............................................................................................................
   ..............................................................................................................
   ..............................................................................................................

3. What is the normal reaction exhibited by teachers on learning that a school girl is pregnant?
   ..............................................................................................................
   ..............................................................................................................
   ..............................................................................................................

4. How do you take the news that your fellow pupil is expectant?
   ..............................................................................................................
   ..............................................................................................................
   ..............................................................................................................
5. Explain the challenges experienced by pregnant school girls in this school?

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..............................................................................................................................
..............................................................................................................................

6. What could be the solutions to the challenges you have highlighted?

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..............................................................................................................................
..............................................................................................................................

7. What do teenage mothers who resume studies in your school go through?
   i. Treatment by fellow pupils and teachers....................................................
      ....................................................................................................................
   ii. Class attendance.........................................................................................
       ....................................................................................................................
   iii. Performance............................................................................................
       ....................................................................................................................
   iv. Participation in extracurricular activities..................................................
       ....................................................................................................................

8. Do you have any additional information apart from what we already have?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
APPENDIX V
KENYATTA UNIVERSITY

QUESTIONNAIRE ON EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON

Head teachers interview schedule

DEMOGRAPHIC FACTORS

Instructions

Please tick where appropriate

1. Name of your school_______________________________

2. Gender

i). Male [ ]

ii). Female [ ]

3. Level of education

i) Certificate [ ]

ii). Diploma in Education [ ]

iii). Degree in Education [ ]

iv). Post Graduate Diploma [ ]

v). Master in Education [ ]

vi). Others (Please specify)_________________________
4. Teaching experience

i). 1-5 years [ ]

ii). 6-10 years [ ]

iii). Over 10 years [ ]

5. From your point of view, what do you think are aspects that contribute to teenage pregnancy?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

6. What are the effects of teenage pregnancy on education and schooling of girls?

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………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

7. How does your school assist teenage mothers?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

8. How much do you understand about school re-entry policy in relation to teenage mothers?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

9. Does your school practice re-entry policy?

   i. If yes, how? .................................................................................................

   ii. If no, why? .................................................................................................
10. How do teachers treat teenage mothers in the classroom?

11. How do other regular pupils treat teenage mothers?

12. What could be the solutions to the experiences discussed above?

13. What are the effects of the experiences that teenage mothers face in classroom?

14. What are the effects of the experiences that teenage mothers face with regard to their performance in class?

15. What are the effects of the experiences that teenage mothers face with regard to how they are treated with teachers?

16. What are the effects of the experiences that teenage mothers face with regard to how they are treated with other regular pupils?
17. What challenges do you face as a school in handling teen pregnancy and teenage motherhood in school?

18. How have the teenage mothers benefited in your school?

19. What strategies have been put in place to address the challenges of teenage pregnancy and motherhood in Chepyuk?

20. In your views, what should be done to prevent high increase of teenage pregnancy in Mount Elgon?

21. Do you have any additional information apart from what we already have?
APPENDIX V1
KENYATTA UNIVERSITY

QUESTIONNAIRE ON EXPERIENCES OF TEENAGE MOTHERS AND PARTICIPATION IN PRIMARY EDUCATION IN CHEPYUK LOCATION, MOUNT ELGON

Teachers Questionnaire

DEMOGRAPHIC FACTORS

Instructions

Please tick where appropriate

1. Name of your school__________________________________________

2. Gender

   i). Male [ ]

   ii). Female [ ]

3. Level of education

   i) Certificate [ ]

   ii). Diploma in Education [ ]

   iii). Degree in Education [ ]

   iv). Post Graduate Diploma [ ]

   v). Master in Education [ ]

   vi). Others (Please specify)___________________________
4. Teaching experience

i). 1-5 years [ ]

ii). 6-10 years [ ]

iii). Over 10 years [ ]

5. As a teacher, please explain circumstances that lead to teenage pregnancy and motherhood?

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………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

6. State what happens to girls in this school during pregnancy in regard to the following:

i. Class attendance…………………………………………………………………………..
………………………………………………………………………………………………

ii. Performance………………………………………………………………………………
……………………………………………………………………………………………

iii. Interaction with others……………………………………………………………………
……………………………………………………………………………………………

7. Does this school practice re-entry policy in regard to teenage mothers?

i. If yes, how is this done?..........................................................................................
………………………………………………………………………………………………

ii. If no, why?...........................................................................................................
………………………………………………………………………………………………

8. How does a teenage mother benefit from:

i. Teachers .............................................................................................................

ii. Peers..................................................................................................................
iii. Family ……………………………………………………………………………………………

9. What are the classroom activities that teenage mothers:

   i. Freely participate in and why? .................................................................
      ……………………………………………………………………………………………

   ii. Find it difficult to participate (why?) ...................................................
      ……………………………………………………………………………………………

10. List challenges experienced by teenage mothers in the classroom?

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      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

11. In the course of teaching the teenage mothers, what are the impeding factors that you encounter?

      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

12. As you give counsel to the teenage mothers, what uphill tasks do you encounter?

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      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

13. What kind of considerations if any, do you give to teenage mothers while in school?

      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
14. What strategies have been put in place to address the issue of teenage pregnancy and motherhood in Chepyuk by education planners?

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…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

15. Do you have any additional information apart from what we have?

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APPENDIX V11

RESEARCH AUTHORIZATION LETTERS

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Yvonne Nanyama Chenane
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Experiences of teenage mothers and their participation in primary education in Chepyak Location, Mount Elgon Constituency, Bungoma County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Bungoma County for the period ending 6th September, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Bungoma County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Bungoma County.
The County Director of Education
Bungoma County.

Date: 8th September, 2016
When Replying please quote
E-mail: bungomascds@gmail.com

Ref No: BCE/DE/19 VOL I/230

The County Director of Education
MOUNT ELGON SUB - COUNTY

RE: AUTHORITY TO CARRY OUT RESEARCH – YVONNE NANYAMA CHENANE
– REG NO: E55/CE/24330/2012

The bearer of this letter Yvonne Nanyama Chenane is a graduate student pursuing a Masters Degree at Kenyatta University. She has been authorized to carry out research on “Experiences of teenage mothers and their participation in primary education in Chepyuk Location, Mount Elgon Constituency, Bungoma County, Kenya,” for a period ending 6th September, 2017.

Kindly accord her the necessary assistance.

CHARLES ANYIKA
COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY
APPENDIX VIII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. YVONNE MANYAMA CHENANE
of KENYATTA UNIVERSITY, 142-50202
CHIWELI, has been permitted to conduct
research in BUNGOMA COUNTY
on the topic: EXPERIENCES OF TEENAGE
MOTHERS AND THEIR PARTICIPATION IN
PRIMARY EDUCATION IN CHEPYUK,
LOCATION, MOUNT ELGON
CONSTITUENCY, BUNGOMA COUNTY,
KENYA

for the period ending:
6th September, 2017

Applicant’s
Signature

Permit No: NACOSTI/P/16/20223/13533
Date of Issue: 8th September, 2016
Fee Received: KSh 1000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do so may
lead to the cancellation of your permit.
2. Government Officer will not be interviewed
without prior appointment.
3. No questionnaires will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No: A 10904

CONDITIONS: see back page
APPENDIX IX

MAP OF MOUNT ELGON