MEASURES TO IMPROVE PREGNANT AND TEENAGE MOTHERS' PARTICIPATION IN SECONDARY EDUCATION. A CASE OF ETAGO DIVISION, KISII COUNTY.

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REG NO: E55/CE/10519/06

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DATE OF SUBMISSION: OCTOBER, 2011
DECLARATION

This is my original work and has not been submitted for any other scholar in any other university.

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To my loving and caring wife Rose Bosibori, my children and my mother for their perseverance during the period of my studies.
ACKNOWLEDGEMENT

I hereby register my sincere gratitude to my lecturers in the school of education, Kenyatta University for their sound lectures that I received during my study period. Secondly, may I wish to convey my appreciation to my course mates Andrew Ayaga and Steve Okumu, whose constant consultations made my work easier.

Finally, special thanks to Diana Ongere, Flevian Onsongo and Josephine Achachi who with dexterity typed this work.
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LIST OF ABBREVIATIONS AND ACRONYMS

AEO - Area Education Officer

CBO - Community Based Organizations

CSA - Center for the Adolescent

DO - District Officer

EFA - Education For All

EMIS - Education Management Information Systems

FAWE - Forum for African Women Educationists

GER - Gross Enrollment Ratio

ICT - Information Communications Technology

IPS - Inter Press Service

MDGs - Millennium Development Goals

MoES&T - Ministry of Education Science and Technology

NCI - National Council of Illegitimacy

NGOs - Non Governmental Organizations

NPEP - National Poverty Eradication Plan

PRSP - Poverty Reduction Strategy Paper
The purpose of the Presidential Working Party on Education and Manpower Training was to assess the educational needs of the country and make recommendations for improvements. The statistical package SPSS was used to analyze the data collected during the study. UNESCO and UNESCO-International Higher Education were consulted to provide insights and recommendations. Universal Primary Education (UPE) was also considered to ensure that all children had access to education. The report contained the findings and recommendations, which were carried out with the aim of improving the educational system in the country.
ABSTRACT

The purpose of this study was to establish factors that contribute to teenage pregnancies, educational challenges that these teenage mothers face and measures to improve their participation in the school system. The study reviewed various attempts that have been carried world over, and Kenya in particular, to ensure that education for the girl child is improved. The study further mirrored the extend of this wastage between the year 2007 and 2010 by analyzing enrolment and performance trends of pregnant and teenage mothers in the area of study. Information on enrolment and performance was obtained from the AEOs and principals’ offices. That The locale for the study was Etago division South Gucha district. Then recommendations were given on measures to improve participation of this vulnerable group in the school system. The study adopted a descriptive survey design carried out in the four zones that comprise Etago division. The target population comprised six principals, eighteen classroom teachers, five MoES&T staff within the division, seven members from the provincial administration, ten parents and seventy pregnant/ nursing adolescents. The entire sample size was one hundred and sixteen respondents. Purposive sampling, convenient sampling and exploratory descriptive survey were ideal in selecting schools depending on their status. Data collection instruments were questionnaires, interview schedules and observation. The questionnaires were semi-structured and contained items that are both open-ended and closed. These questionnaires were administered on one chief, two assistant chiefs, two zonal Quality Assurance and Standards officers, three principals, fifteen classroom teachers, five parents and sixty pregnant/nursing adolescents. Interview schedules were administered on the remaining respondents. The data collection instruments were pre-tested on a small portion of an identical population in the neighboring Rongo district in order to refine the instruments. The data collected were edited and analyzed qualitatively and quantitatively using Statistical Package for Social Sciences (SPSS) and inferences drawn. After analyzing data, the findings were summarized and conclusions drawn. The recommendations on how to improve the school participation of this vulnerable group were made. Lastly, because the research was not carried in the entire nation, suggestions for further research were put forward.
CHAPTER ONE: INTRODUCTION

1.0 BACKGROUND OF THE STUDY.

Education plays a pivotal role in the general human development. At individual level, education enables one to develop and appreciate one values and ethics that foster integrity and peace necessary for harmonious co-existence of individuals (Saitoti, 2003). At national level, education facilitates the development of skills, knowledge and attitudes that are instrumental in production and development. In this regard, education is highly valued all over the world and virtually, all nations are struggling to address the many challenges that are facing the education sector. These challenges pose a threat to the completion of education systems and the eventual achievement of the education goals.

One of such challenges facing the education sector in the world is high drop out rates and dismal performance of pregnant and teenage mothers. For the most part, young people’s problems have been ignored with little understanding of the potential impact of a generation at risk in the future.

If today’s young people are to realize their adult potential, new solutions must be found. These solutions will be based on understanding the complexities of adolescent cultures, how they experience risk and what factors contribute to their vulnerabilities.

A teenage pregnancy can have dire consequences for the economic future of the teenage and her child. In many societies, pregnant students are forced to leave school. Some therefore seek abortions in order to avoid expulsion from school or home. Even if pregnant students are allowed to continue their schooling, few succeed in completing their education. According to data from UNESCO 2007 (World Fertility Survey) over half of all women aged between 25 and 29 had their first birth before the age of 20 in Benin, Ghana, Kenya, Senegal, Jordan, Sudan, Yemen,
Indonesia, Bangladesh, Pakistan and Jamaica. In the Caribbean the report says, almost 60% first
borns are born to women under 19 or half of these are born to mothers under 17 years of age. In
Indonesia, 41% of women have their first baby before they reach 17 years of age. The Russian
teenage pregnancy rate is very high and despite the high rate of abortions, 5.5% of adolescents
actually give birth. In Bangladesh, where girls as young as 12 are married, 1/5 have had a baby
before they are 15 and 80% before 20.

FAWE works to ensure that programmes targeting girl’s education are well focused and
carefully designed for greatest impact. FAWE is working with other partners to ensure
implementation of a wide range of support that responds to a comprehensive approach to the
multiple problems facing girls’ education within a specific country environment. The
popularization of “The Package Approach” (Edda Gachukia 2004) is among FAWE priorities to
ensure that measures aimed at increasing access are accompanied by quality and relevant
targeted interventions, which are also important for ensuring persistence and achievement.

Kenya being a member state of the UN is committed to the achievement of goals and targets set
at the Millennium Development Summit. The MDGs are not necessarily new in Kenya. The
government has been since independence pursuing long term, medium term, and short term plans
and strategies aimed at poverty reduction. The Session Paper number 10 of 1965 outlined the
governments’ commitment to eradicate poverty, illiteracy and diseases. The various national
development plans developed over the years, the National Poverty Eradication Plan (NPEP) of
1999, the Poverty Reduction strategy Paper (PRSP, 2001-2004) and the more recently
government’s Economic Recovery Strategy for wealth and employment creation (ERS) 2003-
2007 are all targeted at improving the people’s living conditions in line with the MDGs.
Achieving the MDG objectives have proved to be rather elusive and difficult due to a wide range of constraints and challenges such as inability to attain education objectives for all.

In Kenya, many girls drop out of school every year due to pregnancy. The gravity of educational wastage has already and will still necessitate the government to appoint several commissions and tasks forces to develop policy frameworks to improve this important sector. For instance, the Kenya national development plan (2000-2008) notes that the GER of secondary schools is much lower than those primary schools. This has been partly contributed to girls dropping out of school because of pregnancy. The report on the Presidential Working Party on Education Manpower Training (1988) raised concern regarding wastage as more than 40% primary graduates don’t enroll in secondary. Various other government documents such as the Master Plan of Education and Training (1997-2010), poverty reduction strategy paper (2001-2004) and national development plan (2002-2008) have categorically explained educational wastage.

Non-governmental organizations such as Forum for Africa Women Educationists (FAWE), and international bodies such as UNESCO have also raised concern on educational wastage in girls.

In spite of these attempts, education for the pregnant and teenage mothers has remained a thorny issue in the Kenya education circles. Thus, the governments’ efforts to address wastage are yet to bear fruits and a lot more needs to be done. Perhaps re-admission of teenage mothers into school system is not enough. Education policy planners need to understand the psychological, social, physical and financial challenges that these adolescents face and come up with concrete measures to improve their school participation. It is acknowledgeable that although there are laudable recommendations from various bodies, the implementation of these recommendations is
wanting. Most of them have been implemented in a piecemeal and haphazard manner, thus failing to realize the full benefits.

The situation of teenage pregnancy and motherhood in Kisii is at worrying proportions. So many potential girls keep on dropping out of school because of this situation. Cultural changes have accepted circumstances where a girl can be pregnant while in school and the parents and community consider it as normal. This is contrary to the ancient times when such girls who became pregnant before marriage are treated as outcasts.

1.1 STATEMENT OF THE PROBLEM

Despite the governments and individuals high expenditure in financing education, money continues to be lost through wastage in the education system. Many parents expect their girl children to complete primary, join secondary school, take good courses and get better paying jobs, but this has been an illusion because a better portion of girls get entangled because of pregnancy, and end up dropping out of school or at best performing dismally. Actually, the problem of the plight of pregnant and teenage mothers, and measures to help them has not been fully exploited.

Many schools in Etago Division, South Gucha District have witnessed high rate of drop outs as a result of pregnant and teenage mothers. In fact, on the 2009 education day in the District, one principal confessed that ten out of the thirty female students in form two classes in his school dropped out of school in first term, 2009 because of pregnancy. This indeed is alarming and needs expedient measures to curb the problem.

This study intended to find out curative measures to improve school participation and performance of pregnant and teenage mothers.
1.2 PURPOSE OF THE STUDY.

The purpose of this study was to investigate and critically examine factors that are responsible for educational wastage occasioned by pregnant and teenage mothers dropping out of secondary school and their dismal performance in Etago Division, South Gucha District. Then, recommendations to educational policy makers, planners, administrators and other relevant stakeholders on ways that might alleviate the problem were made.

1.3 OBJECTIVES OF THE STUDY.

The following were the objectives of this study:

a) To find out girls' survival and wastage rates at secondary level.

b) To establish the possible causes of pregnancy.

c) To find out challenges facing pregnant and teenage mothers in their pursuit for education.

d) To find out current interventions measures that the government and other stakeholders have put in place to cater for this vulnerable group.

e) To recommend appropriate measures to improve participation and performance of pregnant and teenage mothers in the school system.

1.4 ASSUMPTIONS OF THE STUDY

The study made the following assumptions:

a) The school administration and education offices keep up-to-date students' records of admission/enrolment.
b) All respondents would be co-operative and provide reliable answers/responses.

c) Both primary and secondary schools in Etago Division had ample teaching and learning facilities for both boys and girls.

d) All pupils/students who were pregnant or mothers would be available and willing to give their responses.

e) All pupils/students, parents, teachers and other stake holders were informed of the readmission policy.

1.5 LIMITATIONS OF THE STUDY.

The study was carried in one division in Kenya hence generalization of the results may not be applicable to the other parts of the country. All divisions/districts should have been studied but this would not be possible owing to time, financial constraints and other logistical bottlenecks. Secondly, most students who were either pregnant or nursing may not be reached for responses as some may have eloped or gone to urban centers in search of menial jobs.

Thirdly, inaccurate enrolment records in offices may give a false picture of enrolment. Lastly, some respondents may give false responses. For instance, pregnant or nursing adolescent may falsely accuse parents or teachers for their state of affairs when in the real sense it is these teenagers who should shoulder the larger blame. i.e. there would be the problem of pointing accusing fingers to one another.

1.6 DELIMITATIONS OF THE STUDY

The study confined itself to Etago Division, South Gucha District for the year 2007-2010. Both public and private schools will be included in the study.
Secondly, the teachers and pupils/students to be included in the sample were mainly those in session in the respective institutions by the time of the study. Only twenty teenage mothers who had already dropped out of school were included because it would be very difficult to trace these drop outs.

Lastly, there were several factors leading to education wastage, but this study only focused on wastage brought about by pregnant and teenage mothers.

1.7 THEORETICAL FRAMEWORK.

According to Rono (1990), there is no single theory that can fully explain the factors that contribute to educational wastage. Therefore, many theories have been advanced to explain the problem of educational wastage.

Herber Spencer, (1860) and Emile Durkheim, (1938) compare societies to organisms with structures which consist of interrelated parts that work in harmony to achieve the desired goal. In reference to this theory, parents, teachers, the government, the community and students are to work in harmony for the success of educational goals. Parents are required to pay fees, provide food, clothing, accommodations, learning materials and moral support to their children, and the girl child in particular. Learners, especially the female learners, in this context, must view themselves as leaders who the future of the society is in their hands, and therefore, work towards achieving educational goals and taking societal responsibilities. The girl child should strive to boost her self-esteem even in the event of harsh realities of life. Secondly, the school should provide conducive environment for educational success. Through proper leadership, the school is bestowed with the onus of planning, organizing, commanding, co-coordinating and controlling
curriculum, co-curriculum and extra curriculum activities in order to model the child into a befitting person in the society.

On the other hand, the supra system (community) is expected to have a positive role to education by establishing cordial relations with the school. The community positively contributes by discarding barbaric cultural practices that jeopardize the girl child’s education such as early marriages, forced marriages, child labour and withdrawing the girl child from school to pave way for the boy child when finances are low. The communities can also positively participate in school projects such as fundraisings. The government is also supposed to fund education, provide policy guidelines and ensure that education objectives are implemented. Indeed, most governments have pumped a lot of financial and material resources to education institutions. The clamor for Free Primary Education and Universal Education for All attests to governments’ efforts to fund education. In Kenya, several commissions of inquiry and task forces to investigate education phenomena points to the commitment towards improving education standards.

The second theory that closely relate to this area of study is the classical liberal theory of equity of opportunity and social Darwinism. This theory seeks to explain the problem of wastage and tries to give remedy to this problem. In this theory, Orodho acknowledges thus:

“Education systems should be designed so as to remove barriers of any nature that prevent bright students from vulnerable backgrounds from taking advantage of in-born talents which accelerate their social promotion.”(Orodho 2004)

The theory emphasizes that every citizen should be given, through education, the social status to which the learner is entitled to inherited aptitude. The theory observes that provision of formal equity of access to education puts everybody in fair competition. In this regard, pregnant and
teenage mothers should be given opportunity to access education by removing barriers and making the benefits of education proportionately enjoyed by all. In developing countries where inequalities of educational provisions are severe, it may be desirable on equity and efficiency grounds to pursue the goal of equal distribution of educational opportunities. Increased dropout, absenteeism and repetition occasioned by pregnancies undoubtedly affect the internal efficiency of schools.

In Kenya, the government has enacted the re-admission policy in a bid to enhance access to education by this vulnerable group (pregnant and teenage mothers). Therefore, for the equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education will, in the long run, worsen the status of the poor and the vulnerable groups. (Njeru and Orodho, 2003).

This classical liberal theory was found relevant for this proposed study because pregnant and teenage mothers are severely discriminated and no concrete measures have been put in place to cater for their welfare in the pursuit for education. They are faced with innumerable barriers hence withdrawing from school or performing badly.

1.8 CONCEPTUAL FRAMEWORK

It was assumed in this study that although the success of educational goals depends on the five components, highlighted by Herber Spencer (1860) and Emile Durkheim (1938) in 1.8 above, these components are expected to work harmoniously in order to achieve the intended goals.

The figure below highlights how various factors contribute to pregnant and teenage mothers not proceeding with education. These components/factors are: parents, school factors, student factors, community factors and government factors.
Figure 1.1: The figure below is a conceptual framework that highlights how the five factors contribute to this form of wastage.

**Parental factors**
- I. Financial status
- II. Illiteracy
- III. Divorce/separation

**School factors**
- I. Distant schools
- II. Laxity school rules
- III. Lack of guidance and counseling
- IV. Poor performance

**Community factors**
- I. Attitude to girl education
- II. Early marriages
- III. Hostility towards pregnant and nursing adolescents
- IV. Lack of role models in the community

**Students factors**
- I. Peer influence
- II. Drugs and alcohol
- III. Poor academic

**Government factors**
- I. Political instability
- II. Poor education policies
- III. Poor economy
- IV. Gender biasness in education of resources

Wastage
Pregnant and adolescent mother dropping out of school or performing dismally
The above conceptual framework is an Adaptation of Herber Spencer (1860) and Emile Durkheim’s (1938) theory.

1.9 SIGNIFICANCE OF THE STUDY

The findings of the study would give an up-dated data on the magnitude of wastage in relation to pregnant and teenage mothers dropping out of school. The study would further establish measures to improve the school participation and performance of pregnant and teenage mothers. This up-date data on wastage and the curative measures would go a long way to assist educationists to identify loopholes in the policy formulation and implementation of educational programmes and institute adequate remedial measures.

1.10 DEFINITIONS OF CENTRAL OPERATIONAL TERMS

a) Wastage- this term referred to inefficient utilization of human and economic resources in the education system. In this study, it was manifested in pregnant and teenage mothers’ dropout rates from school system.

b) Dropout- any student/pupil who leave school before completing the education system. In this case, it referred to those pregnant and teenage mothers who withdraw from school before completion period.

c) Student/pupil- a person enrolled in a school/institution to learn.

d) Stakeholder- a person(s) who had interest in education and who directly or indirectly contribute to education success.

e) School- an institution of learning. In this context, it is either a primary or a secondary school.
f) Constraints- problems hindering pregnant and teenage mothers’ participation in secondary education.

g) Participation- taking active role in education.

h) Strategy- plan of action to improve girls’ participation in secondary education.
CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

There is global clamour for education because education is one of the powerful instruments societies use to reduce deprivation and vulnerability. It helps in giving the disadvantaged a voice in the society. Throughout the world women form the higher population. Nevertheless, there are various constraints hampering their participation in education. This has lead to low productivity and slow economic growth given the fact that the major purpose of education was to eliminate poverty, ignorance and disease.

During the late 1960’s in USA advocacy groups such as the National Council of Illegitimacy (NCI) had become involved in society attitudes towards pregnant girls and young mothers. NCI personnel offered national wide in-service training for public school teachers and administrators on how to retain and offer continuing education to pregnant/mothering teen. By 1968, NCI adopted a “policy statement on continued schooling for pregnant girls and young mothers” that advocated the right to continued education for all pregnant girls and young mothers. The policy says in part:

“.........recognizing that educational opportunities are part of the value system of a free society and recognizing further that education in our increasingly complex and technological society is a prerequisite for the opportunity to lead a full and productive life, it is advocated that young mothers have the right to continued public education.........”. (Wanda S.P, 2004)

In the Kenyan context, children’s act (2001) ranks provision of basic education as a basic human right that every Kenyan child should enjoy. The act provides equal educational opportunities for
both girls and boys through addressing cultural, religious and other forms of biases particularly against girls. This act is in response to the “World Education Forum (WEF) in Dakar Senegal in 2000, in which the Kenya government committed itself to realizing Universal Primary Education (UPE) by 2005 and Education For All (EFA) by 2015. Goal 2 and 3 in the Millennium Development Goals that were set at the Dakar conference gives insight to ensuring that by 2015, all children access and complete free and compulsory primary education.

Although the children’s act is in place, we still witness in Kenya, a high rate of girls dropping out of the education system because of pregnancy related cases. According to research released at the beginning of May, 2008 by the Centre for the Study of Adolescent (CSA), (a non-governmental organization that works on reproductive health, gender and social policy for teenagers), 13,000 girls drop out of school every year in Kenya due to pregnancy. If this trend continues, by 2015, Kenya will have 0.9 million out of school children (boys and girls), as by this statistics, Kenya will come 5th in out-of-school rate after Nigeria (7.6 million), Pakistan (3.7million), Burkina Faso and Ethiopia (1.1million), (UNESCO 2009).

Most girls who suffer from adolescent pregnancy and motherhood are at upper primary and secondary level of education. Statistical data obtained from Kenya Bureau of Statistics; 2007, on transition rates from primary to secondary level of education is a clear pointer to this:
Table 2.0: Transition rates from primary to secondary education between 2004 – 2006.

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE candidates</td>
<td>342979</td>
<td>314768</td>
<td>352826</td>
<td>318724</td>
</tr>
<tr>
<td>Entry to form one</td>
<td>139467</td>
<td>124384</td>
<td>161588</td>
<td>137873</td>
</tr>
<tr>
<td>Transition rate</td>
<td>40.7</td>
<td>39.5</td>
<td>45.8</td>
<td>43.3</td>
</tr>
<tr>
<td>Admission rate</td>
<td>56</td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>


From the above table, it is clear that the transition rate, particularly for girls is very low. The government is set to achieve transition rate from the current 47% to 70% by 2010.

Table 2.1: Secondary enrolment by gender in Nyanza Province 2002 – 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>23352</td>
<td>18548</td>
<td>41,900</td>
</tr>
<tr>
<td>2003</td>
<td>27235</td>
<td>22121</td>
<td>49,356</td>
</tr>
<tr>
<td>2004</td>
<td>31982</td>
<td>24724</td>
<td>56,706</td>
</tr>
<tr>
<td>2005</td>
<td>25257</td>
<td>23034</td>
<td>48,291</td>
</tr>
<tr>
<td>2006</td>
<td>31791</td>
<td>26682</td>
<td>58,473</td>
</tr>
<tr>
<td>2007</td>
<td>35882</td>
<td>29422</td>
<td>65,304</td>
</tr>
<tr>
<td>2008</td>
<td>38078</td>
<td>29964</td>
<td>68,042</td>
</tr>
</tbody>
</table>

Source: EMIS, Ministry of Education (2009)
From the above table, enrolment of female student is low than that of male students. This is because of poor transition rates from primary to secondary.

Perhaps because of wastage at secondary level, female enrollment at tertiary institutions is very low as can be seen in the table below.
Table 2.2: Students enrolment by Gender in university and TIVET institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Public &amp; private universities</td>
<td>-</td>
<td>-</td>
<td>57990</td>
<td>33551</td>
<td>58805</td>
<td>33511</td>
</tr>
<tr>
<td>National polytechnic</td>
<td>12845</td>
<td>7358</td>
<td>11963</td>
<td>7163</td>
<td>12629</td>
<td>7619</td>
</tr>
<tr>
<td>Technical training institutes</td>
<td>7436</td>
<td>5648</td>
<td>9653</td>
<td>8350</td>
<td>9846</td>
<td>8684</td>
</tr>
<tr>
<td>Institutes of technology</td>
<td>4799</td>
<td>3927</td>
<td>4715</td>
<td>3755</td>
<td>4904</td>
<td>3943</td>
</tr>
<tr>
<td>Youth polytechnics</td>
<td>7171</td>
<td>13255</td>
<td>8605</td>
<td>13918</td>
<td>8691</td>
<td>14196</td>
</tr>
</tbody>
</table>


Evidently, Kenya is among the countries not on the track to achieve UPE and EFA by 2015. Kenya is faced with the twin challenge of getting children into school and ensuring that these children go through a full cycle of primary and secondary education. The MDGs lay very strong emphasis on the girl child education because of the following benefits accrued from the girl child education.
2.1 BENEFITS OF EDUCATING GIRLS.

- "Social and economic changes may be slow, but they cannot be achieved without directly engaging women and young girls in its process. Women are active agents for securing transformation and education is an important instrument to support the transformation process." (EFA Global Monitoring Report 2003/2004, pages 189).

- UNESCO (1975) shows that it is only through concerted actions in respect to education and the subsequent employment that will allow girls to make informed choices and get into good careers. Education therefore breaks the barbaric chains that have long enslaved women and makes them free to engage in social and economic activities they wish to devote themselves in.

- Improved sustenance of children has been shown to be more strongly associated with increased levels of education of the mother than the child. The schooling of parents, particularly the female parents, increases the probability of their children- of both sexes- attending school. (UNESCO: The Leap to Equality, 2004)

- Increasing the education levels of girls has a favourable impact on economic growth (Dollar and Gatti, 1999). There is a positive correlation between education and an individual’s earnings and the better educated an individual, the more productive he/she becomes. Therefore, investment in education has benefits to the individual and society as a whole.

- Having a mother with no education doubles the probability of a child’s being out of school (UIS, 2005). This is so because at the household level, mothers have greater influence in modeling children than fathers.
The above direct and indirect, social and economic benefits that accrue to an individual or the society indicate that where females have less access to schooling than males, the society loses!

It is for these benefits that all and sundry should devote much attention to see to it that girls get sound education.

In effort to cater for girls, the government, individuals, NGOs, community based organizations (CBOs) and international bodies have tried to address the plight of the pregnant and teenage mothers. Several interventions measures have been established, although some of these measures have loopholes.

2.2 THE CURRENT INTERVENTION MEASURES TO CATER FOR PREGNANT AND ADOLESCENT MOTHERS.

A Gender Education Policy was developed in 2003. This policy is enshrined in the Millennium Development Goal 4.4.3 (Affirmative Action) in which a law has been enacted for the re-admission of girls who drop out of school due to pregnancies.

According to gender education policy 2007, it was revealed that enrolment at the secondary education level has grown by 18.3% from 882930 students in 2003 to 1,043467 students in 2006. In 2004, the national GER was 31.7% for boys and 27.3% for girls. The completion rate in 2004 was 91.5% for boys and 87.5% for girls, registering a gap of 4% in favour of boys. Gender disparities in transition from secondary to public universities have been wide. In the 1999/2000 academic year, only 35.4% of those admitted into the public universities were female. This rose to 38% in 2002/2003. The current transition rate from primary too secondary for girls stand at 60%. Therefore girls’ participation, retention, transition and completion at secondary education level are low. In this regard, the 2007 gender policy aims at improving girls’ participation,
transition, completion and performance in secondary education. Among the strategies in this policy is to advocate for girls education among parents and communities, sensitizing them against negative socio-cultural practices and facilitating re-entry of girls who drop out of school due to pregnancy and early marriage.

Non-governmental organizations such as the Forum for African Women Educationists (FAWE) have on several occasions exposed the discriminatory treatment of pregnant girls in a range of countries. This has been in a bid to champion for rights of this disadvantaged group. FAWE was founded in 1992, with the goal to increase access, improve retention and enhance the quality of education for girls and women in Africa. Its mission is to create positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and quality by influencing the transformation of education systems in Africa. To put the goal into operation, FAWE has facilitated the establishment of national chapters in thirty three countries across the continent with the following objectives:

✓ Stimulate governments, donors, and non governmental organizations to increase their investments in education in general and girls in particular.
✓ Gather existing data and use it to design high impact programmes taking into account the special needs of female students.
✓ Help NGOs expand their work on EFA with concentration on the girl child.
✓ Build public awareness through the media of the social and economic advantages of female education.
Even though there is legislation in place allowing pregnant girls to re-enter school after delivery, we still witness many cases where these girls never return to school. Samuel Otieno, a programme manager with the African Network for the Prevention and Protection against Child Abuse (ANPPCA) noted:

“There is the re-admission law but many head teachers expel girls immediately their pregnancy is discovered. Most girls lack support from parents, teachers or their classmates to challenge expulsion because they feel that they deserve to be punished or feel too shy to rejoin their classmates. Many schools prefer to expel pregnant girls who are seen as a bad influence on other girls in the school because they might trigger multiplier effect among other girls. (Push Journal, 2008).

In an interview with Inter Press Service (IPS) on 23/5/2008, a victim of adolescent pregnancy revealed:

“I lost an opportunity then. My classmates who passed examinations are now in 1st year at university. I know I too could have been in university because I was among the brightest in my class but then this happened. My father constantly reminds me that I owe him money—the fees he paid for me. My time of going to school is up and now my hope lies in marriage….”

Clearly, therefore, the Kenya governments’ policy of re-admission of these girls is wanting. It lacks what may be termed as “back-to-school formula.” Owing to the fact that these girls who have had babies have social, physical financial and psychological turmoil, there is need to provide them with some training and counseling with the aim of reintegrating them. This group
needs boosting their self-image and abilities. They need guidance and counseling sessions so that they can continue with education or rather improve their performance.

In order to understand their social, physical and psychological stresses, one needs to establish the causes of the pregnancies, and the problems that these adolescents are facing as they are pregnant and nursing their babies.

2.3 CAUSES OF TEENAGERS PREGNANCIES

Poverty: The prevailing economic conditions have greatly contributed to teenage pregnancies. The slow rate of economic growth the nations are experiencing in the recent years has curtailed the resources available to educate (Abagi, 1997). Majority of Kenyans become so poor in trying to retain their children in school. Some parents, particularly the poorest ones, tend to withdraw their children from school and while doing thus, there is more likelihood of girls being pulled out of school to give way to their brothers to continue with education (Abagi, 1997). The girls’ education places greater financial burden on the family resources as compared to boys. Girls are less likely to go to school in torn or patched uniforms for both propriety and modesty reasons (Odaga and Henveld, 1995).

"Poverty plays its part. If their clothes are torn or inadequate, girls from poor families, constrained by the demand of modesty will stay at home. If they have inadequate sanitary protection, then the beginning of menstruation can mean the end of girls’ education.”

It is in this regard that girls from low income families engage in sexual affairs in exchange for money so that they may buy basic items like clothes, cosmetics and sanitary towels. In urban centres, girls from poor families engage in sex affairs with matatu drivers and touts so that they
are not charged bus fare to and from school. At times these Matatu drivers and touts buy these young school girls snacks for their lunch meals. Note that the more sex affairs one is in the more the chances of getting pregnant.

Inhibitive cultural practices such as early marriage have also contributed to teenage pregnancies. Some pupils are forced to terminate their studies to get married after attaining certain ages. Achola, et.al (1994) found that some girls are subjected to early marriage because either the family wants to get bride price to offset poverty or because the girls have attained ages generally considered by their communities as the prime age for marriage. A study that was carried by Bali (1997) found early marriage to be the main cause why more girls drop out of school. According Septz (1995):

“Girls are expected to move to their husbands’ household when married while boys remain in their parents’ households and take families welfare. Therefore, investment in boys’ education when the financial resources are limited become more preferable from the perspective of the household economy compared to the investment in girls’ education”

Some of these girls who are married off at tender ages are at times divorced after bearing children. These divorcees may wish to return to school but they face many challenges. Civil strife/tribal clashes and political instability have also greatly contributed to teenage pregnancies. In the Waki report into 2007 post election violence “many young school girls got pregnant through raping, poor housing conditions at IDP camps and lack of money to buy food, turning some of these girls into commercial sex workers.” The rapists according to the report were the armed tribal gangs who were out to send away ‘aliens’ and the police who were
deployed in conflict torn areas to quash the animosity. The neighbouring countries like Sudan and Somalia have civil strife. This strife has spilled over to the Kenyan border and it is affecting girls. Some school girls have turned to commercial sex workers.

Too much exposure to mass media is a contributing factor to teenage pregnancies. For example, love movies and pornographic movies have lured adolescents to venture into sexual relationships at an early age. With the advent of ICT, young girls are in sex relationships through the internet.

School-based factors: Pupil’s ability to learn is heavily influenced by the school environment. Research evidence show that factors such as availability of places, proximity of the school to home, appropriateness of the physical facilities among others influence girls’ participation (Odaga and Henveld, 1995). The single most important determinant of girls’ participation is proximity of the school. Studies in various countries associate distance to school with decline in participation. The safety of girls as they commute to school is put at risk as the distance increases. Long distances to school put girls in the hands of peers, matatu drivers and touts who might lure them into sex. The longer the distance, the more men a girl child is likely to meet on her way to school. In some cases, girls have become vulnerable to sexual advances from their peers and their male teachers resulting to teenage pregnancies and dropouts (Daily nation, July 17th, 2005). Disciplinary problems also play some role in pregnancy. Laxity school rules have made in some instances girls getting out of school and coming as they wish-free range system. In the event of getting out, such girls may engage in sex affairs.

Another possible cause of teenage pregnancy is family social instability. In some instances, parents may differ and separate or divorce. This affects the learning of, especially, the girl children. The girl child may find herself with a parent who may not be in a financial position to
pay for her education. Ciano’s (1982) study established that in Nairobi, family instability accounted for 15% of school dropout cases. When girls drop out of school, because of idleness, they may engage in sex and consequently become pregnant.

Lack of knowledge on how to use contraceptives has also contributed to early pregnancies. Though not advocated by most religious organizations, information on how to use contraceptives can reduce chances of pregnancy.

2.4 CHALLENGES PREGNANT AND ADOLESCENT MOTHERS ENCOUNTER

Pregnant and adolescent mothers face a myriad of problems. First, failure to balance the parental responsibilities and educational needs. Taking care of a baby is a tasking responsibility. A baby needs food, clothing, medicine and of course a baby sitter to take care of the baby when the mother has gone back to school. Adolescent mothers find it hard to cater for the responsibilities of the baby and at the same time attend school. They, thus, opt to completely get out of the education system in favour of the baby.

Secondly, rejection by the parents is another challenge this group faces. As pointed out by Mongale Okoyo (2005):

“Going to school for a girl can bring disasters to parents, if she gets pregnant, nobody will marry her and her parents may lose dowry. The most insulting thing is that, when such a girl is asked to name the culprit, she will answer very vaguely that she was impregnated by a teacher, a policemen who has since moved from such location to a different place.”
Therefore, when a girl gets pregnant in school, many parents get discouraged. They regard it as a shame. These parents become abusive to these girls and some go as far as disowning and expelling the girls from home.

Also, owing to the fact that some teenage girls are lured to premarital sex by men who promise them marriage, these girls suffer greatly when the men disown them once they are pregnant.

Stigmatization by peer mates and even teachers really affect these groups of students. In some schools, teachers constantly refer to them as failures because they have babies. They use all sorts of abusive words to these teenage mothers once they commit any mistake in school. Some of the bad comments towards pregnant/teenage mothers are (Wanda S. P, 2004):

✓ Why award them (pregnant/teenage mothers) for the problems they have brought upon themselves and society.

✓ I would not want them to attend school with my daughter.

✓ Let them spend their time taking care of their babies.

✓ They have had an opportunity to go to school and will have plenty of opportunity for future education through correspondence.

✓ Very few of these girls have placed any real value on school work.

✓ Some of these girls have become mothers deliberately for the purpose of escaping school.

✓ The school budget does not allow for special education services for them.

✓ A mother can no longer be considered a school child.
From the above bad comments, some people believe that these pregnant/teenage mothers will contaminate the other students leading to an epidemic of immoral and promiscuous behaviour. School mates also mistreat teenage mothers. In fact, in some schools, these girls are referred to as 'mummies'. Losing peer mate company has adverse ramification on ones social and psychological life.

Some religious organization such as Islam regards a person who has had a baby out of marriage wedlock as a discard. This psychologically affects adolescent mothers who come from Islamic backgrounds.

2.5 SUMMARY

Because of these many challenges that pregnant and adolescent mothers face, readmission to school is just not enough. Even those who come back to school do not perform well because of these challenges.

The purpose of this study was to find out and understand the challenges these groups of girls get and try to establish way of improving their participation in the school system in order to reduce these form of wastage. In researcher’s perception, the readmission policy needs to be backed up by measures to improve pregnant and adolescent mothers’ participation in school. In the Millennium Development Goal three US $ 2,018,150,128 is estimated to be spent in gender intervention measures between the years 2005 to 2015. Perhaps, it will be prudent to address the plight of these children by using part of this estimated allocation in mobilization, institutional strengthening, lobbying, support building, research and monitoring intervention measures towards catering for this group.
CHAPTER THREE: METHODOLOGY

3.0 INTRODUCTION

This chapter presented the procedures used in investigating the problems and their implicit and explicit rationale. It focused on the research design, location of the study, target population, sampling techniques and data collection instruments, procedures and analysis.

3.1 RESEARCH DESIGN

The study adopted a descriptive survey design to investigate the challenges that pregnant and adolescent mothers encounter in their pursuit for education. This design was ideal because it would enable the researcher to gather qualitative and quantitative data from a vast number of cases at a specified period of time. Gall, 1989 pg 416, noted that a whole range of educational problems can be investigated using the survey research. Studies involving surveys account for a substantial proportion of the research done in the field of education. Lazarsfield and Sieber did a content analysis of educational research appearing in 40 journals and found that about one third of them involved use of survey method, (Orodho 2005 pg43). This approach was also appropriate because it has a high analytical content and was the best way of getting in-depth information including sensitive and personalized experiences which were unlikely to be obtained using other methods. Indeed, information from adolescent mothers concerning their plight is sensitive and personalized.

3.2 LOCATION OF THE STUDY

The study was carried out in Etago Division, South Gucha District, Nyanza Province. The division borders two districts i.e. Trans Mara and Rongo District. This division has a dense
population. The rains are quite reliable and food crop production is high maize, bananas, beans, groundnuts and pineapples being produced in relatively high quantities for domestic use, and the surplus is sold to the neighbouring districts. The cash crops grown in the region are: tea, sugarcane and coffee. The researcher had chosen this area because despite dense population, high production of food crop, there was a very high rate of education wastage with regard to pregnant and adolescent mothers dropping out of school and performing dismally. According to information obtained from AEO’s office, Etago Division, in the year 2008 forty girls in the division dropped out of school because of teenage pregnancy, while in the year 2009 thirty seven girls dropped out of pregnancy. However, there were many unreported cases of girls dropping out of school because of teenage pregnancy.

### 3.3 TARGET POPULATION

Etago division has a total number of eighteen secondary schools. Out of the eighteen secondary schools, one is a girls boarding school, St. Linus Girls, 4 are a mixed day and boarding schools while the rest are day schools. The division is divided into four education zones i.e Suguta, Etago, Mogenda and Otendo zones.

The target population of this study was:

a. Teachers from secondary schools.

b. Students from secondary schools.

c. Expectant and nursing students from secondary schools.

d. MoEST officers within the division.

e. Parents especially whose children were pregnant and breast feeding.
3.4 SAMPLING TECHNIQUES

Sampling is necessary because of the constraints in finance and time (Orodho 2005). It was presupposed that by studying the sample, the characteristics of the sample would fully reflect those of the statistical population. A sample size of 20% of the entire number of target population was appropriate because the division is not very large.

Purposive sampling was used to identify/sample the schools where data collection instruments would be used. According to Orodho 2005, purposive sampling is hand picking the cases to be included in the sample on the basis of ones judgment and subjects are chosen according to a certain specified criteria: boys and girls, day and boarding schools, primary and secondary schools etc. The strategy of using this method is to identify important sources of variation or criteria in the population and then select a sample that reflects these variations, (Orodho 2005).

Once the schools were identified, simple random sampling was used to administer these data collection instruments to pupils/students. Snowball sampling was used to administer these instruments to pregnant and nursing adolescents. Snowball sampling was convenient because it is ideal in situations where individuals (pregnant and nursing mothers) being investigated are scattered throughout the population and sometimes not known to the researcher initially (Orodho, 2009 pg 148). In this method (Snowball), after identifying a small number of individuals who have the required characteristics, you use them as informants to identify others who qualify for inclusion. These in turn identifies more others.

In sampling, the parents, chiefs and sub-chiefs, quota sampling was used. Quota sampling entails dividing the population into relevant strata specifically regional; the total number is allocated
among the strata in direct proportion to their estimated or actual size in population (Orodho, 2005). Thus, the population will be divided into sub-locations. Each sub-location will have a fixed number of respondents.

The interviewers would be free to choose anyone who meets the quota requirements i.e. within each stratum. Simple random sampling was used.

Convenient sampling was also used alongside quota sampling especially to get information from the provincial administration. This method is ideal because these categories of respondents are not easy to access. Thus convenient places such as church congregations, chief barazas and restaurants were solicited.

Concerning the MoEST officers, exploratory descriptive survey was used to acquire information.

The target groups were sampled in categories, thus:

a. MoEST officers.

b. Provincial administration

c. Teachers

d. Parents and students
3.5 SAMPLE SIZE

The entire sample size was:

MoES $ T$ category

The Area Educational Officer, the four Zonal Quality Assurance and Standards Officer from the four zones.

Provincial administration category

The area DO, two chiefs, and four assistant chiefs randomly sampled.

Teachers' category

Out of the eighteen secondary schools six principals were sampled. Out of these six one was a female principal of the only girls school. Then eighteen teachers were sampled. Out of the eighteen teachers six were female teachers.

Parents and students

From every location two parents with teenage mothers were respondents. Then thirty teenage/nursing mothers were sampled from six schools. Ten nursing adolescents who had not re-entered school were sampled from each of the four zones that comprise the division.

The total sample size was 116 respondents for the proposed study.

3.6 DATA COLLECTION INSTRUMENTS

Three types of data collection instruments were used i.e. questionnaires, interview schedules and observation schedules. The questionnaires were semi-structured and contained items that are
both open ended and closed. These questionnaires were administered to some of the ministry officials, teachers, parents, the clergy, the sub-chiefs and the pregnant and nursing adolescents.

These questionnaires were of six sets. The question in each set varied depending on the anticipated responses and the literacy levels of the groups. These sets were:

3.6.1 Questionnaire for the teachers

Owing to the fact that this was an elite group, the questionnaires for this group focused on cases of pregnancy in the school, performance of the pregnant and nursing students, schools’ handling these students and possible ways of helping reduce wastage of these students.

3.6.2 Questionnaire for the provincial administration

These questionnaires focused on the knowledge of the existence of pregnant and teenage mothers who had dropped out of school and what the provincial administration is doing to improve the participation of this group.

3.6.3 Questionnaires for parents

Because most parents may be illiterate and semi-literate, these questionnaires were simple and they mainly tried to establish the moral and financial support that the parents are giving their children. They also tried to establish the parents’ attitude towards these children.

3.6.4 Questionnaires for pregnant and nursing teenagers

These questionnaires sought to establish these children’s plight in school work.

The questionnaires had questions that should try to find out the challenges they faced, their feelings towards going back to school and possible ways of helping them.
Interview schedules were administered to the ministry of education officials within the division, the chiefs, some sub-chiefs, some parents and some pregnant and teenage mothers.

Observation method was used to get data on student enrollment trends in secondary levels of education. This data was collected from the head teachers and ministry of education officials.

3.7 PILOTING THE RESEARCH INSTRUMENTS FOR RELIABILITY AND VALIDITY

Before taking the research instruments to the field, they were tested on small population in the neighbouring Rongo District. Thus, the questionnaire and interview schedule were conducted on teachers of one school. Identical respondents consisting of one chief, sub chief, five parents and five students from the neighbouring Rongo District were subjected to the questionnaires.

This was done to check whether the questions had been framed in a manner that would elicit the appropriate responses. Questions that were found ambiguous were modified. The language was also adjusted for easy comprehension by the respondents, in case the language in the pilot was difficult.

3.8 DATA COLLECTION

Using an introductory letter from the university relevant authorities, the researcher got an official permit from the ministry of education which authorized him to carry out research in Etago Division, South Gucha District. Then, the researcher booked appointments with the targeted respondents.

In schools, the questionnaires were administered directly to the students and teachers and the respondents were asked to fill and submit them directly. This solved the problem of some
respondents going to their homes with the questionnaires and discussing and filling these questionnaires with the aid of untargeted population. The researcher visited the homes of those pregnant and teenage mothers and administered the questionnaires and interviews. Parents to these pregnant and teenage mothers were confidentially subjected to questionnaires and interviews and so were those pregnant and teenage mothers. According to Malusu, 1997, confidentiality when dealing with personal views and expressions are necessary in order to avoid possible victimization and also elicit honest free responses from the respondents in the study. In this regard, the respondents were not required to provide their personal identities on the questionnaire.

Some questionnaires to teenage mothers were conducted in schools for those girls who had resumed school after delivery.

Semi-structured interview schedules were considered appropriate for the clergy, chiefs and assistant chiefs because these people had varied literacy levels. These people provided in depth information regarding the plight of pregnant and adolescent mothers.

Questionnaires and structured interviews were considered viable for collecting data from ministry officials and teachers because this group was able to read, record and interpret the questionnaires.

The available recorded data from school enrollment register was also collected. Enrolment data was obtained either in school or Area Education officer.
3.9 DATA ANALYSIS

Data from this research was manually coded and tabulated. Having completed collecting data, the researcher edited the completed questionnaires. This was important because some questionnaires may contain major errors. Such questionnaires with gross errors were discarded.

The data was then analyzed quantitatively and qualitatively in the form of simple descriptive statistics which involves tables, figures and percentages.

3.9.1 Qualitative data

The data collected by qualitative methods is usually massive, descriptive, highly detailed and subjective, comprising of long stories and conversations (Orodho 2005: pp 235). The researcher used thematic analysis in the qualitative data. Thematic analysis using the cut and paste method is a quick method for analyzing data (Orodho 2005: pp 237). The procedure for thematic analysis is shown below:

✓ Identify those sections that are relevant to the research questions and objectives.

✓ Divide data by developing a coding scheme.

✓ Classify major issues or topics covered.

✓ Go through the text again and using a coloured pen, underline key quotations, insight and interpretations, and indicate these in the margins. These represent codes.

✓ Revise recording system by either adding new codes or reducing the codes.

✓ Code the rest of the data by writing the codes or chosen signs representing the codes in the margins.
3.8.2 Quantitative data

Quantitative measurement can be compared in terms of magnitude (Orodho 2005: pp 230).

Owing to the fact that the quantitative data collected will have count, order/magnitude and equal interval properties the following measuring scales was used:

Nominal measurement: Under this method values are measured only in terms of whether the individual items belong to some distinctively different categories but the categories cannot be quantified, ranked or ordered. For example, birth place of an individual respondent.

Ordinal measurement: This allows comparison by establishing rank order between things or different values of a variable. For example, classifying performance of girls as being very poor, poor, fair, average, good and excellent.

Interval measurement: This one allows not only ranking order the items that are measured, but also to quantify and compare the sizes of differences between them. For example, the researcher compared the differences in performance of pregnant/nursing and other students.

This data was treated as primary data. The analysis was done using the Statistical Package for Social Science (SPSS).
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The main purpose of this study was to find out enrolment trends of pregnant and teenage mothers in secondary schools, establish the possible causes of pregnancy, find out the challenges facing pregnant and teenage mothers in the pursuit for education, intervention measures put in place to cater for this vulnerable group, and make recommendations on appropriate measures to improve participation and performance of this group.

The findings of this study were discussed into themes because it is important for the researcher to break data into constituent parts in order to get the desired answers to the research questions/objectives. For that reason, this study has broken down data into five themes which are based on the objectives of study. These are:

a) Girls' survival and wastage rates in Etago division between the year 2007 and 2010.

b) Causes of teenage pregnancy.

c) Challenges facing pregnant and teenage mothers in their pursuit for education.

d) Current intervention measures that the government and other stakeholders have put in place to cater for these girls.

e) Recommendations on appropriate measures to improve participation and performance of pregnant and teenage mothers in the school system.

Before discussing these themes, the researcher looked at the background information of the respondents.
4.1 BACKGROUND INFORMATION ABOUT THE RESPONDENTS

The entire data was collected from Ministry of Education officials, school teachers, pregnant and teenage mothers and parents. It is necessary that the general and demographic characteristics of respondents be established. This is so because the backgrounds of these respondents influence the education of girls.

4.1.1 Background information about the MOEST officers

The Area Education Officers and four zonal education officers were interviewed separately. The AEO was a female aged 52 years. She had served in that capacity in the division for seven years. Her highest level of education was diploma in Special Education. Out of the four zonal officers, one was a lady aged 50 years while the rest were male aged 51, 48 and 46 years respectively. The female had served in that capacity for six years while the males had served for four, three and one year respectively. Both were formerly head teachers in primary schools before taking their present positions. The four zonal officers had P1 certificates as their highest level of education.

4.1.2 Background Information about the parents

a) Sex and marital status of parents

Out of the ten parents interviewed, seven were female while three were male. One of the possible explanations of the high number of female respondents is that this was a rural population and some men are out in the towns working while the female folk are left to carry out domestic chores. Consequently, women were the ones more likely to be found at home at the time of visiting. Further, the sample also showed that out of the ten respondents, eight were married, one single parent while the other one was widowed.
b) Education level of the parents

About 60% of the parents had no formal education, 30% had primary education while 10% had reached secondary school. Education is another important variable used in measuring socio-economic status. This study sought to establish the effect of the level of education of parents and the resumption of schooling of girls after pregnancy. The highest resumption proportion (70%) was among girls whose parents had attained secondary education and the lowest proportion (10%) was among girls whose parents had no schooling. Essentially, the level of girls resumption of formal education after pregnancy with increase in education level of the parent while that of non-resumption declines with increase in education level attained by parents.

c) Parents’ occupation

54% of the parents were peasants, 17% business people, 22% professionals and the remaining 7% were labourers. The finding that 54% were farmers reflected that agriculture sector employs many people. Thus, farming is the main occupation in the area.

d) Family size

Family structure is considered by researchers as one of the important factors that influence the education of children. The researcher sought from the respondents information on the size of their families. This was in terms of the sizes of the total number of siblings still alive and the education level attained. A total of 64 children were recorded from the ten families. These included 25 males and 39 females which proportionately form 39% and 61% respectively.
Table 4.1 Number of living siblings per family

<table>
<thead>
<tr>
<th>Family name</th>
<th>No. of living siblings</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>12.5</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>9.4</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>9.4</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
<td>10.9</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>6.25</td>
</tr>
<tr>
<td>G</td>
<td>9</td>
<td>14.1</td>
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<tr>
<td>H</td>
<td>7</td>
<td>10.9</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>12.5</td>
</tr>
<tr>
<td>J</td>
<td>8</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Interviewed parents.

The families with the highest number of living children were those with nine siblings while those with the lowest were with four siblings. The median family had six siblings.

The table below shows the education level attained by the siblings in each respondent family.
Table 4.2 Education level of siblings in each family

<table>
<thead>
<tr>
<th>Family name</th>
<th>No formal education</th>
<th>Primary education</th>
<th>Secondary education</th>
<th>Post secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>-</td>
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<tr>
<td>B</td>
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<td>4</td>
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<td>-</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>G</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>21</td>
<td>28</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Interviewed parents

From the above table, education level attained by the siblings is somehow pegged on the family size. Family “F” with the smallest size (4) has its children attaining the highest level of education as compared to family “G” which has a population of 9 siblings. This can be seen in the context of ability of families to meet most basic needs including education. A small family is better placed to provide such necessities as food, shelter, medical care and education. In contrast, a family with a big number of children is likely to find difficulties in the provision of these necessities. In effect premarital sex tends to increase if the family is unable to provide basic necessities.
4.1.3 Background Information about the pregnant and teenage mothers

The study found out that the majority of these girls hail from single parents and orphaned families. This is presented in the table below:

Table 4.3 Family type of pregnant and teenage mothers

<table>
<thead>
<tr>
<th>Family type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents alive</td>
<td>10</td>
<td>14.28</td>
</tr>
<tr>
<td>Single parent</td>
<td>23</td>
<td>32.85</td>
</tr>
<tr>
<td>Separated</td>
<td>05</td>
<td>7.14</td>
</tr>
<tr>
<td>Divorced</td>
<td>06</td>
<td>8.57</td>
</tr>
<tr>
<td>Orphaned</td>
<td>26</td>
<td>37.14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Pregnant and teenage mothers

Evidently 37.14% of the victims of teenage pregnancy come from orphaned families. Deductively, girls from such families live in poverty and lack social and moral guidance in life. They indulge in premarital sex in order to get favours such as financial assistance. Some of them indulge in sex because there is none to correct them in their social life.

It was further established that the majority of the pregnant /teenage mothers were from peasant parents. The high number of girls from peasant families could be explained in the context of poverty. In the division, farming does not generate much and therefore most farmers are poor. This information is summarized in the table below.
Table 4.4: Occupation of adolescent mothers’ parents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peasants</td>
<td>38</td>
<td>54.28</td>
</tr>
<tr>
<td>Business</td>
<td>12</td>
<td>17.14</td>
</tr>
<tr>
<td>Civil service</td>
<td>09</td>
<td>12.86</td>
</tr>
<tr>
<td>Private sector</td>
<td>08</td>
<td>11.43</td>
</tr>
<tr>
<td>Others</td>
<td>03</td>
<td>4.29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pregnant and adolescent mothers

Further, of the 70 respondents, 21 representing 30% had siblings in working class while 49 representing 70% had no brother or sister working. The high number of the respondents without working class siblings was attributed to lack of role models and poor guidance and counseling within the family.

Another revelation had it that 61% of the respondents had had elder sisters become pregnant at teenage age, 28% were the firstborns in their families, while 11% were the first people to become pregnant in the family among siblings.

4.1.3.1 Age of the pregnant and adolescent mothers

The ages of the girls interviewed ranged between 14 years to 23 years. This is shown below:
Table 4.5 Age of respondents

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>12.86</td>
</tr>
<tr>
<td>17</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>17</td>
<td>24.29</td>
</tr>
<tr>
<td>19</td>
<td>05</td>
<td>7.14</td>
</tr>
<tr>
<td>20</td>
<td>06</td>
<td>8.57</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pregnant and teenage mothers

Most of the girls interviewed were 18 years old. This translates to 24.29% of the total number of the interviewed girls. Age 18 is a critical stage as it is the peak of adolescence.

4.1.3.2 Age of the girls at the time of dropping out of school.

Apart from looking into the ages of the girls as at the time of this study, this study further established the ages at the time of dropping out of school due to premarital pregnancy. These ages range between 13 and 20 years. The results are shown below:
### Table 4.6 Age at the time of dropping out of school

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>01</td>
<td>2.5</td>
</tr>
<tr>
<td>14</td>
<td>01</td>
<td>2.5</td>
</tr>
<tr>
<td>15</td>
<td>02</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>09</td>
<td>22.5</td>
</tr>
<tr>
<td>17</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>18</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>03</td>
<td>7.5</td>
</tr>
<tr>
<td>20</td>
<td>01</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Pregnant and teenage mothers

From the above table the highest percentage (35%) of girls drop out at the age of 17 years.

#### 4.1.3.3 The grade at which most girls drop out of school.

The study also inquired about the grade at which girls pull out of school. This information was summarized in the pie chart below.
Table 4.7: Dropping grade

Source: Pregnant and teenage mothers

Most girls drop out of school as a result of pregnancy at form three and two. In form one, it can be inferred that the girls have first got to secondary school life and therefore they are prone to have new lifestyles and make new friends. So the rate of pregnancy in form one is a bit low because of adjusting to a new environment. On the other hand, form four class has the lowest percentage (15.3%) perhaps because these girls are approaching KCSE exams are therefore a bit serious with studies and avoid love affairs.

4.1.4 Background information of the teachers

Of the six principals interviewed one was female while the rest were male. All of them were married. The table below summarizes the background information of the principals.
Table 4.8 Background information of teachers

<table>
<thead>
<tr>
<th>Principal</th>
<th>School status</th>
<th>Age</th>
<th>Sex</th>
<th>Marital status</th>
<th>Teaching experience</th>
<th>Job group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Girl’s boarding</td>
<td>44</td>
<td>Female</td>
<td>Married</td>
<td>18</td>
<td>M</td>
</tr>
<tr>
<td>B</td>
<td>Mixed boarding</td>
<td>46</td>
<td>Male</td>
<td>Married</td>
<td>21</td>
<td>N</td>
</tr>
<tr>
<td>C</td>
<td>Mixed day</td>
<td>48</td>
<td>Male</td>
<td>Married</td>
<td>22</td>
<td>N</td>
</tr>
<tr>
<td>D</td>
<td>Mixed day</td>
<td>45</td>
<td>Male</td>
<td>Married</td>
<td>18</td>
<td>N</td>
</tr>
<tr>
<td>E</td>
<td>Mixed day</td>
<td>42</td>
<td>Male</td>
<td>Married</td>
<td>15</td>
<td>N</td>
</tr>
<tr>
<td>F</td>
<td>Mixed day</td>
<td>41</td>
<td>Male</td>
<td>Married</td>
<td>14</td>
<td>M</td>
</tr>
</tbody>
</table>

Source: Interviewed teachers

From the above table, most principals are in their forties and supposedly an active age. All are family members who should therefore handle these pregnant and teenage mothers as parents. As stated above, eighteen teachers who were respondents gave the following information about their personal background. Out of the eighteen six were female teachers (33.33%) while the rest (66.77%) were male teachers. So, most schools are dominated by male teachers.

Ten teachers (55.56%) were aged between 20 and 30 years, five teachers (27.22%) were aged between 31 and 40 while three (16.66%) were above 40 years. Most teachers in schools are aged between 20 and 30 years. All the six female teachers were married. Nine male teachers were married and the remaining three male teachers not married. Eight had had a teaching experience of less than five years; seven had had five to ten years while the rest had had an experience of over ten years.
From this personal information the researcher deduced that most teachers are in the mid of their youth.

4.1.5 Background information on the Provincial Administration

The area DO, two chiefs and four assistant chiefs were respondents. All the seven officers were men aged between 38 and 46 years. The officers were all married. Their working experience was between 3 and 15 years.

4.2 GIRLS’ SURVIVAL AND WASTAGE RATES IN ETAGO DIVISION SECONDARY SCHOOLS BETWEEN THE YEAR 2007 AND 2010

The first objective was to establish the girls’ survival and wastage rates in the division. The following table shows enrolment rate of girls between 2007 and 2010:

Table 4.9: Secondary schools enrolment in Etago division between 2007 and 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Form</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>736</td>
<td>724</td>
<td>938</td>
<td>919</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>509</td>
<td>533</td>
<td>673</td>
<td>665</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>696</td>
<td>720</td>
<td>692</td>
<td>881</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>428</td>
<td>444</td>
<td>487</td>
<td>608</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>706</td>
<td>681</td>
<td>697</td>
<td>674</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>482</td>
<td>382</td>
<td>401</td>
<td>420</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>685</td>
<td>688</td>
<td>649</td>
<td>673</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>441</td>
<td>413</td>
<td>331</td>
<td>338</td>
</tr>
</tbody>
</table>

Source: AEO’s Office
From the above table, using 2007-2010 cohort, the number of girls who drop is bigger than that of boys. Out of the 509 girls enrolled in form one, only 338 managed to reach the exit grade. This means that 171 girls had pulled out of the education system. This accounts for 33.56% of the entry enrolment. This is in sharp contrast to the drop out rates of boys which is 8.56%.

The following table shows the dropout rates of girls in the division between 2007 and 2010.

**Table 4.10: Girls dropout rate in Etago division between the years 2007-2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>9.83</td>
<td>10.16</td>
<td>10.54</td>
<td>12.26</td>
</tr>
<tr>
<td>II</td>
<td>10.05</td>
<td>12.77</td>
<td>8.63</td>
<td>9.66</td>
</tr>
<tr>
<td>III</td>
<td>9.66</td>
<td>10.75</td>
<td>9.69</td>
<td>13.76</td>
</tr>
<tr>
<td>IV</td>
<td>9.93</td>
<td>14.32</td>
<td>13.35</td>
<td>15.71</td>
</tr>
</tbody>
</table>

Source: AEO's Office

From the above table, the highest percentage of girls dropping out of school because of a multiple of reasons was witnessed in the 2010 form four enrolment which had 15.71% followed by the 2008 form four with a rate of 14.32%.

Using information from the above two tables, the highest number of girls drop at grade III. In the year 2009, 2009 and 2010, a total number of 69, 51 and 61 girls respectively dropped out of school. This when calculated in percentage form translates to 14.32%, 13.35%, and 15.71% respectively. At this grade the girls are at peak of adolescence and therefore many dropouts
maybe occasioned by pregnancy. In the year 2009, the number of girls who enrolled in form one was highest (673 girls) and this may be explained by the advent of subsidized secondary education. In the entire season between 2007 and 2010, a total of 515 girls (30.03%) out of 1715 girls dropped out of school.

This indeed is an alarming rate and Kenya may not achieve the Millennium Development Goals should this continue.

The researcher further established to get information of drop out rates occasioned by pregnancy. This information was obtained from three Zonal Quality Assurance and Standards Officers. One had no statistical information concerning this issue. The table below shows drop outs caused by pregnancy in Otendo, Suguta and Mogenda zones between the year 2007 and 2010.

Table 4.11: Dropouts occasioned by pregnancy in Otendo, Suguta and Mogenda zones between 2007 and 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>05</td>
<td>04</td>
<td>03</td>
<td>06</td>
</tr>
<tr>
<td>II</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td>III</td>
<td>12</td>
<td>08</td>
<td>06</td>
<td>11</td>
</tr>
<tr>
<td>IV</td>
<td>02</td>
<td>03</td>
<td>03</td>
<td>01</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>19</td>
<td>16</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: ZQASO's Office

From the above table, most girls pull out of school because of pregnancy at grade III. A total number of 37 girls in grade III dropped out of school and this accounts for 46.85% of the
pregnant girls who dropped out of school between 2007 and 2010. In total, 79 girls pulled out because of pregnancy.

The researcher further established the readmission rates of these girls. Information concerning readmission is shown in the table below.

Table 4.12 Re-admission rate in Otendo, Suguta and Mogenda zones between 2007 and 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>03</td>
<td>04</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>II</td>
<td>02</td>
<td>05</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>III</td>
<td>07</td>
<td>08</td>
<td>07</td>
<td>04</td>
</tr>
<tr>
<td>IV</td>
<td>00</td>
<td>03</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: ZQASO's Office

From the above table, a total number of 45 girls were re-admitted between the year 2007 and 2010. This shows that there is a big number of girls who never resume school after delivery. Out of the 79 girls who became pregnant, only 45 were able to resume school.

The researcher further tried to find out the number of girls in the year 2008 and 2009 who dropped out of the school system and have not resumed in the year 2010. In the year 2008 and 2009, a total number of 37 girls had dropped out because of pregnancy. However, 19 girls had not resumed school. This information is presented in the table below.
Table 4.13 Girls who have not resumed school

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of girls</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otendo</td>
<td>6</td>
<td>31.58</td>
</tr>
<tr>
<td>Suguta</td>
<td>5</td>
<td>26.31</td>
</tr>
<tr>
<td>Mogenda</td>
<td>5</td>
<td>26.31</td>
</tr>
<tr>
<td>Etago</td>
<td>3</td>
<td>15.79</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: ZQASO's Office

4.3 CAUSES OF TEENAGE PREGNANCY

Premarital sex is an abomination in the community where the study was conducted. The girls responded as to why they engage in premarital sex and the community is against it. The information obtained from the girls was summarized as shown below:

Table 4.14: Reasons for engaging in premarital sex
From the above table 55% of girls engage in premarital sex for financial gains. The girls said that because of lack of money to buy basic items like sanitary pads and good clothes, they opt to boyfriends who could give them the money. 40% of the interviewed girls said that they engage in pre-marital sex because their parents have negative attitude towards them. Because the parents have a negative attitude towards them, they do not meet their basic needs like clothing, educational materials and proper guidance. From this table, 10% (the lowest) of the girls said that their pregnancies had been occasioned by teachers. They said that teachers lure them to sex in return for favours in school. The Teachers' Service Commission has been very strict on canal knowledge but still the vice has not been wiped out completely because some cases of canal knowledge go unreported.

Teachers also acknowledged that there were rampant cases of teenage pregnancies in schools. They also gave causes of teenage pregnancies as shown in the table below.

**Table 4.15 Causes of teenage pregnancy**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poverty</td>
<td>18</td>
<td>19.15</td>
</tr>
<tr>
<td>2. Cultural beliefs</td>
<td>11</td>
<td>11.70</td>
</tr>
<tr>
<td>3. Drugs</td>
<td>12</td>
<td>12.77</td>
</tr>
<tr>
<td>4. Peer influence</td>
<td>14</td>
<td>14.89</td>
</tr>
<tr>
<td>5. Lack of role models</td>
<td>08</td>
<td>8.51</td>
</tr>
<tr>
<td>6. Long distance to school</td>
<td>13</td>
<td>13.83</td>
</tr>
<tr>
<td>7. Lack of sex education</td>
<td>12</td>
<td>12.77</td>
</tr>
<tr>
<td>8. Too much exposure to media</td>
<td>06</td>
<td>6.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Teachers*
From the table above the greatest cause of teenage pregnancy is poverty. This accounts for 19.15%. It is followed by peer influence (14.89%). The teachers explained that girls from poor families engage in premarital sex in order to get financial favours. Other girls engage in premarital sex because of bad company. The least cause given was exposure to media. Given the fact that the study was conducted in a rural environment, most girls may not have much exposure to media facilities like romantic and pornographic movies. Distance between home and school for girls in day schools is another major contribution to teenage pregnancy. The longer the distance the more the girl is exposed to predatory men.

4.4 CHALLENGES FACING PREGNANT AND TEENAGE MOTHERS IN THEIR PURSUIT FOR EDUCATION

4.4.1 Girls’ response to their plight

The girls responded to the questionnaires as to the challenges they faced both at home and at school. These problems were grouped in nine categories as shown in the table below.

Table 4.16: Problems faced by pregnant and adolescent mothers

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Child care</td>
<td>58</td>
<td>16.96</td>
</tr>
<tr>
<td>b) Lack of concentration in school work</td>
<td>36</td>
<td>10.53</td>
</tr>
<tr>
<td>c) Rejection by family</td>
<td>29</td>
<td>7.60</td>
</tr>
<tr>
<td>d) Rejection by men who impregnated them</td>
<td>42</td>
<td>12.28</td>
</tr>
<tr>
<td>e) Rejection by peer mates</td>
<td>30</td>
<td>8.77</td>
</tr>
<tr>
<td>f) Abuses from teachers</td>
<td>32</td>
<td>9.35</td>
</tr>
<tr>
<td>g) Lack of school fees</td>
<td>43</td>
<td>12.57</td>
</tr>
<tr>
<td>h) Self hatred</td>
<td>56</td>
<td>16.37</td>
</tr>
<tr>
<td>i) New environment</td>
<td>16</td>
<td>4.67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>342</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pregnant and teenage mothers
From the above table, baby care (16.96%) and self hatred (16.37%) were the major problems faced by the pregnant and adolescent mothers. As a result of rejection, lack of concentration, lack of school fees and new environment many of these girls develop self hatred. This is a psychological problem which needs to be addressed. This can lead to complete withdrawal from active participation in life. Some cases of girls have committed suicide because of self hatred. The above problems hinder resumption level.

4.4.2 Parents reaction towards their pregnant and teenage children

The researcher asked parents how they felt upon getting information that their daughters were pregnant. Out of the 10 interviewed, 5 of them (representing 50%) reported that they were shocked because they had hoped their daughters would complete their formal education so that they could help them during their sunset days. Three parents (30%) reported that they were bitter because they had spent a lot of resource on formal education. Twenty percent of the parents took the matter lightly by arguing that premarital pregnancies had become a common phenomenon. These many girls were rejected because of parents’ negative reaction.

4.4.3 The views of parents on girl education

Besides inquiring into the reactions of parents upon learning about their daughters’ pregnancy, inquiries were also made on their views regarding the girl education. The parents were asked if they favoured the education of boys than that of girls. The results of these inquiries are presented in the table below.
Table 4.17: Parents’ views on education of girls and boys

<table>
<thead>
<tr>
<th>Views</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating a girl more important</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Educating a boy more important</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Educating both important</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Educating both not important</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Parents

From the above table the majority of the parents were of the view that boys’ education is more important than girls’. Thus, some parents had not seen the necessity and wisdom of educating girls. Such parents will most likely use pregnancy as an excuse to deny the girls a chance to continue with studies after pregnancy.

4.4.4 Academic performance of the pregnant and teenage mothers as given by the teachers

It was established that these girls perform poorly because of the many problems that they face. The researcher wanted to get a profile of the girls’ class work before pregnancy, at pregnancy and during motherhood. Terminal assessment examinations were used to rank these students. Five nursing students were used. The information obtained was recorded as shown below.
Table: 4.18 Academic performances of the nursing mothers.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Student</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before pregnancy</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At pregnancy</td>
<td>A</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>During motherhood</td>
<td>A</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Source: Assessment records

From the above table each student is declining in academic work as the girl becomes pregnant and then a teenage mother. This decline in academic performance was attributed to the many challenges these girls meet. These challenges make it difficult to balance between motherhood responsibilities and academic work. When, for example, student “A” is analyzed, the student was good before pregnancy but when she became pregnant, her performance dropped to “poor”. However, this student slightly improved to “fair” during motherhood. This could be so because the student had somehow adjusted and accepted her status.
4.5 CURRENT/INTERVENTION MEASURES TO CATER FOR PREGNANT AND TEENAGE MOTHERS

4.5.1 Awareness of the readmission policy.

The ministry of education officers, teachers and provincial, administration were asked whether they were aware of the girls’ readmission policy after delivery. All the five education officers confirmed that they were aware of the readmission policy but declined to have facilitated the return of these girls after delivery. The officers gave statistical information of girls readmitted to schools after delivery.

Concerning teachers, all were aware of the readmission policy. However, information received showed that 22.2% of the teachers would wish that pregnant girls be expelled from school while 77.8% could wish that the girls be allowed to continue with studies after delivery. These teachers who wished for expulsion said that these girls are bad examples who could be emulated by the others. It is this negative attitude towards these girls that it can be further deduced that the teachers did not support the girls when the resume school.

All the provincial administration officers also said that they were aware of the readmission policy. The researcher further inquired from these three stakeholders i.e. MOEST officers, teachers and the Provincial administration of the intervention steps they have carried to sustain these girls in school.

4.5.2 Intervention measures from the MOEST officers.

These officers revealed that they had had awareness campaigns to urge parents and all stakeholders not to ignore teenage mothers. Asked about the frequency and the forum for these campaigns, the officers’ information is presented in the pie chart below.
Dissemination of information on girls' education is mostly done during education days within
the division or at district level. The officers preferred education days because this is when there
is a bigger gathering which draws audience from across the board.

The officers further said that another important intervention measure they had carried was to
keep updated statistical information on girls' enrolment and dropout rates and forward the same
to the higher officers for appropriate action.

4.5.3 Intervention measures from teachers

The teachers were asked whether they accorded this group any special attention while in school.
This was important because the researcher wanted to establish if these girls were assisted to
adjust for the situation they found themselves in. The teachers gave the following feedback.
Table 4.20 Favours given to pregnant and teenage mothers while in school

<table>
<thead>
<tr>
<th>Preferential treatment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not participating in heavy manual duty</td>
<td>18</td>
<td>25.00</td>
</tr>
<tr>
<td>2. not punished in case of mistakes</td>
<td>17</td>
<td>23.62</td>
</tr>
<tr>
<td>3. reporting to school a bit late</td>
<td>15</td>
<td>20.83</td>
</tr>
<tr>
<td>4. leaving school earlier than other students</td>
<td>15</td>
<td>20.83</td>
</tr>
<tr>
<td>5. guidance and counseling sessions</td>
<td>07</td>
<td>9.72</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers

From the above table most girls (25%) are exempted from heavy manual tasks while in school. However, it is shocking that guidance and counseling sessions were given the lowest attention.

When asked why they gave guidance and counseling a low profile the teachers said that the girls were reluctant to attend such sessions because other students would always mock them.

The teachers further acknowledged the existence of guidance and counseling office in their respective schools. The teachers were further asked whether there were girls who they had recommended for guidance and counseling for the last three months. The feedback they gave was summarized in the table below:
Table 4.21 Girls recommended for guidance and counseling

<table>
<thead>
<tr>
<th>Month</th>
<th>No. of girls</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>25</td>
<td>40.98</td>
</tr>
<tr>
<td>February</td>
<td>23</td>
<td>37.70</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>21.32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Teachers

From the above table a total of 61 girls had been recommended for guidance and counseling. Out of the 61 girls, 25 girls which is the highest number were from the month of January. The teachers explained that most girls get pregnancies during the December holidays because this holiday is full of festivities. When asked on what prompted them to recommend these girls for guidance and counseling, the teachers cited the unusual behaviour exhibited by these students. These unusual behaviours range from withdrawal, laziness, temperamental and melancholic. Most of the girls withdraw from active participation in school activities when they learn that they are pregnant.

Asked about the stage at which teachers advise the girls to go for maternity leave, the teachers gave the following response.

Table 4.22 Month for maternity leave for girls

<table>
<thead>
<tr>
<th>Month</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>4</td>
<td>16.66</td>
</tr>
<tr>
<td>3-6</td>
<td>14</td>
<td>58.33</td>
</tr>
<tr>
<td>6-9</td>
<td>6</td>
<td>25.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Teachers
Most teachers preferred the stage of three to six months. The teachers who preferred this stage argued that during the first three months, the pregnancy does not have many complications and the learner may attend school. They further said that before the three months the tummy has not distended much and the girls may not be embarrassed by their physique. They said that the girls can learn profitably during these three months.

The teachers were also asked as to whether they had made any follow up of these girls to ensure that they resume school. The following table shows some of the follow-up steps taken.

Table 4.23 Follow up procedures to ensure resumption.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. persuade the apparent/guardian</td>
<td>09</td>
<td>16.07</td>
</tr>
<tr>
<td>2. use provincial administration</td>
<td>13</td>
<td>23.21</td>
</tr>
<tr>
<td>3. persuade the girls to return</td>
<td>11</td>
<td>19.64</td>
</tr>
<tr>
<td>4. use ministry officials</td>
<td>05</td>
<td>08.93</td>
</tr>
<tr>
<td>5. use the other students</td>
<td>18</td>
<td>32.14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers

From the above table 32.14% of the respondents had used other students to get the girls back to school. In this case, the teachers sent the students who happen to come near these victims. This seemed the cheapest means to the teachers although the teachers acknowledged that it is bearing least success.

The table also reveals that most teachers do not involve the ministry officials to get the girls back to school. This is despite the fact that these teachers would report cases of pregnancy to the ministry.
4.5.4 Intervention measures from the provincial administration

The officers accepted that there are several cases of pregnant and teenage mothers in their areas of jurisdiction. They revealed that they get information of cases of pregnancy from teachers, parents and the general public. In the previous three months, the seven officers gave approximate cases of pregnant girls that had reached their offices. This was summarized as shown.

Table 4.24 Cases of pregnant girls in chiefs' offices in the last three months.

<table>
<thead>
<tr>
<th>Chief</th>
<th>No. of girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (DO)</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Chiefs

The officers responded to the frequency at which they hold public barazas to discuss education issues. Four of them said that they do so quite often, three said that they do so occasionally. The researcher wished to find out about the parents' reaction towards their pregnant and adolescent mothers during these barazas. The officers revealed that the majority of the parents felt ashamed of their pregnant daughters but were still willing to educate them. There is a small percentage (16%) of the parents who responded that they were not willing to educate them.
4.5.5 Summary on the intervention measures

In summary therefore, the key stakeholders in the education sector are on with the campaigns to ensure that the readmission policy is effective. However, we still witness girls not going back to school and this therefore necessitated the researcher to move to the next step of trying to get recommendations on ways of improving the school participation of this vulnerable group.

4.6 MEASURES TO IMPROVE PARTICIPATION AND PERFORMANCE OF THIS VULNERABLE GROUP

Various respondents gave various opinions on measures to improve the performance of this vulnerable group.

4.6.1 Measures to improve participation as given by MOEST officers

These officers highlighted various intervention measures to help improve the education of this vulnerable group. These measures are summarized below;

a) The government provide bursary for this group to attract girls who have been neglected by parents.

b) Affirmative action to be taken such that any cases of girls not resuming school be reported and parents charged in a court of law.

c) Government should provide sanitary towels to girls in the aim of reducing chances of girls exchanging for money to buy sanitary towels.

d) Through intensive campaigns, the communities should be sensitized on the importance of girls' education.
e) Government set a permanent adolescent and teenage mothers centre in the country that constantly monitor and evaluate the education process of this vulnerable group, and address the bottlenecks this group face in pursuit of education.

4.6.2 Measures given by the pregnant and adolescent mothers

The respondents cited several measures to improve their participation in school. These measures were summarized into five points as tabulated below:

Table 4.25 Measures to improve performance

<table>
<thead>
<tr>
<th>Measures</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of sanitary towels</td>
<td>66</td>
<td>29.33</td>
</tr>
<tr>
<td>Beefing up guidance and counseling</td>
<td>48</td>
<td>21.33</td>
</tr>
<tr>
<td>Bursary for these girls</td>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>Parents forced by law to cater these girls</td>
<td>51</td>
<td>22.67</td>
</tr>
<tr>
<td>Community sensitization</td>
<td>24</td>
<td>10.67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>225</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pregnant and teenage girls

The highest percentage of girls would wish that the government provide sanitary towels. Indeed the government had pledged to provide sanitary towels to school girls. However the pledge has not been effected. Further, there is need to enforce the law so that those parents who neglect their daughters are fined in court. 18 girls had been neglected by parents and although these girls had reported the matter to the area chiefs, nothing was done.
4.6.3 Measures to improve performance and participation given by teachers

The teachers gave several measures to improve the well being of this group. These measures were put into five categories as highlighted below:

a) The community be seminared on the importance of girl child education.

b) The schools step up guidance and counseling to enable these girls to adjust to the challenging environments.

c) The church to spearhead campaigns on the importance of abstinence and moral uprightness.

d) The chiefs hold barazas and advice parents to ensure girls resume school after delivery and compel parents to abide by that law.

e) Government to provide incentives such as bursaries and sanitary towels to all girls in school.

4.6.4 Measures given by the provincial administration officers

To alleviate the problem of pregnant and adolescent mothers’ dropping out of school, the chiefs gave the following intervention measures:

a) The school to ensure that the cases of girls be counseled and the information on pregnant and teenage mothers be sent to the ministry.

b) The government to provide bursaries to these girls.

c) Parents strive to provide girls with their basic needs while these girls are in school as this could reduce cases of girls engaging in sex for financial gains.

d) Students should also uphold sound morals and shun premarital sex.

e) The community should develop a positive attitude to girl education.
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

In this study, the researcher made attempts to critically examine factors that are responsible for educational wastage occasioned by pregnant and teenage mothers and their dismal performance in Et~go Division, South Gucha District. The researcher further investigated the appropriate measures to improve the education participation of these pregnant and teenage mothers. Low levels of resumption of studies after delivery in the context of a new education policy that allows girls to return to school after delivery was also examined. In effect, the objectives of the study were achieved using the data that was obtained.

One of the most important findings of the study was that people are aware of the girls’ readmission policy after delivery. This policy was developed in 2003 in line with the Millennium Development Goals. Many NGOs such as FAWE have for several years advocated for gender equality and the empowerment of the girl child. The MoEST Officers who were interviewed revealed that they were aware of the policy and were trying to disseminate information to the public concerning the policy. Teachers and the provincial administration also acknowledged the existence of the policy. However, the respondents said that though the policy was developed, there is need for affirmative action because the nation still witnesses cases of many girls who never return to school after delivery.

The findings also showed a decline of girls’ enrolment across each cohort. In the 2007 – 2010 cohort, about 15.71% of girls pulled out of the school system and the majority dropouts were attributed to premarital pregnancies and early marriages. It was revealed that most girls drop out
of school at grade III, perhaps because this is the peak of adolescence. In form one, most girls are not exposed to boyfriends because they hail from the same village. In form four, the girls may have tuned themselves to KNEC examination and therefore have little time to engage in romantic relationships.

The causes of teenage pregnancy were investigated. Majorly, poverty was the central cause of teenage pregnancy. Virtually all respondents identified financial constraints as a reason why most girls engage in premarital sex. Some parents, it was revealed, pull their girls out of school in order to pave way for their brothers when financial resources are scarce. This negative attitude to girl education is as a result of inhibitive cultural beliefs in our society. Thirdly, peer influence was identified as another cause of teenage pregnancy.

Socio-economic status of the parents such as education level and occupation are other factors that determine the moral standards of their daughters. It was found that majority of the girls who got pregnancy and who never resumed their studies were those whose parents had relatively low socio-economic status while those who resumed school were from parents with relatively high socio-economic status. The family structure also contributes to the moral life of the girls. It was found that most of these girls were from families with many children. The bigger the size of the family, the more likely that parent do not care much for their children’s education.

It was also revealed that most girls drop out of school at the age of 17 years. The age at which the girls drop out of school is important in determining her resumption of studies after delivery. Interest in education may go down with age especially if the girl has been repeating classes and is older than her classmates.
The challenges these pregnant and teenage mothers face are myriad. The major challenge they face is baby care. These girls find it difficult to balance education responsibilities and child care. Most of the teenage mothers lack a person to baby-sit their children as they go to school. They thus opt to stay and ultimately withdraw from school in order to vend for the child.

Another complicated challenge these girls face is self hatred. Out of the 70 girls who were respondents, 56 of them said that they hate themselves because of the state where they are. This is a psychological problem that needs adequate guidance and counseling. Asked why they hated themselves, most of them cited rejection / stigmatization both at home and in school. Their parents, brothers, sisters, teachers and fellow students abuse and laugh at them.

The girls also said that they faced the problem of lack of school fees. The girls who gave this response clarified that their parents started neglecting them when they got pregnant. They said that the parents started avoiding paying their fees claiming that the girls have ashamed the family and are likely to get subsequent pregnancies if they continue schooling.

The study also established that most of the girls who had not returned to school were engaging in menial jobs such as weeding people’s farms in order to get money and care for their children. A small proportion of the girls who had not resumed formal education had enrolled for vocational training.

5.2 CONCLUSION

Clearly, therefore, the objectives of the study were met. It was proved that girl’s enrolment continues to decline as one moves from grade I to grade IV in secondary education despite the advocacy for gender affirmative action. The social background factors of parents’ education, occupation as well as the attitudes of parents towards education of female children were found to
be important factors in determining the schooling of girls after pregnancy. The structure of the family such as the family size is another contributing factor to the girls’ pregnancy. Also poverty contributes to teenage pregnancy. The study also revealed that despite the re-admission policy, the girls do not re-enter school after delivery because of the many problems that they face. The two major problems that these girls face are self hatred because of stigmatization and inability to balance between education demands and school demands leading to complete withdrawal from the education system. Therefore the re-admission policy needs to be beefed up with other measures to improve education of this vulnerable group. The following recommendations were made:

5.3 RECOMMENDATIONS TO IMPROVE THE EDUCATION PARTICIPATION OF PREGNANT AND TEENAGE MOTHERS.

From the data that was analyzed, the interpretations made and the conclusions, the researcher made recommendations as to how to improve the school participation of these girls. The recommendations were grouped into five categories considering the five main stakeholders in the education sector. The success of educational goals depends on five components (Herber Spencer 1860) which should work harmoniously. These components are: parents, school, community, government and the students. The researcher, therefore, came up with what each component should do in order that the girl succeeds in her education. The recommendations are:

1. The government should provide sanitary towels and bursary to this vulnerable group. This will reduce chances of the girls going for these basic needs in premarital sex. The government should also set up an active pregnant and adolescent mothers counseling centre in every county that
deals with the challenges that this group encounters. Further, the government through ministry of education officials should keep an updated record of pregnant and adolescent mothers and make a follow up of the adolescent mothers to ensure that they resume school after delivery. Those parents who neglect the pregnant and adolescent mothers must be prosecuted and judged in courts of law.

The provincial administration should be used to sensitize the public on the importance of the girl child. The chiefs should be obliged to take monthly report on cases of girls in their location who have dropped out of school for necessary action.

2. The school, through the head teachers, should be sensitized on how to deal with the girls. The guidance and counseling department in each school should actively counsel these girls and the girls be exempted from heavy manual duties. Teachers should avoid abusive languages to these girls.

3. The parents should shun inhibitive cultural practices that hinder the education of the girl child. They should be sensitized to acknowledge the fact that girls are as important as boys in the education cycles. They should be friendly to their pregnant and teenage mothers and ensure that these girls resume school after delivery.

4. The community is also important in ensuring that the education of the girl child is fostered. Society practices such as early marriages, hostility towards pregnant and nursing adolescents, negative attitude to girl education must be avoided. Through barazas, chiefs should teach the community on the value of educating the girl child.

5. The girls are also their own enemies in the pursuit for education. Pregnant and adolescent mothers should have a positive attitude to life. Teenagers should avoid indulging in activities
such as alcoholic and substance abuse which might predispose them to premarital sex. Teenagers should shun bad peer company and should get sex education.

5.4 SUGGESTIONS FOR FURTHER RESEARCH.

i. The study has recommended further studies be carried out to find out challenges the pregnant and adolescent mothers face in various regions of the country. This is in order to get regional differences and why there are the differences.

ii. The study also recommends further research on how to make the re-admission policy more effective. This is because we still witness many girls who don’t return to school after delivery.

iii. The study also recommends a feasibility study on the establishment of a Pregnant and Teenage Mothers Counseling Centre in each county. This centre will go a long way in helping this vulnerable group.
REFERENCES


Dollar and Gathi (1999). Impact of increasing the Education levels of girls. unpublished.


Inter Press Service (23rd May, 2008). 13000 girls leave school every year in Kenya due to Pregnancy. (USA).


75


(Unpublished)


QUESTIONNAIRE FOR THE TEACHERS

Please answer the entire question by briefly writing in the spaces provided after each question or by placing a tick in the appropriate box for a given response.

1. Personal information

   a. Age: __________________________

   b. Sex: __________________________

   c. Marital status: married single divorced separated

   d. Religion: ________________________

   e. Teaching experience: ________________

   f. Number of years in the current station: ________________

   g. Job group: ________________________

   h. Status of the school: primary day, primary boarding, sec. day, sec boarding, sec mixed boarding, sec boarding girls ________________

2. (a). Are there pregnant and teenage mothers in the class(es) that you teach?

   Yes No (Tick the appropriate).

(b). which mechanisms do you use to get information on pregnant girls? Explain briefly.
(c) If yes in (a) above briefly list the preferential treatment that you give this group of students so that they are able to cope with their status.

3. From your inferences, what do you think are the five major contributions to teenage pregnancy and motherhood?

4. (a) In your school, do you have an operational guidance and counseling office?

   Yes  No

   (b). In a period of the last three months, approximately how many girls have recommended the head of the guidance and counseling department for guidance and counseling session?

   (c). what prompted you to recommend them for counseling? Briefly explain.

5. Approximately, at what stage of pregnancy does the school recommend that the pregnant students/pupil get a leave to deliver?

6. a) in your classes, do you have cases of some pregnant students who were given a leave to deliver and resume school later but who have never resumed? Yes no

   b) If yes in a above, do you have information of where about of these students/pupils? Yes no

   c) If yes in b above, briefly explain what these students do for a living now that they have dropped out of school?

   d) Have you as a school ever made a follow up to ensure that the students resume school? Yes no

   e) If yes as in d above, give details of the follow up procedures that you use.
7 a) using five nursing students named a, b, c, d and e, in your school, fill the table below on
those students general curriculum performance before pregnancy, at pregnancy and during
motherhood. Use terminal continuous assessment examinations to rank these students. And,
indicate the total mark scored in each term.

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre Pregnancy</th>
<th>Average</th>
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<th>Student</th>
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<th>Student</th>
<th>Motherhood</th>
<th>Average</th>
<th>Good</th>
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## Performance

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<th>Stages</th>
<th>Student</th>
<th>Poor (Mark scored)</th>
<th>Fair (Mark scored)</th>
<th>Average (Mark scored)</th>
<th>Good (Mark scored)</th>
<th>Excellent (Mark scored)</th>
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<td>Before pregnancy</td>
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<td>During motherhood</td>
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b) From the table above, is the performance along the three stages i.e before pregnancy and during pregnancy and during motherhood increasing, decreasing or is it constant? Explain by giving reasons for the probable trend in performance.

c) What do you think should be done by the following groups to improve the performance of this group of students?

Government:

School:

Society:

Students themselves:

*END*

Thank you for your cooperation geared towards improving pregnant and nursing students’ school performance.
QUESTIONNAIRE FOR CHIEFS AND SUB CHIEFS

Please answer all the questions by writing in the spaces provided after each question or by placing a tick in the appropriate box for a given response(s).

1. Personal background.
   
a) Age: 
   
b) Sex: 
   
c) Marital status: 
   
d) Religion: 
   
e) Name of your location: 
   
f) Name of your sub location: 
   
g) Years of working experience: 
   
h) Highest level of education: 

2. Are you aware of the school re-admission policy of adolescents mothers? Yes/No.

3. a) Are there schools in your area of jurisdiction with pregnant and adolescent mothers? Yes/No.

   b) If yes kindly explain how you get information of these pregnancy cases.
c) In the last three months, how many cases of pregnant pupils have reached your office?

4a) How often do you hold public barazas to discuss education matters especially for the girl child? Pick as appropriate.

i. Rarely

ii. Occasionally

iii. Quite often

b) In your education barazas, what is the parents’ reaction towards their pregnant and adolescent mothers. (Tick as appropriate).

i. Complete withdrawal.

ii. Ashamed but still willing to educate them.

iii. Not ashamed and still willing to educate them.

5. As the area chief or assistant chief, what measures have you put in place to ensure that these pregnant and adolescent mothers proceed with their studies? Please name four measures.

i) 

ii) 

iii) 

iv)
6. In case there are pregnant and adolescent mothers who have completely dropped out of school, what do you think are reasons for their complete withdrawal? Give five major reasons.

i) 

ii) 

iii) 

iv) 

v) 

7. What do you think should be done by the following stakeholders to alleviate the problem of pregnant and adolescent mothers dropping out of school system?

a. School:

b. The government:

c. The community:

d. Parents:

e. Students themselves:
QUESTIONNAIRES FOR PARENTS

Please answer all the questions by writing briefly in the spaces provided after each question or by placing a tick in the appropriate box for a given response.

1. Personal background

   • Age:

   • Sex male/female:

   • Marital status: married/single/divorced/separated/widowed/widower.

   • Religion: Catholic/Protestant/Muslim/other specify

   • Highest level of education:

   • Occupation:

2. A) indicate the number of your children by sex who have attained the following level of education as their highest:

   • Doctorate degree: Boys

       Girls

   • Masters degree: Boys

       Girls

   • Bachelor degree: Boys

       Girls
• Tertiary colleges: Boys

Girls

• KCSE certificate: Boys

Girls

• KCPE certificate: Boys

Girls

• Primary drop outs: Boys

Girls

B) How do you finance the education for your children?

i) Though family income

ii) Through sponsorship

iii) Through harambee contributions

iv) Through government funds

v) Others specify

3a) how many girls do you have who got babies before completing primary and secondary education? Give the number and the level of education at pregnancy.
b) What do you think caused the pregnancy of these daughters of yours? Give five possible reasons.

c) Did these daughters resume school after delivery: Yes/No

d) If yes, in (c) above, who enhanced their resumption to school: choose from the choices below.
You can tick more than one incase many groups influenced their return.

i) The school administration.

ii) The family.

iii) The girl herself.

iv) The provincial administration.

v) The church.

vi) The peer mates.

vii) Relatives and friends.

4a) which problems do you face in the event that your daughter has become pregnant and adolescent mother: Give four.

b) Which problem do you think your pregnant and adolescent mother daughters face as pertains to education? Give four problems.
c) How do you try to overcome the problems listed in (a) and (b) above? Give six ways of trying to overcome them.

d) In case your daughter after pregnancy and delivery has not resumed school, what do you think are the causal factors for not resuming school? Explain five causal factors.

e) For those pregnant and nursing daughters who resume school after delivery, what has been their performance after resumption and to what extent have they gone through the education system?

5. Please give suggestions on what you think should be done by the following group(s) of stakeholders to reduce pregnancy cases and improve education participation of pregnant and adolescent mothers:

i. The school

ii. The government

iii. The community

iv. The parents

v. The students themselves
QUESTIONNAIRES FOR PREGNANT AND ADOLESCENT MOTHERS

Please answer the questions by writing in the spaces provided after each question or placing a tick in the appropriate box for a given response. The information you provide will be treated as confidential and is geared towards improving your participation in education system.

1. Personal background
   i. Age:
   ii. Religion:
   iii. Current grade in school:
   iv. Family type: single/divorced/separated orphan
   v. Number or brother and sisters:
   vi. Siblings in working class:
   vii. Siblings still in school:
   viii. Occupation of the parent:
   ix. Number of sisters who become pregnant before completing school and the grade they attained.

2a) Who is the probable father of your child?

b) Explain the circumstances that led to you befriending the man who impregnated you.
c) What was your first reaction upon learning that you were pregnant?

3. What does the man who impregnated commend about your current situation?

4. In general what are the major reasons that make you girls befriend men? Give five reasons. Some of these reasons may be got from what other girls comment about their friendship.

5. How and when did your parents, guardians learn that you were pregnant and what was their reaction towards the revelation?

6. Explain five problems that you encountered when you were pregnant and, give ways on how you tried to counter these problems.

   Problems:

   Countering ways

7. What did your teachers do when they learnt that you were pregnant?

8. Up to which month of pregnancy did you stay in school?

9. What was the trend of your performance since you learnt that you were pregnant up to the time that you left school in order to deliver? Choose from he given choices:

   a. From excellent to poor

   b. From excellent to good

   c. From excellent to fair

   d. It was constant.
10a) Have you resumed school? Yes No

b) If yes or no, give reasons that have prompted you to resume or not to resume school. Give at least four reasons.

11. What challenges are you facing now that you have resumed school? Give five challenges.

12a) If you have not resumed school, what are the obstacles that have made you not to resume school? Give five obstacles.

b. Do you intend to resume school if these obstacles are removed? Yes no.

13. Please give suggestions of what you think should be done by the following groups of stakeholder to reduce cases of pregnant and adolescent mothers not proceeding with education and how to improve their participation:

i. The school

ii. the government

iii. the community

iv. the parents

v. the students themselves

*END*

Thank you for your response and it is hoped that your contribution will help improve your participation in the school system.
TO CERTIFY THAT:

Dr./Mr./Mrs./Miss. Isaac Nyakioma

am

Kenyatta University

: 43844 Nrb.

been permitted to conduct research in

Location,

South Gucha District,

Nyanza Province,

the topic, "Measures to improve pregnant and teenage mothers' participation in education: A case of Etago Division, South Gucha District".

period ending: 31st May 2011

Research Permit No. NCST/RRI/12/1/SS011/309

Date of issue: 25/3/2011

Fee received: Kshs.1000

Applicant's Signature

Secretary

National Council for Science and Technology