

**SCHOOL RE-ENTRY POLICY AND ITS EFFECT ON PARTICIPATION OF
TEENAGE MOTHERS IN PUBLIC SECONDARY SCHOOLS IN NAROK
COUNTY, KENYA**

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited, and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

In dedication to my late parents, Mr. Leonard Marende and Mrs. Florence Marende, I appreciate your efforts that nurtured the confidence and optimism in education and empowerment of girls in me at a time when gender equity in education was a myth among many.

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ABBREVIATIONS AND ACRONYMS

FGD	Focus Group Discussion
KDHS	Kenya Demographic and Health Survey
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social sciences
TMs	Teenage Mothers
UNFPA	United Nations Population Fund
UNICEF	United Nations Children Fund
USA	United States of America

ABSTRACT

Education is globally appreciated to enable enjoyment of life to full potential and contribution to the economic, societal, and civic growth of a country. However, teenage pregnancy is a major catalyst of non-participation among girls in education. About 12 million girls aged between 15 and 19 years give birth annually in developing countries whereas 39% and 15% of girls marry before the age of 18 and 15 respectively. In Kenya, Narok County records teenage pregnancy rate of 40.4% which is greater than the national rate by 23.5%. The school re-entry policy is a strategy used to re-enroll girls in schools after childbirth yet teenage mothers still fail to re-enroll. This study evaluated how the re-entry policy has affected participation of teenage mothers in government sponsored secondary schools of Narok County, Kenya. Objectives were to; establish the effect of social support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya; to determine the effect of academic support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya, and to establish the effect of academic support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya. Liberal Feminism Theory, conceptualized by Acker in 1987, was adopted for the study. The study adopted a descriptive research design with an embedded research method and a target population of 80 schools, 40 County Education Officials, 14,770 female learners, 80 principals and 80 teachers of guidance and counselling. The sample comprised; 16 principals, 16 teachers of guidance, 390 students that included 117 teenage mothers, 2 national education officers, and 6 Narok County education officials. A pilot study was conducted in two schools for feasibility of the study and efficacy of the tools. Cronbach's Alpha was used to ascertain reliability of the tools. Questionnaires, document analysis and focus group discussion guides were used for data collection. Descriptive and predictive statistics were used to analyze quantitative data. Descriptive statistics included frequency distribution, percentages, and counts. Predictive statistics involved logistic regression analysis to determine the coefficients. Qualitative data was analyzed thematically. Key findings of this study were that schools were yet to succeed with re-entry because only 16% of girls who took maternity leave from schools re-enrolled after childbirth in 2021. Parental support had the highest logistic correlation efficient of 2.510 to re-enrollment, followed by academic support by peers at a coefficient of 1.996, school fees waiver at 1.655, free meals at school at 1.611, guidance and counseling at 1.560, parental engagement in academics at 1.464, re-enrollment procedure at 1.3800, free boarding at 1.3649, peer support at 1.148, extra-coaching at 1.0149 and the least effective contributor to re-enrolment was teacher support with academics at a correlation coefficient of 0.852. A linear relationship was discovered between all the sub-variables included in the study. The study recommends teacher training on psychosocial support for teenage mothers, bursaries targeting teenage mothers and school support on acquisition of bursaries and parental empowerment for involvement in the academic pursuit of teenage mothers.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. In addition, the chapter contains, significance, limitations, delimitations, and assumptions of the study. Finally, the chapter highlights theoretical and conceptual frameworks and operational definitions of terms.

1.2 Background to the Study

Globally, pregnancy is a hindrance to the completion of education by teenage girls. Teenage pregnancies and childcare have remained the biggest causes of school dropout and failed re-admission among girls (McFarland, Cui, & Stark, 2018). Teenage pregnancies occur in both developing and developed countries. Drivers of pregnancies among teenagers comprise destitution, low enlightenment, and unemployment (United Nations Children's Fund, 2018). About 12 million girls aged between 15 and 19 years give birth annually in developing countries whereas 39% and 15% of girls marry before the age of 18 and 15 respectively (United Nations Population Fund, 2015; Wodon, et al., 2017).

Education is a globally appreciated human right and is key in enabling every child to live to full potential and contribute to the economic, societal, and civic growth of their countries (United Nations, 2015a). Present world's vision to guarantee access and gender equity are contained in the Sustainable Development Goals (SDGs), on inclusive and equitable gender in education (UNFPA, 2018). Due to rising wastage in education resulting from teenage pregnancies, the focus on teenagers has moved to the center of the global agenda

and is stipulated in the SDGs 2015 (Elfert, 2019). A strategy that is globally embraced to enhance gender equity in education is the policy on school re-entry. This strategy seeks to guarantee pregnant teenagers continued learning while teenage mothers re-enroll in school after childbirth. The school re-entry policy has formed a foundation for the regularization of guidelines to guarantee access and gender equity in education. The world monitoring study 2014, reported that inadequate financing was one of the major obstacles to achieving education for all (McDermott, Donlan, & Zaff, 2019).

Access to education among teenage mothers is still a problem even in industrialized nations (Rumberger, 2020). Today, nations have customized the school re-entry policy into suitable key actions to guarantee good and exemplary educational pursuits of their teenage students (Zajac, & Komendant-Brodowska, 2019). These policies explain how school-age girls should be supported to remain in school while pregnant and go back to school after maternity break. To reduce wastage in education, countries should ensure that teenage mothers continue with education during pregnancy and after childbirth (Amin, & Ntembe, 2021).

New York City has a school re-entry policy which stipulates that teenage mothers should be permitted in school to attain their goals, but 70% of the teenage mothers still do not participate in school after childbirth due to inadequate support from community, negative self- image and stigmatization (Webber, 2018).

India has a school re-entry policy aimed at re-admitting teenage mothers to school after maternity leave. India has prospered in executing this school re-entry policy due to targeted support offered by most learning institutions to teenage mothers during pregnancy and after

childbirth (Prakash, Beattie, Javalkar, Bhattacharjee, Ramanaiik, Thalinja, & Isac, 2019). Psycho-social support is offered at school to manage their emotional stress and negative feedback from peers. Iranian institutions offer academic support namely through extra-coaching to teenage mothers to motivation towards learning. Moghadam, et al., (2017) contend that this academic support led to enhanced academic performance by many teenage mothers and a significant increase in the number of teenage mothers proceeding for university education.

Africa leads the world in adolescent pregnancy rate with the largest number of annual births of 70,423 by teenagers, occurring in Western Africa (United Nations, 2015b). Thousands of girls get pregnant annually when they should be in school and are faced with social-economic challenges which deter them from continuing with education. In 2013, all the 55 African Union countries adopted Agenda 2063 which seeks to address economic and social development priorities of the continent (Banks, & Dohy, 2019). These African governments committed to sustain investment in education as a strategy for the development of human capital and eliminate gender inequalities in education. Member countries of African Union have committed to protect pregnant girls and adolescent mothers' right to education. However, teenage mothers are handled differently depending on progress on policy implementation at the individual country level (Male, & Wodon, 2018).

Even though policies guaranteeing continuation of education among pregnant girls and teenage mothers exist in most countries in Sub-Saharan Africa, these students still lack support to return to school after childbirth due to poverty (Nyariro, 2018). Inadequate monetary support to teenage mothers impedes re-enrollment.

School re-entry policies are specific to individual countries, and some have punitive and harmful aspects. School re-entry policy barriers across African countries included lack of adherence to re-entry, pro-longed maternity leave, complicated re-entry procedure; requirement of medical certification to rejoin school like in Senegal and writing letters to several officials of education like in Malawi or strict measures that would ensure that girls apply for admission to a different school (Mubarak, Cao, & Zhang, 2020). Schools and community's low awareness of re-enrollment of girls after childbirth is another factor in the failure of teenage mothers to re-enroll in school. Participation of teenage mothers in education is mostly affected by inadequate finances, social support, and stigmatization in their schools and communities (Mutua et al., 2019).

According to Birchall (2018), countries that have succeeded in re-enrollment of teenage mothers mainly focused on tackling specific barriers to education alongside causes of teenage pregnancy and failure to re-enroll in school. Rwanda is offering free primary and secondary education to increase access and by providing financial support for girls at risk of pregnancy. Cape Verde and Senegal are providing special accommodation at school for young mothers, scheduled timing for breastfeeding, and to attend to their babies' healthcare. In 2015, The African Union noted that Zambia had provided girls with options of morning or evening learning sessions. Gabon established nurseries near schools for convenience in use by teenage mothers and their babies. Malawi has succeeded by providing counseling services in school for teenage mothers (Mhlaba, 2021). Ivory Coast succeeded by providing sexuality education at school and in their homes (Evans, & Mendez Acosta, 2021).

Twenty-six countries in Africa have adopted the school re-entry policy, Kenya being among them. Efforts by these countries to keep teenage mothers in school are strong though implementation and monitoring of the school re-entry policies are still inadequate (Mukhopadhyay, & Dipankar, 2021). The African Union has been working with African governments to adopt the school re-entry policy and put in place national plans to end pregnancy and school dropout among school-age girls.

Swaziland made a commendable implementation on policy and plans developed under global education campaigns. However, most students dropped out of school because of pregnancy and failed to re-enroll. Schools have not adequately helped in enhancing the participation of teenage mothers in education (Mduma, & Machuve, 2021). There is need for awareness-raising and detailed legislation to retain pregnant teenagers and teenage mothers in education. The Swiss government intends to work with education stakeholders in conducting nationwide campaigns to address resistance that has been experienced towards teenage mothers' quest for re-enrollment (García-Carrión, Molina-Luque, & Roldán, 2018).

School re-entry policy in South Africa allows teenage mothers' re-admission (Tewari, & Ilesanmi, 2020.). Support in form of accommodation and administration is accorded to teen mothers has improved their engagement in education. The needs of teenage mothers that were addressed by the school administration were however not specified. South Africa has succeeded in implementing this policy by providing social and financial support for teenage mothers and access to various contraceptive methods (Carney, Browne, Myers, Kline, Howard, & Wechsberg, 2019).

The government of Namibia has a re-entry policy to influence re-entry and let pregnant teenagers attend school (African Union, 2015a). Teenage mothers take 12 months' maternity break, re-enroll, and join training institutions. Lack of social support led to stress, isolation, loneliness, and failure to re-enroll. Policies on school re-entry are not monitored and these learners lose hope in academics. Some students frustrate pregnant teenagers and counseling is not offered at school. Teenage mothers who sought re-admission were ridiculed and intimidated (Samuel, & Burger, 2020.).

The Kenyan government also put in place continuous and deliberate efforts to ensure that teenage mothers remained in school. In 1999, the Ministry of Education (MOE) rolled out a re-entry directive which got included in the Gender Policy in Education, (2007). The Education and Training Gender Sector Policy, (2015) currently captures the school re-entry regulations. Through this policy, the MOE committed to ensure gender-responsive programming and evaluation, gender empowerment in schools, effective guidance units in schools and child protection in schools. The policy further committed to ensure parental empowerment and engagement in education, enhanced re-enrolment, and completion of school by teenage mothers (MOEST, 2020). Strategies listed in this policy included gender equity through provision of free day education, re-entry, provision of bursaries, reduced gender discrimination, provision of gender-sensitive, non-violent, inclusive, and effective learning environments to re-enroll teenage mothers in school. These commitments were grouped into academic, social and financial support that schools should provide to enhance teenage mothers' participation in education (MOEST, 2020).

Despite these interventions, there still exists a variation in practice of the re-entry policy. Narok County records a high teenage pregnancy rate of 40.4% which is higher than the

national teenage pregnancy rate of 16.9% (KDHS, 2020). Nationally, 13,000 female teenagers discontinued school because of pregnancy yet only 10% re-enrolled (Nyariro, 2018). Kahurani, (2020), in a study on teenage pregnancy that was conducted in 28 counties of Kenya also put Narok County among the top six counties with high rates of teenage pregnancy at 5,850 cases when Muranga county had the least cases of teenage pregnancy at 2,419. This study indicated that teenage pregnancy was still high in more than half of the counties in Kenya. Kajiado, Bungoma and Meru were also among the top six counties with high teenage pregnancy numbers of above 5,000 cases. Nyamira, Busia, Makueni and Vihiga also had cases of 200 teenage pregnancies as per the respective county health records.

There was therefore need for the researcher to investigate the effect of the re-entry policy on participation of teenage mothers in secondary schools in Narok County. From the re-entry policy, there was need to structure the study into variables derived from the re-entry policy. The three sub-variables were social support, financial support, and academic support that schools offered teenage mothers to ensure re-entry and how these forms of support affected their participation in education.

Social support aspects of the school re-entry policy were defined as counseling and guidance at school, child protection system at school, parental empowerment, and engagement of teenage mothers in co-curricular programs for effective learning. Indicators under financial support offered to teenage mothers at school included budget allocated for counseling activities, bursary allocation to teenage mothers and school fees waivers to teenage mothers. Indicators for academic support included: extra coaching at school, re-

enrolment procedure, academic support by peers and parental engagement in academic activities for effective participation of teenage mothers in school.

1.3 Statement of the Problem

Failed school re-enrolment among girls of secondary school going age (13-19 years) has been driven by teenage pregnancy and its respective consequences. Deliberate efforts by the MOE to ensure that teenage mothers re-enrolled in school included the 1999 re-entry directive to schools that instructed principals to ensure that all teenage mothers took maternity leave and re-enrolled in school after childbirth. Eight years later, the Kenyan government enacted the Gender Policy in Education, 2007. Currently, the re-entry policy is embedded in the Education and Training Gender Sector Policy, 2015 which commits to ensure: gender empowerment in schools, effective guidance units, and child protection in schools. The policy also committed to ensure parental empowerment and parental engagement in education, enhanced re-enrolment, and completion of school by teenage mothers. Strategies listed in this policy include gender equity through provision of free day education, re-entry, provision of bursaries and reduced gender discrimination.

Despite these interventions, Narok County records a high teenage pregnancy rate of 40.4% which is higher than the national teenage pregnancy rate of 16.9%. Nationally, 13,000 female teenagers discontinue school because of pregnancy and only 10% of this number re-enroll. If this trend continues, Narok County's gender equity in education will not be attained, social development will deteriorate, unemployment will rise, and poverty will be elevated among its people hence the need to⁷ investigate effect of the re-entry policy on participation of teenage mothers in education.

1.4 Purpose of the Study

This study investigated school re-admission policy and how it affected teenage mothers' educational participation in Narok County, Kenya

1.5 Research Objectives

The study sought to:

1. Establish the effect of social support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya.
2. Determine the effect of financial support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya.
3. Establish the effect of academic support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya.

1.6 Research Questions

1. What is the effect of social support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya?
2. What is the effect of financial support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya?
3. What is the effect of academic support on participation of teenage mothers in public secondary schools in Narok County, Kenya?

1.7 Significance of the Study

Results of this research may provide insights to the MOE, non-governmental organizations, policymakers, and policy programmers on specific support needed by teenage mothers in education, challenges that they face and strategies for successful re-entry in secondary

schools. The study may also identify key strengths and weaknesses of the school re-entry policy regarding re-enrolment and attainment of secondary education by teenage mothers which may redirect focus from re-entry to successful completion of secondary education by teenage mothers. Lastly, findings of this study may augment research done by other investigators on school re-entry and propose other themes for additional research.

1.8 Limitations of the Study

The researcher managed three challenges: First, discomfort in provision of information by teenage mothers. To mitigate this challenge, the researcher explained the school re-entry policy and aim of study to respondents reassuring them of confidentiality. The researcher also obtained guardian permission before these respondents were engaged in the study. Secondly, schools did not have records on reasons for failed re-enrollment. To address this challenge, principals worked with teachers of guidance and counseling to generate data on teenage mothers who had recently failed to re-enroll and whose details were remembered by the teachers. The document analysis guide was also used to collect data on teenage mothers who failed to re-enroll in school and reasons for their failure to re-enroll in school. Finally, data collection for this study took place at a time when entering schools was limited due to COVID-19 pandemic. To manage this challenge, the researcher and research assistants worked with the principals and teachers on observation of the COVID- 19 protocol while meeting the respondents. The researcher explained the research tools to the respondents who filled the tools and submitted them on the same day. The researcher, together with two research assistants verified the filled tools before leaving the schools. Focused group discussions were conducted on Saturdays for boarding schools and during games time for day schools.

1.9 Delimitations of the Study

This research had three delimitations: First, systems that may be established for teenage mothers to re-enroll in school are diverse, but this researcher focused on social, academic, and financial support that teenage mothers require for their education. Therefore, findings of this study should only be generalized to variables covered by the study. Secondly, Teenage mothers need secure school and home environments, but this study focused on the school as a key driver of re-entry. Outcome of this study therefore can only be generalized to school factors to re-enrollment of teenage mothers in education. Lastly, the study was done in Narok County leaving out the other 46 counties. It was also conducted only in public schools, excluding privately sponsored secondary schools. Private secondary schools offer different school environments compared to public secondary schools. These findings should therefore be cautiously generalized to other counties.

1.10 Assumptions of the Study

These three assumptions were considered; first, respondents understood the importance of the study and provided accurate information and secondly, that cultural practices of study participants positively influenced their responses. Lastly, that all respondents had the information needed to fill the questionnaires and were willing to participate in the study.

1.11 Theoretical Framework

This study was premised on the Liberal Feminism Theory, conceptualized by Acker in 1987. The theory states that women and men should have the same rights, educational and work opportunities through better allocation of resources. Equitable educational opportunities for teenage mothers would therefore ensure equal opportunities, socialization, reduced sexual stereotyping and discrimination. It further enforces that

schooling is based on merit and its success depends on the incentive and intellectual ability of an individual. This theory further elaborates that school and education are good and may be improved within the existing education system by increasing access and training of education stakeholder on attitude change towards education pursuit by teenage mothers. Traditional cultural values and practices that give society and institutions power over teenage girls are therefore confronted by this theory.

To alleviate gender disparities and inequalities in education, the Ministry of Education enacted a school re-entry policy for teenage mothers to remain in school during pregnancy and seek re-entry after childbirth. This is embedded in the Education, Training and Gender Sector Policy, 2015. Despite the existing cultural and economic circumstances faced by teenage mothers, the theory emphasizes that they should enjoy equality of opportunity and individual freedom by re-enrolling in school to enable fulfillment of their innate potential in society. This policy instructs the MOE to budget for actualization of the strategies for re-enrolling teenage mothers in school. Implementation of this policy may be improved if the MOE adequately allocates resources for its actualization and trains education officials and school heads on key actions towards re-enrolling teenage mothers in school.

McDermott et al., (2019) express that secondary education ensures participation of teenage mothers in education beyond social values learnt at home. To ensure equal opportunity of readmission of teenage mothers in school, exposure of teenage mothers to modern socialization through formal education is one approach. Similarly, teenage mothers may be motivated through positive knowledge, attitude, and practice in their schools. Provision of socially, financially, and academically oriented support to teenage mothers may increase their re-enrollment (Morrow & Villodas, 2018).

1.12 Conceptual Framework

This study was guided by a conceptual framework which was conceptualized from a review of related literature and the theoretical framework adopted for the study. The framework illustrates the interconnection among variables of a research (Orodho, 2017). The framework demonstrates the linkage between school re-entry policy (independent variable) as categorized into three sub-variables: social support at school, financial support at school and academic support at school offered to teenage mother at school to enable re-enrolment. The dependent variable is participation of teenage mothers in education.

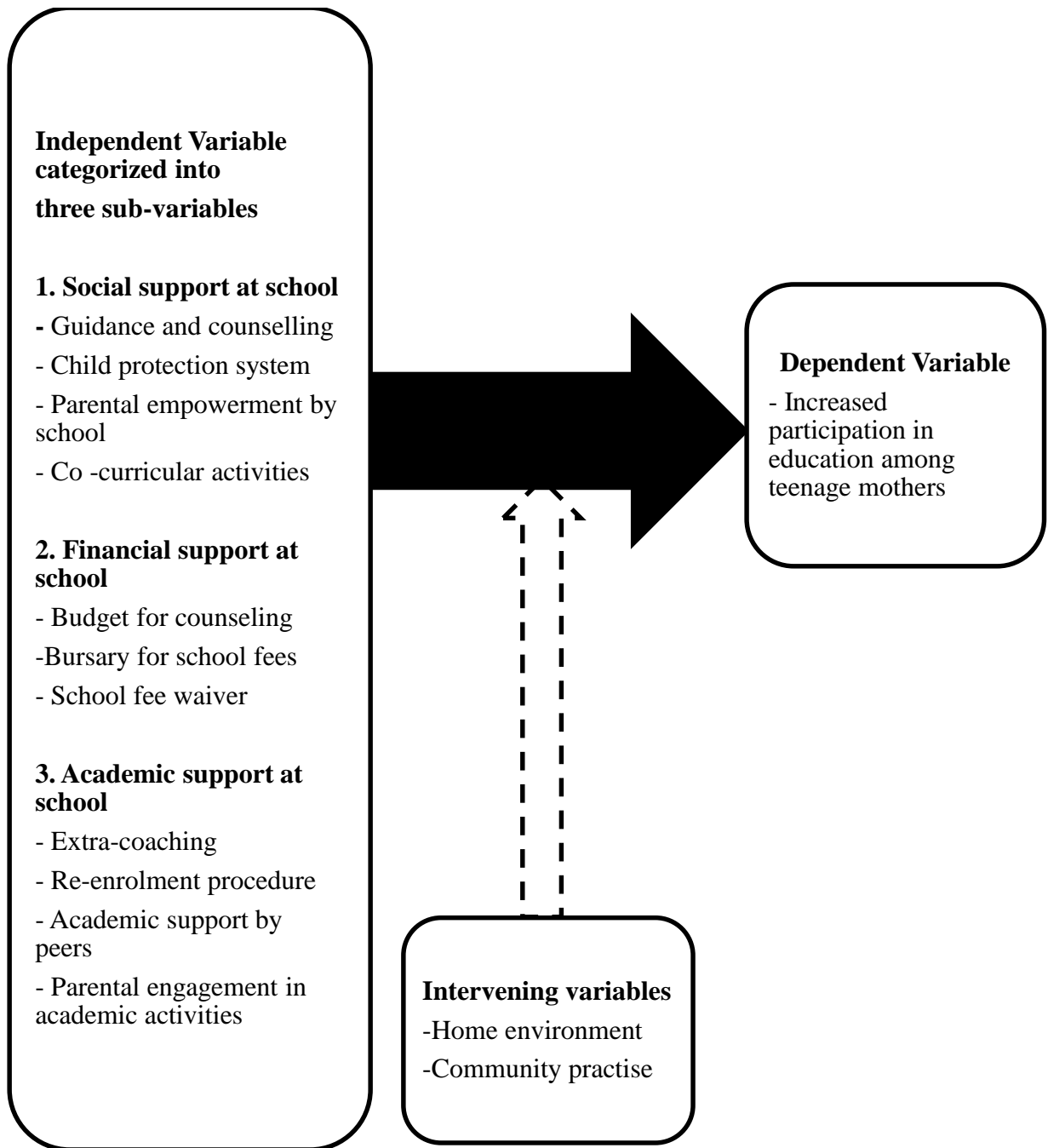


Figure 1.1: Conceptual Framework Illustrating Independent and Dependent Variables

Source: Researcher (2022)

Social support at school was measured using, guidance and counseling, child protection system, parental empowerment, and co-curricular activities. Financial support at school was quantified by budget allocation for counseling, bursary for school fees and school fee waiver. Indicators of academic support at school included extra-coaching, re-enrolment procedure, academic support by peers and parental engagement in academics.

The dependent variable is participation of teenage mothers in secondary education. It was measured as either high or low re-enrollment of teenage mothers in education. The intervening variables were home environment and community practice. Home environment referred to initiatives that were put in place in homes that influenced participation of teenage mothers in education. Community practice referred to actions within the community that influenced participation of teenage mothers in education. The intervening variables were not investigated in the study though they may have influenced the dependent variable.

1.13 Operational Definition of Terms

Access – Refers to re-enrollment of teenage mothers in school.

Guardian – Refers to one who takes parental responsibility in the life of a pregnant teenager or teenage mother

Learners – Refers to girls and boys who are registered in secondary school.

Parent – Refers to a biological mother or father of a pregnant teenager or teenage mother.

Participation – Refers to low or high re-enrollment in school by teenage mothers.

Pregnant Teenagers – Refers to girls aged between thirteen to nineteen years who are expecting to deliver a child.

Re-entry policy- Refers to the steps of school re-admission of a teenage mother after childbirth. Re-entry is interchanged with return to school, re-enrollment, and re-admission.

Teenage Mothers - Refers to girls aged thirteen to nineteen years who have given birth to a child

Wastage in Education - Refers to school drop out by pregnant teenagers and or teenage mothers before completion of education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a set of literature reviewed based on three objectives; social support concerning the education of teenage mothers, financial support towards education of teenage mothers and academic support for the education of teenage mothers, followed by a summary of the literature studied with respective gaps identified.

2.2 Social Support and Re-Enrollment of Teenage Mothers

Social support may enable or deter the re-enrolment of teenage mothers in schools. Baafi (2020) defined social support as material and emotional conditions that pregnant schoolgirls and young mothers got exposed to as they sought re-enrolment in schools. Material and emotional conditions were broken down into social barriers to re-enrolment, institutional barriers to re-enrolment, discrimination, and social abominations. Further, Onyango, Kioli and Nyambedha, (2015) outlined social factors as traditions, patriarchy, bride-wealth transfer, early marriage, economic factors, religion, school environment, stigma, and social isolation. The present study operationalized social support as school driven guidance and counselling offered to teenage mothers, child protection system at school, parental empowerment on the education of teenage mothers, and involvement of teenage mothers in co-curricular activities. The current study looked into school driven actions that socially empowered teenage mothers to re-enter school.

The United Nations Children's Fund (2018) conducted a study on re-integration of adolescent mothers in the formal school system in Guyana, South America. The target population comprised students, schoolgirls who were pregnant and adolescent mothers.

Primary data was collected through stakeholder consultations, focus group discussions, and semi-structured interviews and data analyzed thematically. Thematic analysis was used to analyze data. This study established that secondary schools had counseling support groups, parental and family support groups that played a crucial role in ensuring re-integration of teenage mothers into schools. This study was qualitative, but the present study applied both quantitative and qualitative approaches to investigate the school environment and its structures that enabled re-entry in Narok County.

A study conducted by Lin, 2016 in the United States of America (USA) revealed that teenage mothers got strained by childcare and studentship. Low family and social support, intimidation from peers, family, schools, and their communities also hindered re-entry. This study concluded that a supportive social surrounding, built confidence of teenage mothers. The previous study used secondary data which limited interpretation of the researcher to historical information on schooling and motherhood. However, the present study integrated primary and secondary data. Questionnaires, document analysis guides and focus group discussions guides were used to engage education officials, principals, teachers of guidance and learners on real time school-initiated support to re-entry.

Similarly, Kapasule and Kumar (2020) conducted a descriptive survey to investigate the influence of re-admission policy on education of young mothers in secondary schools in Malawi. Stratified random and snowballing sampling techniques were used to select teachers and teenage mothers. Questionnaires and interviews were used to collect quantitative and qualitative information. The study discovered that teachers offered guidance and counseling to teenage mothers which significantly influenced re-enrolment. The reviewed study did not clarify size of target population and sample size used, and

therefore its findings may not be generalized to the wider population because it was not known if the sample size was representative. The present study specified the target population and sample size, and findings can be generalized to the County.

A situational analysis was conducted by UNESCO in 2018 on unintended pregnancies in Eastern and Southern Africa in ten countries: Namibia, Kenya, Malawi, Lesotho, South Africa, Tanzania, Zimbabwe, Swaziland, Uganda, and Zambia to understand teenage pregnancy and the education sector's response to re-entry policies, the school system in enhancing adolescent access to education services, and discrimination against pregnant girls in schools and their communities. A desk review, qualitative fieldwork, a national stakeholders' dialogue, and workshops were held with youth, government staff, civil society organizations (CSOs), community social workers, health workers, parents, and teachers. Findings were that pregnant girls were stigmatized at school and home. Recommendations were that empowerment of principals, teachers, peers, support staff, and other community members was key for re-enrollment. The present study also used both qualitative and quantitative approaches and adopted some sub-variables used from the reviewed study. The present study included home environment and community practice as the intervening variables and used regression analysis to determine effect of social factors on re-entry.

A study by Farida and Bali (2014) employed a mixed methods approach to explore student mothers' experiences in secondary schools in Tanzania. Findings were that student mothers faced re-admission challenges and stigma in school. Lack of emotional support and support with childcare led to failed re-enrolment in education. The study used the national constitution which highlighted that pregnant girls were not allowed to re-enroll in school.

This study concluded that these students needed guidance, encouragement, and motivation. The reviewed study informed the approach of the present study which was to understand school practices regarding implementation of the re-entry policy at school. However, the current study concentrated on the school driven efforts in ensuring re-entry and incorporated co-curricular activities as an influence of re-enrollment of teenage mothers which was not included in the reviewed study.

A descriptive survey study by Kurgat (2016) on administrative support factors influencing re-admission of teenage mothers in secondary schools in Baringo County, Kenya targeted all headteachers, counseling teachers and students in mixed and girls' secondary schools. Questionnaires and interview schedules were used to gather quantitative and qualitative data. Results illustrated that headteacher and teacher support motivated teenage mothers to re-join schools; and that guidance and counseling had a statistically significant and positive relationship with re-enrolment of young mothers in secondary schools. The design used could not determine the level of effect between the variables. The present study also used a descriptive research design with logistic regression analysis to relay statistical significance and relationship between the sub-variables.

Similarly, Mutua, Miriti and Mogeni (2019) conducted a case study on the extent of execution of back-to-school policy for young mothers in Narok County. Two schools and twenty-four (24) students were purposively sampled. Focused group discussions and interviews were used to collect data which was analyzed using framework analysis. Findings were that parental support significantly affected re-enrolment of teenage mothers. Qualitative approach used could not measure the extent of effect of parental support on re-enrolment of teenage mothers and the sample size was not representative of the target

population thereby hindering further generalization of the outcomes. The present study sampled 8 MOE officers, 16 schools, 16 principals, 16 teachers of guidance and 390 learners who provided quantitative and qualitative data. Logistic regression analysis was used to establish the extent of effect of sub-variables on re-enrollment.

2.3 Financial Support and Re-enrollment of Teenage Mothers

Financial support, if adequately provided, more teenage mothers would re-enroll in school. Nyariro (2018) in her study, framed financial support as, availability of clean and affordable daycare centers for use by teenage mothers, supportive and safe physical environments for teenage mothers and monetary assistance of teenage mothers and their families. The present study however framed financial support to teenage mothers as; budget allocation for guidance and counseling, bursary for school fees and school fee waiver.

A UNICEF (2019) study on Adolescent Pregnancy and Child Marriage in South Asia used the multi-country descriptive analysis approach across Pakistan, Afghanistan, India, Bangladesh and Nepal. Findings showed that child marriage interventions, socioeconomic and sociocultural needs affected education of girls. Structural, institutional, and governance-related factors were found to affect school re-entry. The reviewed study used secondary data from the respective country's Demographic and Health Survey Reports while the current research used both secondary and primary data on school-based factors that effected re-enrolment. The reviewed study also provided a broader perspective on school re-enrolment in multiple countries while the current study similarly focused on commitments of the policy on financial allocation by MOE for re-entry but in Narok County.

An Iranian qualitative study by Moghadam et al., (2017) explored student mothers' role in school and with motherhood. Twenty (20) student mothers were purposively selected from state and non-state universities in an urban setting. Findings were that preparation of student mothers for education and motherhood was important for re-entry and that students worked for pay to support their re-entry. These findings informed the second objective of the current study. The present study however collected data from education officials, schools, principals, teachers of guidance, students, and teenage mothers in Narok County and its public secondary schools while the reviewed study looked at state and non-state universities in an urban setting, which could generate different data. The reviewed study also focused on home environment while the present study focused on the school environment.

A qualitative study by Jeffrey (2016) examined pregnant girls' re-admission in Ghana and found that 77% did not get re-admitted. This study concluded that negative attitude by parents of teenage mothers, childcare, poor economic background, and social stigma influenced re-enrollment. Regularity in class, performance, and participation in school by teenage mothers was negatively affected. The present study investigated how the schools in Narok County contextualized the re-entry policy. However, the current study did not factor in causes of teenage pregnancy and how home backgrounds affected school re-entry but the effect of budget allocation for guidance and counselling, school bursary allocation and school fees waiver on re-enrolment of teenage mothers. Home environment and community practice were however included in the current study as the intervening variables.

A qualitative study on factors that influenced use of the school re-entry policy for adolescent mothers in Zambia was conducted by Mwanza (2018). Primary and secondary data was used from interviews, documents review, and participant observation. Findings were that parents of teenage mothers preferred to pay school fees for their sons and not the teenage mothers, girls who did not re-enter school were from economically unstable households and that good relationships between parents and the school administration gave flexibility to parents on school fees payment. The reviewed study qualitatively looked at the relationship between parents and the school while the present study used both qualitative and quantitative research methods to investigate school-driven support regarding strengthening of guidance and counselling, school fee payment and bursaries support with bursary acquisition from government loaning facilities. In the present study, data was analyzed using thematic analysis, descriptive statistics, and predictive statistics while the reviewed study used triangulation to analyze data.

In 2011, Mwansa assessed how the re-entry policy in Zambia was formulated and discovered that the policy formulation process required input from educational planners and policy implementers. Findings were that; innovation, capability of staff, resource availability and commitment of staff lacked in the process. Interviews, group discussions and desk review were conducted on schools, education officials and the religious community. However, the present study did not investigate the process of policy formulation but empowerment of learners, parents, guardians, education officials at national level, county level and schools on implementation of the re-entry policy.

A Zimbabwean qualitative case study by Ncube & Mudau, (2017) assessed perceptions of stakeholders on the re-admission policy. Critical social theory was used while parents,

teachers, and learners were interviewed. Key findings were that the policy faced abuse by students and staff were not aware of the policy. Findings were that unsupportive school environment, time pressure, stigma, additional responsibilities, and resistance from the school administration hindered re-enrollment. The study recommended empowerment of schools for protection of teenage mothers. The current study did not include perceptions of education stakeholders but school practices that enabled re-entry and financial challenges that teenage mothers faced during re-entry defined as school fees waiver, and bursary acquisition process. The previous study used Critical social theory while the present study used the Liberal Feminism theory. The reviewed study was qualitative while the present study used both quantitative and qualitative methods.

Socio-educational hindrances of student mothers to re-entry policy was studied in Zimbabwe and it reported that monetary needs and child care needed to be addressed to enable re-entry (Van Den Berg & Mamhute, 2013). The study showed that school administration did not pay bills for student mothers who in turn suffered anxiety, low participation in school and low self-esteem. The reviewed study provided insights on the financial aspects of the current study. The current study focused on financial support from school and the MOE that enabled re-enrollment of teenage mothers, did not link lack of finance with self-esteem of teenage mothers and excluded social factors as was in the previous study.

In Nairobi Kenya, Nyariro (2018) executed a study on re-entry policy for young mothers in urban slums with a focus on income and marginalization. This study recommended that policies and poor geographies should be girl-targeted with daycare facilities for children of female learners. Cash transfers, sexuality education and counseling were recommended to

prevent pregnancy. The reviewed study was used to align objective two of the present study, on effect of financial support on re-entry of teenage mothers. The current study did not consider socioeconomic circumstances of teenage mothers nor the study locale but considered public boarding schools that enrolled learners from all socioeconomic backgrounds. The study on school practices initiated towards re-entry by principals and education officials regarding budgeting for guidance and counselling at school, school fees waiver and bursaries for school fees.

2.4 Academic Support and Re-enrollment of Teenage Mothers

Academic support is key in ensuring re-entry of teenage mothers in school and enabled teenage mothers to catch up in academics and build required confidence for participation in class. Britwum, Akorsu, Agbesinyale and Aikins (2017) operationalized academic factors to mean; school performance and learner aspirations; length of maternity leave, availability and quality of childcare support, school environment presented by headteachers, guidance and counseling facilitators, education officers, teachers, peers, and parents. The present study contextualized academic support to refer to extra coaching at school, re-enrolment procedure, peer support with academics and parental engagement in the academics of teenage mothers.

A USA qualitative study was conducted on factors to teen mothers' academic success among African Americans, White Americans, and Hispanics by Hernandez and Rabai (2017). College and university graduands who were mothers by 16 years who re-enrolled and completed education were selected for the study using snowballing sampling. The study found that teacher involvement in academics of teenage mothers and personal drive ensured re-entry and completion of education. The study recommended a comprehensive

approach to retaining teenage mothers in education. The present study used quantitative and qualitative methods, FGD, document analysis and questionnaire to collect real time information on successful re-entry, those who were on maternity leave, those who did not re-enroll and reasons for failed re-entry between 2017 and 2021 while the reviewed study used historical data. The present study considered social, financial, and academic aspects of re-entry unlike the reviewed study which solely focused on teacher involvement in the academics.

In South Africa, Timæus and Mouriet, 2015 studied child among students and academic attainment between 2008, 2010, 2012 and 2014. This researcher paired childbearing among students and poor educational attainment. Teenage motherhood was structured under social and economic barriers to re-entry. The study relayed that most girls who got pregnant were weak in academics and failed the national examination. The previous study implemented exploratory analysis method while the present employed a descriptive research design alongside embedded research method. The reviewed study focused on motherhood as a factor of re-entry while the present study viewed school- driven support as the key factor to re-entry.

A research on Pregnancy among Adolescents and their Education in Malawi, used multivariable regression (Chalasan, Kelly, Mensch, & Soler-hampejsek, 2013). Enrollment, grades, literacy, and numeracy formed variables of this longitudinal study that started in 2007. Findings of this study were that main causes of school dropout and absenteeism were pregnancy, child marriage and motherhood. The previous study employed multivariable regression while the present one used logistic regression alongside an embedded research method which enabled collection of both quantitative and qualitative

data concurrently. The previous study focused on primary schools while the present study was conducted in secondary schools. The Malawi study was based on high human immunodeficiency virus prevalence while the current study location was in a locality that experienced high instances of female genital mutilation and patriarchy which were both linked to teenage pregnancy and low participation in education by teenage mothers.

Britwum et al., (2017) conducted a case study on pregnancy and facilitation of re-admission in Ghana. Findings were that the school re-admission policy was not translated into practices at school, but that teenage mothers coped well with re-entry when teachers and peers offered academic support. Academic support that was offered by teachers included the re-entry process, regular counselling, and extra coaching. Peers sent classwork and notes to teenage mothers at home, took class notes for them before they re-entered school, and explained class exercises to them. The reviewed study also found that teachers' attitudes towards learners and teenage motherhood facilitated or hindered academic support to teenage mothers in school. From the reviewed study, the current study borrowed aspects of academic support such as extra -coaching, re-entry procedure and peer support. The present study however left out teacher attitude but looked into teacher involvement in extra-coaching, re-entry process and parental engagement in the academics of teenage mothers.

A qualitative study by Baafi (2020) on school re-entry for pregnant schoolgirls and young mothers in Techiman, Ghana collected primary data by interviewing 15 participants through WhatsApp calls and chats: 8 young mothers aged between (13-20) years who were out of school at the time of data collection, 3 parents whose children were out of school due to pregnancy, 3 headteachers in primary and secondary schools, and the Director of

Education. The study revealed that success of re-entry policy depended on headteachers and that some made unbearable rules for teenage mothers and that teachers indirectly discriminated against and shamed teenage mothers. The present study however used quantitative and qualitative methods with face-to-face interactions that included focus group discussions and meetings with participants. This method ensured that the intended persons filled the research tools and that deeper understanding of the problem was obtained through focus group discussions. The study population included education officials, teenage mothers, other learners, principals and teachers of guidance from 16 secondary schools in Narok County.

A study by Kurgat (2016) on administrative influence on re-enrollment in Baringo, Kenya used narrative and numerical data. Results were that headteachers were key in re-entry through material support and integration of student mothers through co-curricular activities. The study found that headteachers invited student mothers for re-admission and arranged for counseling, encouraged re-entry and this improved their academic performance. The current study built on the findings of the reviewed study but focused on commitments of the re-entry policy regarding; MOE and school support towards re-entry, parental involvement in academics and how they affected re-entry. The present and reviewed studies were from locations with different academic, educational, cultural, and financial priorities. Similar to the reviewed study, objectives of the current study were derived from strategies mentioned in the policy on re-entry.

A study in Nakuru-Kenya by Mwenje-Macharia and Kesso (2015), on assessing re-entry policy sought to investigate policy sensitization gaps and its improvement. Results were that half of the learners knew the policy, changed schools during re-enrollment or failed to

re-enroll due to shame and stigma. Finally, that the institutional environment majorly enabled re-entry. Recommendations were that the government to raise knowledge on this policy, empower counseling departments, provide accommodation to student mothers and schools to capture re-entry information and address teenage pregnancy. The current study benefited from the reviewed study by furthering research on recommendations to the government to strengthen guidance and counseling and data capture on re-enrollment of teenage mothers by secondary schools. Recommendations from the reviewed study was on budgeting for guidance initiatives to deter teenage pregnancy and enhance re-entry.

A study conducted in Uasin Gishu, Kenya by Koech, Simiyu, and Ndimu (2019) on Effect of counseling on academic performance of teenage mothers in public secondary schools found that teenage mothers faced shame and discouragement by parents, friends, and teachers. The schools aimed at accepting teenage mothers, providing guidance, and counseling, and providing them with nutritive food to increase their academic performance. This previous study reviewed literature on peer programs in schools and found that counseling was not readily available because of lack of professional counselors in schools. The current study adopted sub -variables for its third objective from the reviewed study. Objectives of the current study were all aligned with provisions of the re-entry policy from which academic support was defined as; academic support by teachers, parental engagement in education of teenage mothers and academic support by peers.

A study by Osodo, Osodo, Mito, Raburu and Aloka (2016) on the role of peer counselors in the promotion of student discipline in Ugunja Sub-County, Kenya used a descriptive survey design, targeted 3500 students, and sampled 246 students using simple random sampling technique. The study concluded that peer counseling promoted student discipline

and behavior, helped students understand themselves and their peers, and improved their time management. Further, findings were that; peer counseling helped establish a secure school environment, assisted students in developing their self-image and improved their academic achievements. However, the present study looked at effect of academic peer support to teenage mothers on re-admission while eliminating student discipline and behavior as factors of re-enrollment. The present study included principals, education officials and teachers of counseling while the reviewed study only interviewed students.

Mutua, et.al., (2019) conducted a study on Return to School Policy by Teenage Mothers in Narok County of Kenya. The target population was 27 participants: male students, non-pregnant female students, teenage mothers, teachers of counseling, principals, and the parents' teachers' association. Case study design was used to collect data in two secondary schools and data was analyzed using framework analysis. Findings were that teenage mothers who were high academic achievers received academic support from principals, teachers, parents, and guardians which enabled re-enrollment in less than six months. The study also reported that girls executed all household chores before working on academic assignments. The present study however, mostly covered boarding schools, so effect of household chores on academic pursuit of teenage mothers was not investigated. The current study used quantitative and qualitative data from 16 secondary schools and ensured a representative sample size to enable generalization of the findings. The reviewed study informed variables of the present study regarding teacher support with re-entry and time lost by teenage mothers before re-entry.

2.5 Summary of the Literature Reviewed

Studies related to the effect of return to school policy on participation of teenage mothers in school were reviewed from Asia, South America, North America, and Africa. This review covered both developed and developing countries that included: Afghanistan, Bangladesh, India, Nepal, Pakistan, United States of America, Iran, South Africa, Malawi, Zimbabwe, Swaziland, Zambia, Lesotho, Ghana, Tanzania, Uganda, and Kenya. These studies highlighted that social, academic, and financial support affected participation of teenage mothers in education, Baafi (2020), Nyariro (2018) and Mutua et.al. (2019). The reviewed studies however focused on provision of support from home, yet re-entry policies rely on government support and school support towards re-entry.

Reviewed studies had findings that may not be generalized to the target population due to unmentioned sample size and population size (Kapasule and Kumar, 2020), gaps related to methodology (Mutua, Miriti and Mogeni, 2019), difference in theories used (Ncube and Mudau, 2017), involvement of non-state institutions (Moghadamet.al. 2017), use of only qualitative designs (UNICEF, 2018), limited sampling designs that were not representative of the target population (Osodo et.al. 2016), (Mutua et.al. 2019), use of secondary data only (Lin, 2016) and lastly, theory not used to guide the study (UNESCO, 2018). Studies by Hernandez and Rabai, (2017) targeted colleges and universities, primary schools were targeted by Chalasani et.al (2013) while Mwansa, (2011) studied the process of developing the policy. Teacher attitudes towards re-integration of teenage mothers in learning institutions was also investigated by (Kurgat, 2016).

The reviewed studies would have been richer if both qualitative and quantitative approaches were used to focus on commitments in the respective school re-entry policies and actual practice in the learning institutions. The current study addressed some of these gaps by drawing its three objectives from the school re-entry policy. Social, financial, and academic support that the MOE and schools (principals, teachers, and learners) accorded teenage mothers to enable their re-entry in public secondary schools in Narok County, Kenya were studied. The current study implemented a descriptive research design and used the embedded research method alongside the liberal feminism theory. However, the study did not look into causes of teenage pregnancy but how re-entry was managed at school. Home environment and community practice were highlighted as the intervening variables for the present study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research design, variables, locale, population, and sampling are covered in this chapter. Moreover, research tools, pilot, validity, and reliability are contained in this chapter. Lastly, the chapter outlines data gathering and management procedures, logistical and ethical considerations.

3.2 Research Design

The study adopted a descriptive research design and used the embedded research method to collect and analyze both quantitative and qualitative data (Alvin, 2016; Creswell, 2014). This method was used to enable collection of both quantitative and qualitative data at the same time, but with a larger quantitative component than the qualitative component. The qualitative method enhanced the quantitative method and overall design to effectively answer the research questions (Orodho, Khatete & Mugiraneza, 2016). The selected design and methodology combined interpretation of both qualitative and quantitative data which enabled the researcher to have a deeper insight into the research problem (Creswell, 2014). This design enhanced understanding of the independent and dependent variables of the study and their interpretation without alteration (Kothari, 2019).

3.2.1 Variables

Independent variable was the re-entry policy covering support towards social, financial, and academic aspects of learning. Home environment and community practice on re-

enrollment constituted the intervening variables. Participation of teenage mothers in education was the dependent variable measured by low re-enrolment or high re-enrollment.

3.3 Study Locale

Narok County is situated in the Rift Valley Region of Kenya and covers 17933 square kilometers and administratively divided into 6 sub-counties with the 2018 projected population of 1,130,703 (570,963 males and 559,740 females). Maasai and Kalenjin are the dominant ethnic groups in this county with diverse natural resources including Maasai Mara National Reserve, Mau Forest, gold minerals and vast land. Employment and income opportunities in the county are agriculture, trade, and tourism. The county annual population growth is 4.7% compared to a national rate of 2.7%. (County Government of Narok, 2018). About 118,030 were of secondary school age (14-17 years) in 2018 with an enrollment of 31,252 learners. According to the Kenya Demographic and Health Survey (KDHS, 2020), the county had high pregnancy occurrences among 10-19 years girls at 40.4% against the national rate of 16.9%. A 2020 study on teenage pregnancy that was conducted in 28 counties of Kenya put Narok County among the six top counties with high rates of teenage pregnancy at 5,850 cases when Muranga county had the least cases of teenage pregnancy at 2,419 (Kahurani, 2020). Narok county was suitable for this study because of the high rate of teenage pregnancy that affects participation of teenage mothers in education (KDHS, 2014).

3.4 Target Population

Narok County Integrated Development Plan 2018-2022 lists 110 government sponsored secondary schools. Eighty (80) schools, mixed schools and girls schools were targeted by the study. Teenage mothers, students, principals, guidance, and counseling teachers, and

national and Narok County education officials participated in the research because of their interaction with the re-entry policy. Table 3.1 presents the targeted people

Table 3.1: Target Population of Students, Teachers and Education Officials

Target Group	Learners	Principals	Guidance & Counseling Teachers	County Education Officials	TOTAL
Number	14,770 (117 TM)	80	80	40	15,000

Source: County Government of Narok 2021

3.5 Sampling Techniques and Sample Size

3.5.1 Schools

Stratified sampling method was used to group six sub-counties of Narok County into 6 strata namely: Transmara West, Transmara East, Narok West, Narok South, Narok North and Narok East. Creswell (2015) defined stratified sampling as grouping of target population into subgroups based on similar attributes. Stratified sampling method guaranteed commensurate representation of sub-groups in the sample and ensured an error-free sample. Orodho, (2017). According to Mills and Gay (2015), for a target population of below 100, a sample size of 20% was representative hence 20% of the targeted schools were selected for the study. Purposive sampling was then employed to choose schools from each stratum. Stratified random sampling was employed to guarantee participants from each stratum an equal probability of participating in the study whereas purposive sampling was employed to choose specific respondents who had

experience with the school re-entry policy and re-enrolment of teenage mothers (Kothari, 2019).

3.5.2 Principals

From the selected schools, purposive selection of principals as respondents to the study applied. Etikan, Musa and Alkassim (2016), explained this as the intentional selection of a respondent due to their respective qualities to the study. Patton (2015) explained purposive sampling as suitable for qualitative studies for deepened information, and cost effectiveness of resources. Principals were purposively sampled to provide administrative views on school re-entry by teenage mothers regarding the policy implementation in their schools. Sixteen (16) principals were sampled, representing 20% of the targeted schools.

3.5.3 Teachers of Guidance and Counseling

One teacher of guidance and counseling was purposively selected from the sampled schools. Guidance and counseling teachers were interviewed because the school re-entry policy committed to strengthening guidance and counseling in schools. The policy also stated that learners would be counselled and protected in schools. These teachers were therefore familiar with social, financial, and academic commitments of the re-entry policy. Sixteen teachers of guidance from the 16 schools were part of the study, representing 20% of their respective target.

3.5.4 County Education Officials

One Sub - County Director of Education from each of the six sub-counties was purposively sampled for the study because they enforced the re-admission policy at the county.

3.5.6 Students

The target population of girls in the 16 schools was 14,770. The researcher used document analysis guide and collected data on re-enrollment of 117 teenage mothers between 2017 and 2020. Purposive sampling technique was used to select teenage mothers who had re-enrolled because it yielded accurate information on implementation of the school re-entry policy in the schools. According to Yamane, 1967 at a precision of 5%, for a target population of 14,770, a sample size of 390 students was representative. And this included 117 teenage mothers. This sample represented 2.6% of the targeted student population who were obtained from an equal number of students per school from the sampled schools (Yamane, 1967).

Table 3.2 presents summarized targeted population, sample size, and proportion of the sample.

Table 3.2: Summary of the Sample Size

Target group	Target Population(n)	Sample size(n)	The percentage of sample size (%)
Mixed and girls' public secondary schools	80	16	20
Principals	80	16	20
Teachers	80	16	20
Learners (included TMs)	14,770	390 (117 TMs)	2.6
Narok County education officials	40	6	15
Total	15,000	442	2.9

3.6 Research Instruments

A document analysis guide helped the researcher to collect quantitative data on re-enrollment by teenage mothers in secondary schools. Questionnaires were administered to principals, guidance and counseling teachers, students, and Narok county education officials. A focused group discussion guide was used to facilitate discussions with teenage mothers regarding school re-entry.

3.6.1 Document Analysis Guide on School Re-entry

Document analysis guide was used to obtain data on re-enrolment of 117 teenage mothers. Data on length of maternity break, the school re-entry process, and reasons for failed re-enrollment was collected.

3.6.2 Questionnaires

Questionnaires were used to collect data from principals, teachers of guidance, learners, and Narok County Education Officials. Questionnaires ensured anonymity and honesty (Orodho, 2009), enabling massive data within limited timing (Mugenda & Mugenda, 2003). Structured questions were spread into five sections; section A gathered biodata of respondents, section B focused information on teenage mothers while C sought evidence of re-entry and enrolment, D was structured for information on social support given to teenage mothers, E solicited practices on financial support, F collected information on academic support to teenage mothers and G gathered challenges and strategies for more re-enrollment.

3.6.3 Focus Group Discussion Guide for Teenage Mothers

Focused group discussion guides were used to collect data from teenage mothers in the schools because they formed subjects of the study. This was preferred by the researcher because it produced themed information of detail, which was not obtainable from questionnaires (Orodho, 2009). It contained section A on biodata of teenage mothers. Part B gathered social support data alongside financial support, and academic support. Part C captured challenges faced with re-admission and finally, proposed strategies for enhanced re-entry.

3.7 Pilot Study

Research instruments were pre-tested in two schools in Narok County to check for reliability of the study and efficacy of the tools. The piloted schools were selected because they had the same characteristics and were in the same location as the schools that were studied. Two principals, one County education officer, 2 students, 2 teenage mothers and two teachers of guidance participated in the pre-test. The pilot study enabled the researcher to identify questions that derived similar responses, questions that were not clear and questions that were placed under the wrong objectives. These gaps led the researcher to delete, restructure and re-arrange some questions which enabled achievement of the intended responses and respondents to understand the questions that were asked.

3.7.1 Validity of the Research Instruments

Content validity of the tools was done using expert review of academic supervisors. The experts ascertained representativeness of the instruments. The scope of this research was adequately covered in the tools.

3.7.2 Reliability of the Research Instruments

Tichapondwa (2013) defined reliability in quantitative research as the repeatability, replicability, and consistency of results. Reliability testing of the tools in the pre-test ensured that data collection, analysis and interpretation was consistent. The study tools were administered once after which the Cronbach's Alpha coefficient was employed to establish the reliability coefficient through substitution of, the number of items on the test, the mean, and the standard deviation. Cronbach's Alpha also depicted closeness between a set of grouped elements, structured questions and stated that a consistency coefficient of 0.70 upwards implied that the instruments were reliable (Orodho, 2009). The formula applied was:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

For: N = number of entries \bar{c} = average covariance between paired elements, and

\bar{v} = average variation.

The reliability coefficient of the tools was 0.79 which implied that the instruments used in this study were reliable.

3.8 Data Collection Procedures

The researcher verified data collection tools to guarantee completeness and clarity. The proposal was approved, and authorization was obtained from Kenyatta University. A research license was issued by the National Commission for Science, Technology, and Innovation (NACOSTI) which allowed the researcher to access selected schools. The investigator introduced the exercise to the participants including principals and education officials and scheduled the research activities. Eight focused group discussions were

conducted in groups of 6-8 teenage learners and teenage mothers in eight schools. According to (Mishra, 2016), the optimum size for a focus group is six to eight participants, excluding the researcher. Data was collected for three consecutive weeks.

3.9 Data Analysis Techniques

Descriptive statistics that involved measures of frequency, predictive statistics, and logistic regression was used to analyze the quantitative data. Statistical Packages for Social Science (SPSS) version 26 software was used to aid in analysis of quantitative data. Quantitative data was presented in frequency, charts, tables, and graphs. Logistic regression was used to determine the extent of the relationship between the sub-variables and re-enrolment of teenage mothers and was presented using regression coefficients. Qualitative data was analyzed by themes and presented in verbatim and rephrased quotes.

Table 3.3 presents the kind of data that was collected, data analysis, and its presentation.

Table 3.3: Summary of Data Analysis

Data Type	Predictive statistics	Descriptive statistics	Presentation
Quantitative		Measures of frequency: frequency distribution, percentages, and count,	Numbers, charts, graphs, and tables
	Logistic regression analysis		Regression coefficients,
Qualitative		Thematic analysis	Verbatim & rephrased quotes

After data collection, the researcher cleaned the questionnaires for comprehensiveness as argued by Orodho (2017). Information was then coded and recorded for analysis. Numerical data was analyzed using the SPSS version 26.0 software and presented in frequencies, percentages, mean, and standard deviations.

Logistic regression was used to answer the three research questions on the effect of social support, financial support, and academic support (independent variables) on re-entry (dependent variable). Creswell (2014) maintains that regression determines the relationship between two quantitative variables. Logistic regression was deployed to determine the relationship between the quantitative aspects of the independent and dependent variables.

Qualitative data was summarized into themes, rephrased and verbatim forms as per the study objectives. Interpretation and coding were used to summarize the dataset to respectively structure the narratives and organize the data to elaborate the findings.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher observed pre-field logistics by conducting data gathering after approvals from The Department of Educational Management, Policy and Curriculum Studies, NACOSTI, Narok County Commissioner and Narok County Education Office. The researcher prepared instruments, numbered, and administered them after prior arrangements with schools and sub-county education offices that were studied. The researcher used simple language to enhance clarity and minimize language barrier. In

retaining logistics post-fieldwork, the researcher ensured that all instruments were obtained from the schools.

3.10.2 Ethical Considerations

To maintain standards of ethics, the researcher guaranteed participants of confidentiality and ensured their anonymity in the data collection tools. The researcher obtained consent of guardians to enable students to be engaged in the exercise.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations, and discussion of the findings according to the research objectives. The chapter contains two major parts; general and demographic information which provided general characteristics of respondents and an analysis of public secondary school characteristics.

4.2 General and Demographic Information

This section presents data on return rate of research tools, school data and re-enrolment trend of teenage mothers. Demographic information presented include gender, age, academic qualification, experience and length of stay in current school.

4.2.1 Return Rate of Research Tools

Eight (8) education officials received questionnaires and had a return rate of 7(87.5%). Questionnaires administered to 16 principals had a return rate of 13 (81.3%) and those administered to 16 teachers of guidance had 16(100%) return rate. School records were analyzed in 16 schools, and 15(93.8%) schools completed the document analysis guide. Questionnaires administered to 390 students attained 366 (93.9%) return rate. Eight (8) focused group discussions of 6- 8 female learners per group achieved a success rate of 100%..

4.2.2 School Data

The study asked principals to respond to questions on type of school and number of teachers per school. Findings are in Table 4.1.

Table 4.1: School Characteristics

<i>Characteristic</i>	<i>Number of schools</i>	<i>Percent (%)</i>	<i>Number of Teachers</i>
Girls day secondary	2	12.5	47
Mixed day secondary	6	37.5	99
Girls boarding secondary	6	37.5	137
Mixed boarding secondary	2	12.5	38
Totals	16	100	321

Table 4.1 indicated that about a third 6 (37.5%) of the schools were mixed day and girls boarding each while girls' day and mixed boarding schools were 2 (12.5%) each.

4.2.3 Re-enrollment Trend

The researcher conducted document analysis on enrolment of girls and re-enrolment by teenage mothers in the schools. The findings are contained in Table 4.2

Table 4.2: Re-entry and Enrolment of Girls in Schools

<i>Item</i>	<i>2017</i>		<i>2018</i>		<i>2019</i>		<i>2020</i>		<i>2021</i>	
<i>No. Girls</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>
Enrolment	13.6	1626	18.3	2186	22.9	2737	30.2	3613	15.2	1815
Dropped out due to pregnancy	80.2	32	12.5	50	16.3	65	30.8	123	32.3	129
Re-entries	10.5	20	16.3	31	21.1	40	33.7	61	16.0	29
Completed school after re-entry	14.6	14	19.8	19	25.0	24	32.3	31	8.3	8

Findings in Table 4.2 showed an increase in enrolment of girls from (1626-1815) between 2017 and 2021. Girls who left school because of pregnancy also increased from 32(8.1%) to 129(31.3%) between 2017 and 2021. Moreover, the findings revealed that in as much as the number of girls who re-enrolled in school increased from 20(10.5%) to 29(16%) between 2017 and 2021, the number of girls who completed secondary education after re-enrollment reduced from 14(14.6%) to 8(8.3%) between 2017 and 2021. These findings implied that teenage mothers re-enrolled, but schools did not retain them to completion of secondary education. The findings also showed that only 16% of girls re-enrolled in 2021 which was low despite the existence of the school re-entry policy.

4.2.4 Age, Education and Gender of Respondents

All respondents provided information on their age, education, and gender. The findings are displayed in Table 4.3.

Table 4.3: Age, Education and Gender of Respondents

<i>Years</i>	<i>Education Officials</i>		<i>Principals</i>		<i>Teachers of Guidance</i>		<i>Learners</i>	
<i>Age bracket</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
14-16							72	19.7
17-19							266	72.6
20 - 21							28	7.7
22-30					6	37.5		
31- 34					6	37.5		
35-41			3	23.1				
40-48	1	14.3	4	30.8	3	18.8		
49-60	6	85.7	6	46.1	1	6.3		
<i>Highest Level of Education</i>	<i>Education Officials</i>		<i>Principals</i>		<i>Teachers of Guidance</i>			
<i>Item</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>		
Diploma	1	14.3	1	9.1	4	23.5		
Bachelor's degree	5	71.4	9	54.5	11	70.6		
Master's degree	1	14.3	6	36.4	1	5.9		
<i>Gender</i>	<i>Education Officials</i>		<i>Principals</i>		<i>Teachers of Guidance</i>		<i>Learners</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Male	7	100.0	7	43.8	7	43.8	34	9.3
Female	0	0.0	9	56.3	9	56.3	332	90.7

Table 4.3 illustrated that all 7(100%) education officials were above 40 years old and majority 12(70.6) of teachers of guidance were between 22-34 years. These findings implied that the teachers of guidance were of appropriate age for effective guidance of teenage mothers at school. Finally, majority 338 (92.3%) of the learners were aged between 14 and 19 years, which indicated that learners included in the study suited the targeted population by age.

Table 4.3 further illustrated that most 5(71.4%) education officials, more 9(54.5%) principals and most 11(70.6%) counselling teachers had bachelor's degrees. More than a

quarter 6(36.4%) of the principals had master's degrees. These findings were explained by the requirement for teacher recruitment which is at least a diploma in education. Because of the competitive nature of teacher recruitment in Kenya, teachers with a bachelor's degree in education were more likely to be recruited compared to teachers who had a diploma in education. The number of education officials and teachers who had a master's degree was explained by the competitive nature of teacher promotion and continuous search for better remuneration.

Findings in Table 4.3 also indicated that all 7(100%) education officials were male, implying that the MOE had not adhered to the two third principle on representation by either gender in Narok County. Majority 9(56.3%) of the principals and teachers of guidance were female while the minority 7(43.8%) were male. This may be due to the regulation by the MOE on female leadership in schools with female learners. These findings disagreed with Maiyo, Kalai and Kingi (2018) who revealed that most (73.7%) secondary schools in Narok County were headed by male principals. This difference was attributed to the difference in the kind of schools that studied. The present study covered schools with female learners, unlike the reviewed study. Accordingly, the findings showed that most 332 (90.7%) students were female while few 34(9.3%) were male. This is because the study purposively targeted female learners with a minimal inclusion of male learners.

4.2.5 Experience and Enrolment in Same School

The study established experience of education officials, principals, and teachers of guidance in the same position and enrolment period of learners in the studied schools as Table 4.4 displays

Table 4.4: Experience and enrollment in Same School

<i>Years of experience in same position</i>	<i>Education Officials</i>		<i>Principals</i>		<i>Teachers of Guidance</i>	
<i>Number of years</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
0-2			0	0.0	6	37.5
3-5			6	45.5	9	56.2
Above 5 years	7	100.0	7	54.5	1	6.3
<i>Enrolment Period in Current School</i>					<i>Learners</i>	
<i>Months</i>					<i>f</i>	<i>%</i>
22-38					116	31.7
39-55					250	68.3

Results in Table 4.4 showed that all 7(100%) education officials and more than half 7(54.5%) of the principals had served for more than five years in same positions whereas less than half 6(45.5%) of them had been in the same positions for between 3-5 years. These findings implied that the education officials and principals had reasonable experience in leadership that would enable effective understanding of the school environment and implementation of the re-enrollment policy.

A higher 10(64.7%) proportion of teachers of counselling had experience of three years and above. This number of years was considered sufficient to enable teachers to work with principals in structuring guidance, counselling, and re-admission for teenage mothers in the schools. Further findings were that majority 250(68.3%) of the learners had been enrolled in the schools for between 39-55 months while about a third 116(31.7%) learners had been enrolled in the same schools for between 22-38 months. These findings implied that learners that were involved in the study had sufficient experience regarding how their schools implemented the policy.

4.3 Effect of Social Support on Re-enrollment of Teenage Mothers in Education

The first objective focused on finding out how social support affected re-enrollment of teenage mothers in the study locale. Sub variables of this objective included guidance and counselling, child protection system, parental empowerment, and co-curriculum activities. To achieve this objective, the researcher administered questionnaires to education officials, principals, teachers of guidance, teenage mothers, other learners and conducted document analysis on re-entry. The questionnaires contained questions that were open and close ended. Analysis of the information was done using descriptive statistics, predictive statistics, and thematic analysis. Groups of 6 to 8 teenage mothers participated in eight focus group discussions.

The researcher sought information on familiarity of all respondents with the school re-enrolment policy. The information is presented on Table 4.5.

Table 4.5: Awareness of School Re-Enrolment Policy

<i>Respondent</i>	<i>Knows re-entry policy</i>	<i>Frequency (f)</i>	<i>Percent</i>
Education Officials	Yes	7	100
Principals	Yes	13	100
Teachers of counseling	Yes	16	100
Learners	Yes	318	86.9

Source: Education officials, Principals, Teachers of Guidance and Learners

Results in Table 4.5 revealed that all 7(100%) education officials, all 13(100%) principals and all 16(100%) teachers of counseling were familiar with the re-enrolment policy. These findings implied that the respondents were aware of their obligation regarding re-enrolment of teenage mothers. Majority 318(86.9%) of learners were also familiar with the re-entry policy. These findings were attributed to the county and national campaigns on re-enrolment and reinforcement of the policy through the MOE directive to schools demanding mandatory re-enrolment of teenage mothers. The directive also spelt out the engagement of teachers of counselling in the re-entry process. These findings agreed with those of a Malawi study by Kapasule and Kumar (2020) which analysed the influence of re-admission policy on education of teenage mothers in secondary schools and reported that all principals and teachers in the study were aware of the re-entry policy.

Education officials were requested to ascertain whether the Ministry of Education succeeded in ensuring implementation of the policy. Presentation of the results is in Figure 4.1.

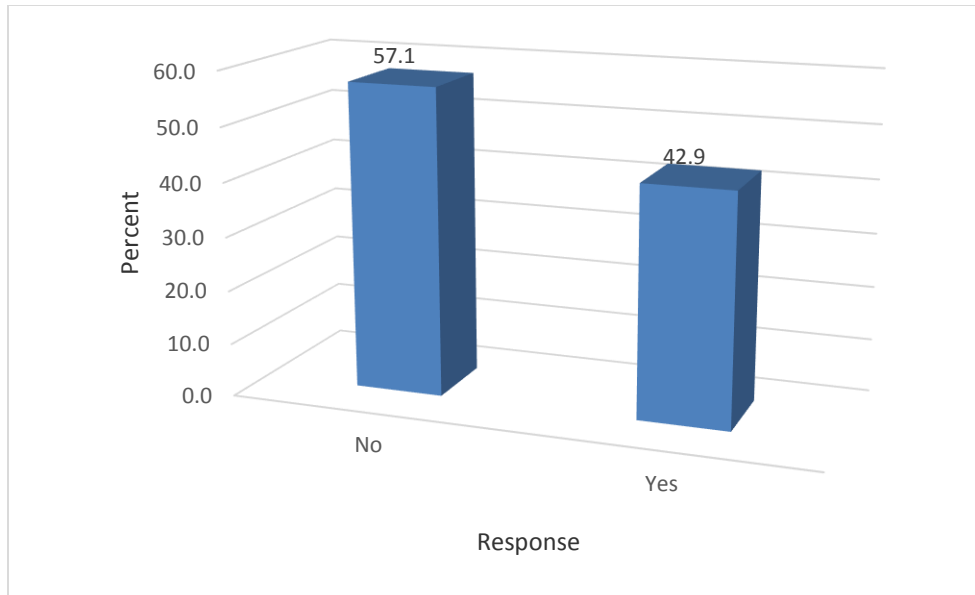


Figure 4.1: Success with Re-Entry Policy

Results in Figure 4.1 showed that more 4(57.1%) education officials agreed that the Ministry of Education had succeeded in ensuring policy implementation while less 3(42.9%) disagreed. Similarly, the findings concurred with a study by Oduor, Limboro, Karenga and Page (2020) on re-enrolment and retention of adolescent mothers in Kenya which revealed that increasing guidance and counseling by teachers helped tackle obstacles and maintained motivation and assisted girls to realize their aspirations for the future by remaining in schools after childbirth.

For more clarity, education officials were asked to identify social support actions executed by MOE to promote re-entry. The findings are displayed in Table 4.6

Table 4.6: Social Support to Teenage Mothers

<i>MOE actions on school re-enrolment</i>	<i>f</i>	<i>%</i>
Strengthening of parental involvement in education	7	100.0
Enforcing school re-entry by teenage mothers	7	100.0
Monitoring policy implementation in schools	7	100.0
Strengthening child protection in schools	7	100.0
Strengthening of guidance and counselling in schools	6	85.7
Dissemination of the re-entry policy to schools	5	71.4
Appointed female principals and county officials	5	71.4
Strengthening parental empowerment in education	4	57.1
Strengthening gender empowerment in schools	4	57.1
Capacity building of teachers on the re-entry policy	2	28.6

The findings displayed in Table 4.6 showed that all 7 (100%) education officials agreed that the MOE strengthened parental involvement in education, enforced re-entry by teenage mothers, monitored policy implementation and strengthened child protection in schools. Most 6(85.7%) education officials reported that the MOE strengthened guidance and counseling in schools. Moreover, results showed that more 5(71.4%) education officials indicated that MOE disseminated re-entry policy to schools and appointed female principals. The findings further indicated that more 4 (57.1%) education officials reported that MOE strengthened gender and parental empowerment in education. Finally, results showed that about a quarter 2 (28.6%) of the respondents indicated that the MOE ensured capacity building of teachers on the policy. However, one of the education officials expressed this:

“The MOE strengthens parental involvement in schools through parent teacher associations. However, these associations have a very small representation of parents in the management of schools, decision making and execution of school policies such as re-enrolment. These parent representatives are mostly involved in negotiations about school fees payment and other financial contributions to be made by parents and not re-entry” (Sub- County Education Official 1, 2021).

The opinion of this education official matched quantitative findings above which indicated that parents were highly involved in education matters but were less empowered to meaningfully engage in decisions about re-enrolment of teenage mothers. These findings supported Jaiswal (2018) study on the influence of parent’s education on their academic involvement in the education of their children. This study revealed that educated parents had positive influence on education initiatives in their child’s school.

To understand initiatives carried out by the guidance department in schools, teachers of guidance indicated actions carried out by these departments. The findings are illustrated in Table 4.7.

Table 4.7: Counselling Initiatives in Schools

<i>Guidance and counselling Initiatives were</i>	<i>f</i>	<i>Yes (%)</i>
Teaching of life skills education	15	93.8
Strengthening protection of teenage mothers	15	93.8
Ensuring positive teacher interaction with teenage mothers	15	93.8
Scheduling counselling of teenage mothers	11	68.8
Gender education and self-awareness for teenage mothers	10	62.5
Conducting targeted counselling for teenage mothers	7	43.8
Structured empowerment of teenage mothers	4	25.0

The findings in Table 4.7 indicated that most 15 (93.8%) teachers of guidance reported that counselling departments strengthened teaching of life skills education, protection of teenage mothers and ensured positive teacher interaction with teenage mothers. In addition, slightly more 11(68.8%) teachers of guidance revealed that counselling departments scheduled for counselling of teenage mothers while almost two thirds 10(62.5%) of these teachers indicated that counselling departments strengthened gender education and self - awareness among teenage mothers. The results also showed that less 7(43.8%) teachers of

guidance agreed that departments conducted targeted counselling while a quarter 4(25%) indicated that counselling departments put structures for empowerment of teenage mothers. These findings revealed that schools did not have adequate structures for targeted guidance, counselling, and empowerment of teenage mothers. These findings concurred with findings of Delnoij, et al., (2020). which found that the main initiative that schools relied on to retain teenage mothers in education was guidance and counselling which had a statistically significant and positive relationship with re-enrollment of teenage mothers in secondary schools.

A document analysis guide was used to get an understanding of social support towards re-enrolment and class at which pregnant teenagers took maternity leave. Cases of 117 teenage mothers were analyzed to provide the information presented in Figure 4.2.

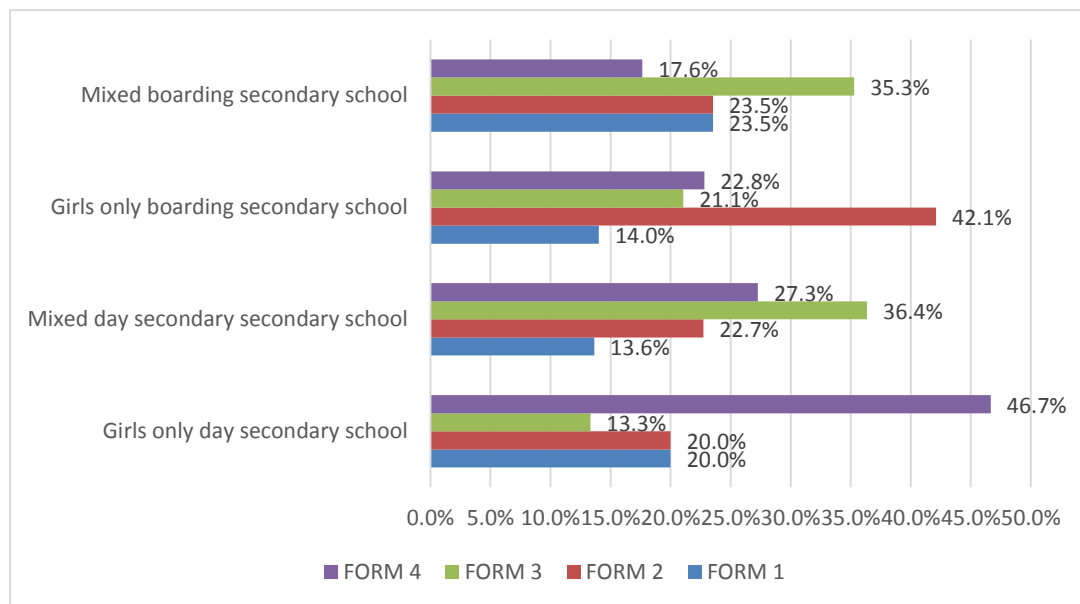


Figure 4.2: Maternity Leave by Type of school

Figure 4.2 illustrated that most 55(46.7%) pregnant teenagers in girls' secondary schools took maternity leave in form four while the minority 16(13.3%) took leave in form three.

An equal proportion 23(20%) took leave in form one and form two. In mixed day schools, majority 43(36.4%) took maternity leave in form three while minority (13.6%) took leave in form one. In girls secondary boarding schools, majority (42.1%) took maternity leave in form two while the minority took leave in form one. Finally, the findings showed that majority 42(35.3%) of the teenage mothers took maternity leave in form three while the minority 21(17.6%) took maternity leave in form four. Majority 70(60%) of teenage mothers took leave in form four and three. These findings implied that re-entry was easier for teenage mothers in girls' day schools compared to mixed schools. These findings further agreed with findings by Kapasule and Kumar (2020) in which 50% of the teachers interviewed said that most teenage mothers shied away from male students after they re-enrolled in school. They further reported that teenage mothers isolated themselves from male peers and had low self-esteem.

To comprehend how schools contextualized the social aspects of school re-admittance policy, the investigator further sought to establish school practises towards re-enrolment of teenage mothers. Principals and teachers of guidance provided the outcomes listed in Table 4.8.

Table 4.8: Re-Enrolment Practices

<i>School action on re-enrolment</i>	<i>Teachers of Guidance</i>		<i>Principals</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Pregnant teenagers attended school	16	100	13	100
Pregnant teenagers took leave	15	93.8	13	100
Teachers were available for counselling	15	93.8	13	100
Teenage mothers completed school	14	87.5	12	92.3
Active guidance department	14	87.5	10	76.9
Peer support	14	87.5	9	69.2
Teacher support	13	81.3	10	76.9
TMs re-enrolled within a year	11	68.8	8	61.5
Change of schools to re-enroll	2	11.8	3	23.1

The findings in Table 4.8 indicated that all 13(100%) principals and all 16(100%) teachers of guidance agreed that pregnant teenagers attended school. All principals and most 14(87.5) teachers of guidance indicated that teenage mothers re-enrolled and that teachers were available to counsel them. Further, most 14(87.5%) teachers of guidance and more 10(76.9%) principals agreed that schools had plans for the guidance department. These findings revealed that guidance and counselling had been embraced by schools as a way of ensuring that teenage mothers re-enrolled in school. The findings concurred with the United Nations Childrens Fund (2019) study in Guyana South America which revealed that secondary schools had counseling support groups which provided social support to teenage mothers.

Further, table 4.8 showed that more than half 11(68.8%) teachers of guidance and 8(61.5%) principals indicated that teenage mothers re-enrolled within one year of taking maternity

leave. Minority of teachers of guidance and principals reported that teenage mothers changed schools during re-enrolment. These findings implied that schools supported teenage mothers by allowing re-entry into the same schools. These findings agreed with a study by Dupéré et al., (2018) which summarized that supporting teenage mothers by encouraging, guiding, and motivating them led to their retention after re-enrollment.

This study also found out if schools offered a safe and positive social environment that enabled re-entry by. Principals contributed to the findings displayed in Figure 4.3.

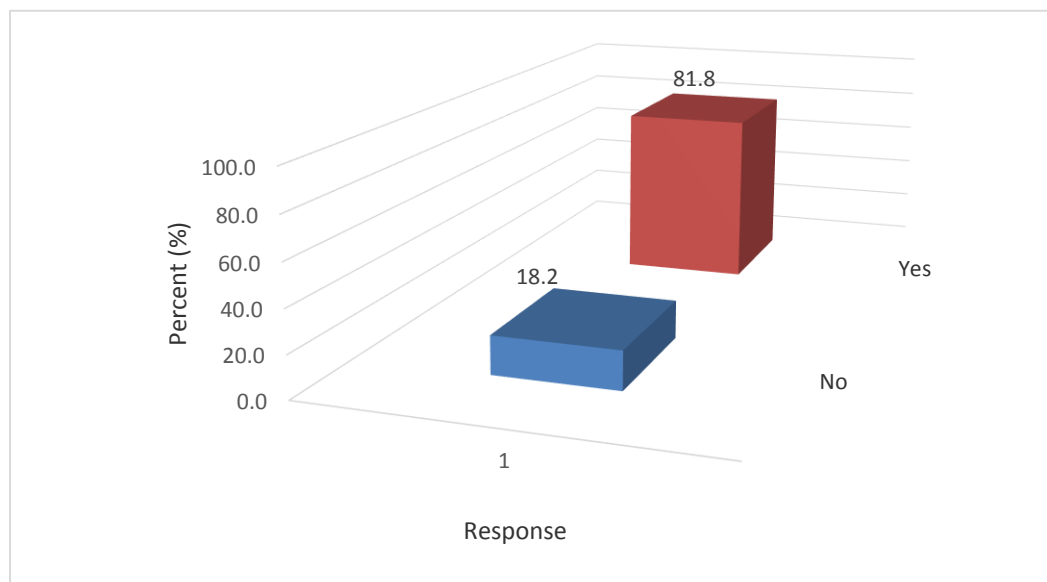


Figure 4.3: Environment for Re-Enrolment of Teenage Mothers

Figure 4.3 showed that most 11(81.8%) principals agreed that their schools offered safe and positive social environment that enabled re-entry while less than one quarter 2(18.2%) disagreed. These findings denoted that schools adhered to the re-entry policy regarding physical re-enrolment. Two teenage mothers involved in focus group discussions had an opinion that contradicted the quantitative findings:

“The school will re-enroll teenage mothers, but they are singled out in class as bad girls. This creates fear among pregnant girls, some withdraw from social

activities and fail to re-enroll after childbirth. My desk mate was 8 months pregnant, and the stomach was very big, anytime pregnancy was mentioned, everyone looked at her. She never re-enrolled after getting the child. The school does not know where she went after maternity leave” (Teenage Mother 1, FGD Participant)

Mocking and name calling of teenage mothers by teachers and other learners is still experienced in this school. Teenage mothers are referred to as “mothers” by teachers. Some of them have experienced a lot of stress because of this and ended up leaving school after re-enrolling” (Teenage Mother 2, FGD Participant.)

These conflicting findings implied that principals did not know actual experiences of teenage mothers in their schools after re-enrolment. The findings further implied that school environments that were hostile to pregnant teenagers and discouraged re-enrolment. The findings agreed with a study by Kurgat (2016) which revealed that teachers’ support motivated teenage mothers to re-join school after delivery.

On how teenage mothers related outside class, the study further engaged principals and teachers of guidance to establish their involvement in co- curriculum activities. These results are summarized in Figure 4.4.

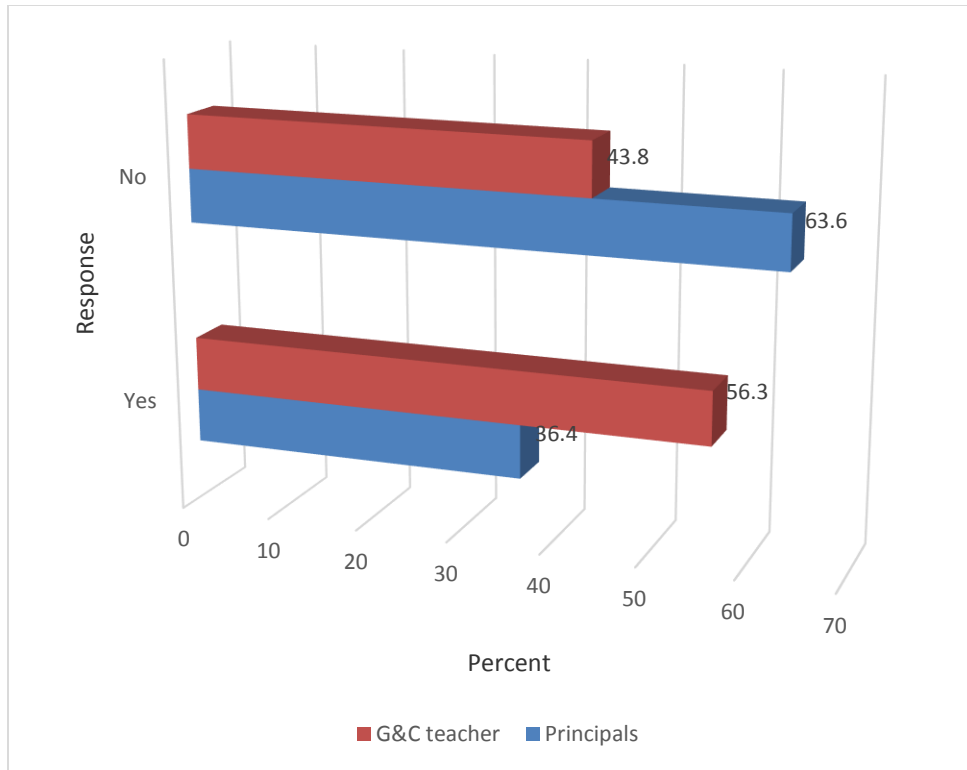


Figure 4.4: Engagement in Co - Curricular Activities

The findings in Figure 4.4 illustrated that more 10(63.6%) of the principals and less teachers of guidance 6(43.8%) indicated that teenage mothers were not actively involved in co - curricular activities while majority 9(56.3%) of the teachers of guidance and minority 5(36.4%) of the principals affirmed the statement. The implication of this finding was that teenage mothers were not physically and socially comfortable to engage in co-curricular activities and that they isolated themselves and were also isolated by teachers and other students. Similarly, the findings concurred with a study by Oduor, et al., (2020) on re-enrolment and retention of adolescent mothers in Kenya which revealed that increasing guidance and counseling by teachers helped tackle obstacles and maintained motivation and assisted girls to realize their aspirations for the future by remaining in schools after childbirth.

To operationalize objective one of the study, this research question was formulated: *What is the effect of social support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya?* To answer this question, Logistic regression analysis was conducted. Table 4.9 shows the results

Table 4.9: Regression Analysis of Social Support and Re-enrolment

Variable	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Parental support	2.510	0.489	5.14	0.0001	1.551963	3.467825
Teacher support	0.852	0.436	1.96	0.0500	-0.00175	1.70587
Peer support	1.148	0.495	2.32	0.0200	-2.11743	-0.17887
Guidance and counselling	1.560	0.444	3.52	0.0001	0.690749	2.429798
_cons	1.787	1.382	1.29	0.1960	-4.49548	0.921304

Number of observations = 366
 LR chi2(21) = 80.05
 Prob > chi2 = 0.0001
 Pseudo R² = 0.7623

Table 4.9 showed findings of logistic regression of social support and re-enrolment of teenage mothers in Narok County, Kenya which revealed four predictor variables namely, parental support, teacher support, peer support and guidance and counseling that were regressed against the dependent variable (re-enrolment). Further, results indicated that pseudo R² = 0.7623 confirmed that the independent and dependent variables had a linear relationship and that this model well fitted data. The findings also illustrated the regression coefficient which showed the log of the odds ratio comparing the odds after a one-unit increase into the original odds.

Subsequently, the findings indicated that parental support had a regression coefficient of 2.510 and a p-value of 0.0001 at 0.95 confidence interval ($\beta=2.510$, $p<0.05$). The odds ratio value of 2.510 showed that *ceteris paribus*, an increase in parental support by one unit

increased re-enrollment of teenage mothers in public secondary schools in Narok County by 2.510 times. In addition, the findings showed that parental support significantly affected re-enrolment of teenage mothers in public secondary schools in Narok County. Moreover, the results revealed that teacher support had a positive effect on re-enrolment at a 5% significance level ($\beta=0.825$, $p=0.05$) which implied that for every unit increase in teacher support, a 0.852-unit increase in re-enrolment was realized when other factors were held constant.

Further, the findings indicated that peer support had a regression coefficient of 1.148 and a p-value of 0.0200 at 95% confidence interval ($\beta=1.148$, $p<0.05$). The odds ratio value of 1.148 showed that holding other factors constant, an increase in peer support by one unit increased re-enrollment of teenage mothers in public secondary schools in Narok County by 1.148 times. The results also revealed that peer support significantly affected re-enrolment of teenage mothers in public secondary schools in Narok County. Finally, the findings in Table 4.9 illustrated that guidance and counseling had a regression coefficient of 1.560 at 95% confidence interval ($\beta=1.560$, $p<0.05$). This implied that for every unit increase in guidance and counseling, a 1.560 increase in re-enrolment in studied schools was realized. The findings illustrated that guidance and counseling significantly affected re-enrolment of teenage mothers in public secondary schools in the County studied. Accordingly, the findings implied that parental support had the greatest effect on re-enrolment of teenage mothers in this County followed by guidance and counseling. However, teacher support had the least effect on re-enrolment of teenage mothers in schools in Narok County.

Previous studies in Kenya and elsewhere reported similar findings. For example, a study by Ndivo, Mwanja, & Mumo, (2021) in Makueni County which found that parents supported re-entry. In addition, the study reported that parents were critical in ensuring re-enrollment which implied that parental support significantly affected teenage mothers' re-enrolment in schools.

The findings in Table 4.9 also concurred with that of García-Carrión, et al., (2018) who found a positive relationship between adolescent mothers' resilience and success with counseling, that with the help of a counselor, teenage mothers withstood pressure and challenges in school, and become resilient. The present study also agreed with Kurgat (2016) who researched on administrative support on re-admission of teenage mothers in Baringo and discovered a statistically significant and positive relationship between administrative support and re-entry of teenage mothers in secondary schools of Baringo County. This implied that increased teacher-support increased re-entry of teenage mothers.

4.4 Effect of Financial Support on Re-enrollment of Teenage Mothers in Education

The second objective sought to establish how financial support affected re-enrollment of teenage mothers in government sponsored secondary schools in Narok County, Kenya. Sub-variables under this objective included: budget for counselling, bursary for school fees and school fee waiver. Education officials, principals, teachers of guidance and learners responded to information on financial support offered to teenage mothers to enable re-enrollment. This data was analyzed using descriptive statistics, predictive statistics, and thematic analysis.

Education officials responded to whether the Ministry of Education budgeted for training of teachers on psychosocial counselling to enable effective re-enrolment. A display of these findings are in Table 4.10.

Table 4.10: Budgeting for Teacher Training

Responses	Frequency	Percent
No	7	100
Yes	0	0

Findings in Table 4.10 showed that all 7(100%) education officials indicated that The Ministry of Education did not budget for teacher training on psychosocial counselling and that criteria for hiring teachers was based on training in education. Lack of knowledge and skills on psychosocial counselling led to ineffective counselling practises that did not enhance re-enrolment. These results agreed with a study conducted by Koech, Simiyu and Ndimu, (2019) which found that counselling was not available in schools because professional counsellors were not affordable to schools.

Teachers of guidance were questioned on topics that schools discussed with parents and guardians of teenage mothers and the results are displayed in Table 4.11.

Table 4.11: Topics Discussed with Parents and Guardians

<i>Topics of discussion</i>	<i>f</i>	<i>Percent (%)</i>
Re-enrolment of teenage mother	14	87.5
Welfare of teenage mothers	11	68.8
Guidance to teenage mother	10	62.5
Academics of TMs	10	62.5
School fees support	5	31.3

Findings in Table 4.11 showed that most 14(87.5%) teachers of guidance indicated that schools discussed re-enrolment of teenage mothers while slightly more than two thirds 11(68.8%) indicated that their schools discussed welfare of teenage mothers while they were on maternity leave. In addition, the findings showed that about two thirds 10(62.5%) of these teachers of counselling indicated that their schools discussed guidance to teenage mothers and their academics. Finally, the findings indicated that below a third 5(31.3%) of these teachers of counselling reported that schools discussed school fee support for teenage mothers. These findings further uncovered that communication between parents, guardians, and schools did not prioritize acquisition of school fees for teenage mothers. Principals and teachers did not provide information on alternative sources of school fees such as bursary to enable re-enrolment. These findings meant that schools did not empower parents to pursue alternative sources for school fees. These findings supported a qualitative study by Moghadam, et al., (2017) which showed that financial conditions were the massive challenges that hindered re-entry. The findings also matched a study on school re-entry for young mothers in Techiman, Ghana by Baafi (2020) which reinforced that principals and teachers had the ultimate autonomy to decide on favorable or non-favorable practice for re-entry by teenage mothers.

Moreover, principals and teachers of guidance responded to whether schools had succeeded in re-enrolling teenage mothers. The findings are presented in Figure 4.5.

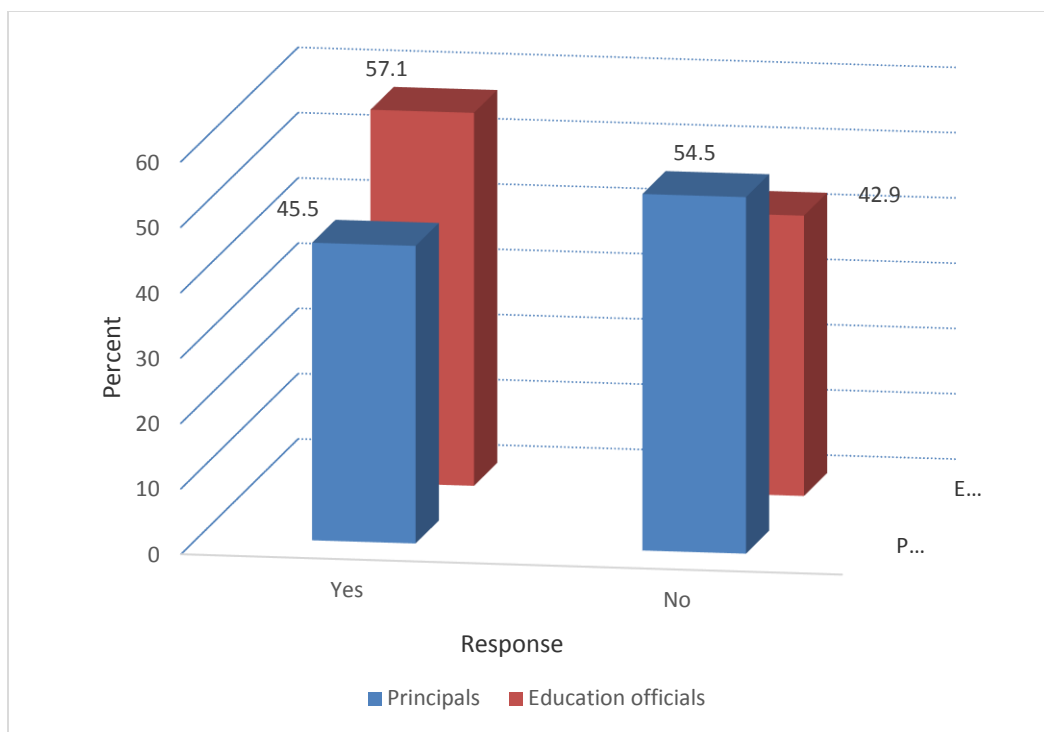


Figure 4.5: Success with Re-enrolment

Figure 4.5 revealed that more 7(53.8%) principals and less 7(43.8%) teachers of counselling disagreed that their schools had succeeded in re-enrolling teenage mothers whereas less than half 6(46.1%) of the principals and more than half 9(56.3%) of the teachers of guidance affirmed the statement. However, one of the principals disagreed with these findings:

“I would say that schools have somehow succeeded in re-enrolling teenage mothers. Our schools, however, need more money to enable effective support to teenage mothers in terms of training of teachers on counselling, adolescent sexual health, empowering more teachers to guide and protect learners at school and empowering parents and guardians for protection of teenage mothers. Currently, MOE only funds tuition and administration costs which cannot be diverted to teacher training” (Public Mixed Boarding Secondary School Principal 2, 2021).

These qualitative and quantitative findings concurred that guidance and counselling initiatives needed funding to enable effective psychosocial support that targeted re-enrolment. The findings agreed with Kurgat (2016) who studied administrative support to teenage mothers and found that poverty and low socioeconomic status of families led to low re-admission of teenage mothers.

The study further sought to establish financial assistance that public secondary schools received from the MOE to promote re-entry of teenage mothers. Findings from education officials are in Table 4.12

Table 4.12: MOE Support for Re-enrollment

<i>Financial Assistance to Teenage Mothers</i>	<i>f</i>	<i>Percent (%)</i>
Free day secondary education	7	100.0
Low-cost boarding schools	7	100.0
Bursaries to teenage mothers	1	14.3

Findings in Table 4.12 illustrated that all 7(100%) education officials indicated that MOE assisted re-entry through free day secondary education and low-cost boarding schools while less than quarter 1(14.3%) indicated that teenage mothers in their schools received bursaries. These findings illustrated that no budget was put aside to address financial challenges by teenage mothers to enable their re-enrolment. Free day secondary education did not assist all teenage mothers because initial placement of learners into secondary schools based on their performance in the national examinations. Transfer of teenage mothers from a high to low category school demotivated them and attracted additional costs which reduced chances of re-enrolment. A study by Birchall (2018), also reported

that Rwanda made progress on re-enrolment of teenage mothers by offering free primary and secondary education to increase access and retention of girls exposed to pregnancy.

The researcher further sought to know whether MOE offered bursaries that targeted teenage mothers. Responses from education officials were highlighted in figure 4.6.

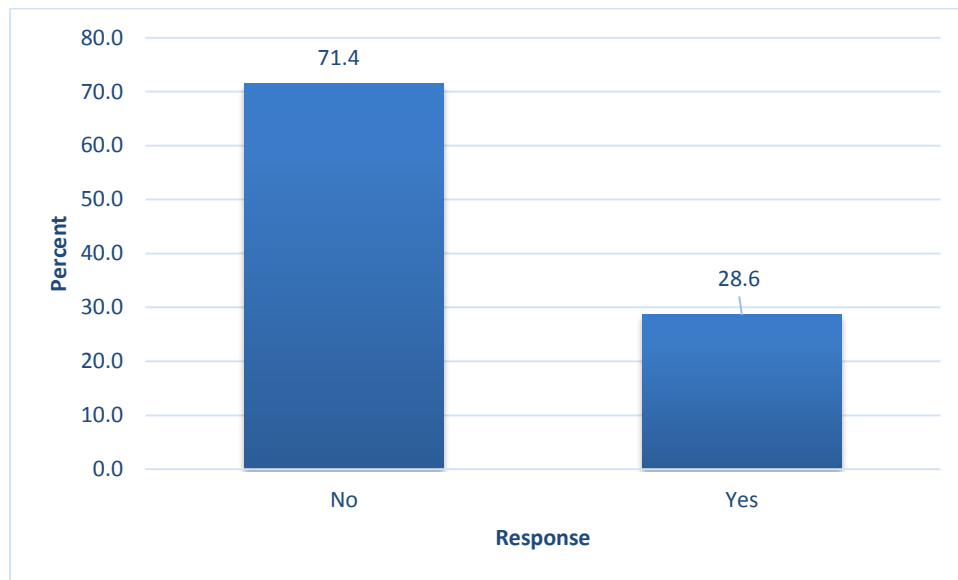


Figure 4.6: Bursary Allocation for Teenage Mothers

Findings in Figure 4.6 indicated that majority (71.4%) of the education officials disagreed that the MOE had bursaries that were dedicated to teenage mothers while minority (28.6%) agreed with the statement. These findings revealed that MOE did not apply gender sensitive planning to address challenges faced by female learners. These findings were in tandem with (Nyariro, 2018) study which concluded that most of Sub-Saharan Africa had re-entry policies, but students lacked economic support due to poverty and marginalization. Inadequate financial support frustrated attempted re-enrolment by teenage mothers.

The study also asked principals to state if schools assisted teenage mothers to get school fees bursaries from the government. Figure 4.7 presents the results.

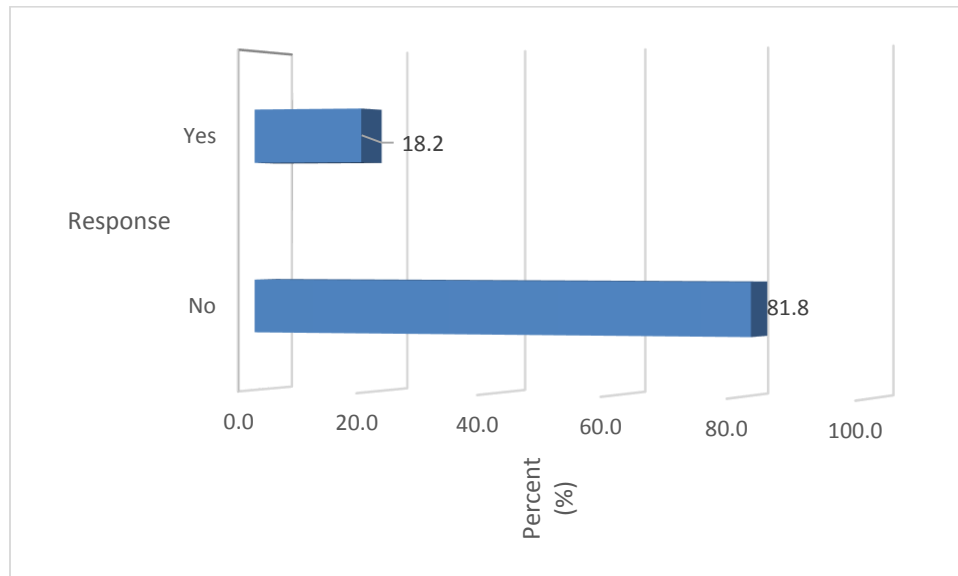


Figure 4.7: Acquisition of Bursary for Teenage Mothers

Figure 4.7 showed that more than three quarters (81.8%) of the principals disagreed that schools assisted teenage mothers to acquire bursaries from the government while less than one quarter (18.2%) affirmed the statement. These findings inferred that principals did not put effort to ensure that teenage mothers got financial assistance to enable re-enrolment such as use of introductory letters to prospective sponsors explaining the need for bursary. A study by Kurgat (2016) supported these findings and explained that head teachers did not assist teenage mothers to get bursaries which led to low re-enrolment.

The researcher sought to understand if schools provided school fee waivers to teenage mothers and how this affected their re-enrollment. Findings from learners are described in Table 4.13.

Table 4.13: Financial Support from School

<i>Items on financial support</i>	<i>f</i>	<i>N / Percent (%)</i>	
		<i>Yes</i>	<i>No</i>
Waiver on school fees/Levies	366	39(10.7%)	327 (89.3%)
Free meals at school	366	47 (12.8%)	319 (87.2%)
Free boarding in school	366	21(5.7%)	345 (94.3%)

Table 4.13 revealed that more than three quarters 327(89.3) of the learners disputed that teenage mothers got waivers on school fees and other school levies while less than one quarter 39 (10.7%) agreed with the statement. Additionally, results portrayed that more than three quarters 319(87.2%) of learners disagreed that teenage mothers got free lunch or meals at school while less than one quarter 47(12.8%) concurred with the statement. Finally, the findings indicated that almost all 345(94.3%) learners disagreed that teenage mothers got free boarding at school while only 21(5.7%) agreed with the statement. One student had this to say in support of the quantitative findings:

“Teenage mothers suffer at home and in school. If your parent does not want you to go back to school, you cannot, even if you try because the school will not insist that you go back. Some parents do not want to pay school fees after you get pregnant and they will let you be sent home many times so that you take care of the baby. At school you will remain behind in academics and start to lose hope. That is a method that some parents use to make you give up in school so that they easily marry you off. The school cannot give school fees waiver, so the same parents must pay the school fees. In this case, parents who do not want to pay fees for the teenage mother finds reasons for not re-enrolling them in school” (Teenage Mother 2, FGD Participant).

Additionally, one principal had this to express;

“Girls who got pregnant during covid-19 break all came from homes with very low socioeconomic backgrounds. This may explain why teenage mothers may not receive adequate financial support to re-enroll

in school since more money is needed to take care of both the teenage mother and her baby. Time that the parents and guardians could also use in generating income is now diverted to taking care of the teenage mother's child". (Public Day Girls Secondary School Principal 3).

These findings indicated that most teenage mothers came from low socioeconomic backgrounds and schools did not also provide waivers on school fees, other levies, lunch, and boarding which reduced re-entry. The present study revealed that financial support was the main contributor to low re-enrollment and was in harmony with a study by Jeffery (2016) which examined factors that influenced pregnant girls' return to school after delivery and reported that re-entry failed because of poverty and that parents and guardians gave up on the teenage mothers.

Likewise, teachers of guidance were requested to indicate whether teenage mothers got material support from schools. These results are displayed in Figure 4.8.

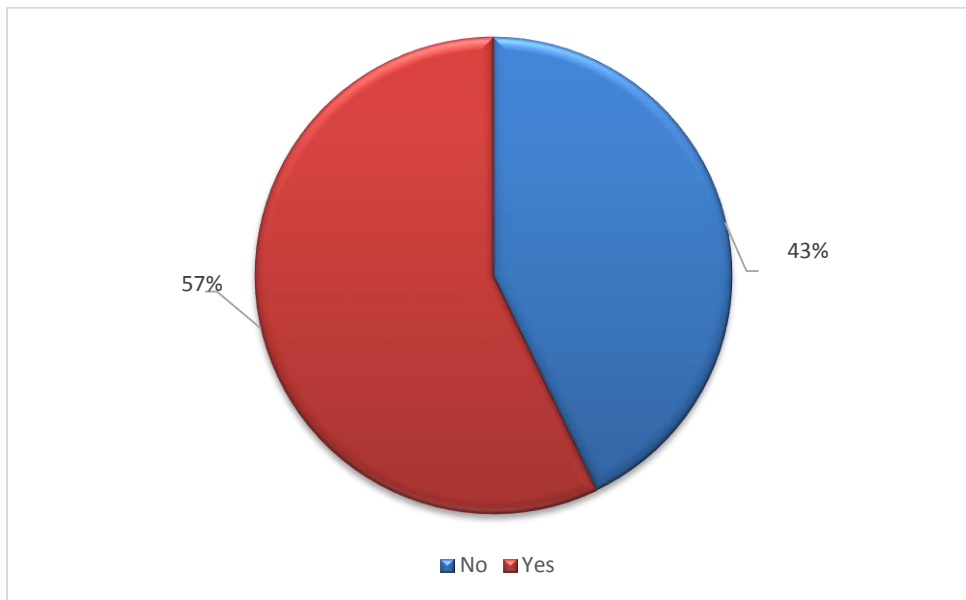


Figure 4.8: Material Support to Teenage Mothers

Findings in Figure 4.8 showed that more than half 9(57%) of teachers of guidance agreed that teenage mothers got material assistance from their schools while minority 7(43%) disagreed with the statement. Material support offered at school was described as baby supplies and healthcare provided by the government. One of the teachers of guidance had this to tell.

“This school has assigned the matron to use the school van to take pregnant teenagers to hospital for ante natal care which is catered for by the government’s National Hospital Insurance Fund. Teachers in this school have had to buy clothes, toiletries and feeding necessities for pregnant teenagers. Their parents ignore requests for maternity packs by pregnant teenagers, so the school is forced to come in by purchasing the materials that the pregnant teenagers need. The school continues to provide material support to date to pregnant teenagers especially preparation for childbirth.” (Public Girls Boarding Secondary School, Teacher of Counselling 1)

These findings revealed that the government catered for health care needs of teenage mothers by providing healthcare insurance. The school administration also catered for transport to enable teenage mothers to access healthcare. This support maybe an enabling factor to re-enrolment of teenage mothers in school. This finding contradicts with a study conducted by Ncube and Mudau, (2017) which presented key challenges that faced teenage mothers in Zimbabwe as unsupportive school environment, physical health concerns and resistance from the school administration. The difference in findings between the two studies is because Zimbabwean government did not provide health insurance for learners while the Kenyan government currently provided healthcare insurance to all secondary school learners in government sponsored schools. These findings concurred with a study on social and educational challenges of teenage mothers in South Africa by Tewari, and Ilesanmi, (2020) which discovered that female learners needed more financial support for upkeep and childcare unlike male learners.

To operationalize objective two of the study, another research question was formulated: *What is the effect of financial support towards re-enrollment of teenage mothers in public secondary schools at the study locale?* To answer this question, Logistic regression analysis was conducted and displayed in Table 4.14

Table 4.14: Regression Analysis of Financial Support and Enrolment

Variable	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
School fee waiver	1.654826	0.051971	2.03	0.005	-	3.29537 3.19143
Free boarding at school	1.364891	0.821965	1.66	0.097	-	2.975912 0.24613
Free lunch/meals at school	1.610941	0.926175	1.74	0.082	-	3.42621 0.20433
Budget for counseling services	0.99667	0.439605	2.27	0.023	-	-0.13506 1.85828
_cons	1.035752	1.640835	0.63	0.528	-	4.25173 2.18023

Number of observations = 366
Wald chi2(21) = 76.59
Prob > chi2= 0.0001
Pseudo R²= 0.7342

Table 4.14 presents findings of logistic regression of financial support and re-enrolment of teenage mothers in Narok County, Kenya which indicated four predictor variables namely, school fee waiver, free boarding at school, free lunch or meals at school and budget for counseling services that were regressed against the dependent variable (re-enrolment). These results showed that pseudo R²= 0.7623 confirmed that the independent and dependent variables had a linear relationship and that the model well fitted data. The findings also illustrated the regression coefficient which showed log of the odds ratio that compared the odds after one unit increased into the original odds.

Specifically, results revealed that school fee waiver had a regression coefficient of 1.655 and a p-value of 0.005 at 95% confidence interval ($\beta=1.655$, $p<0.05$). The odds ratio value of 1.655 showed that when other factors were held constant, an increase in school fee waiver by one unit increased re-enrollment of teenage mothers by 1.655 times. Moreover, the findings also showed that school fee waiver significantly affected re-enrolment of teenage mothers and that free boarding at school had a positive effect on re-enrolment at a 5% significance level ($\beta=1.365$, $p=0.097$). This meant that for every unit increase in free boarding at school a 1.365-unit increase in re-enrolment is realized when other factors were held constant. However, the findings indicated that free boarding at school did not significantly affect re-enrolment of teenage mothers in studied schools and County ($p=0.097$).

The findings also revealed that free lunch or meals at school had a regression coefficient of 1.611 and a p-value of 0.082 at 95% confidence interval ($\beta=1.611$, $p = 0.082$). The odds ratio value of 1.611 showed that *ceteris paribus*, an increase in free lunch or meals at school by one unit increased re-enrollment of teenage mothers in public secondary schools in Narok County by 1.611 times. However, results indicated that free lunch or meals at school did not significantly affect re-enrolment of teenage mothers in public secondary schools in this County. Lastly, findings indicated that budget for counseling services had a regression coefficient of 0.997 at 95% confidence interval ($\beta=0.997$, $p<0.05$). This implied that for every unit increase in budget for counseling services, a 0.997 increase in teenage mothers' re-enrolment in the schools was realized. Moreover, findings illustrated that budget for counseling services significantly affected re-enrolment of teenage mother. These findings corresponded to a USA study by Lin (2016) which concluded that provision of effective

emotional and school support-built confidence and excellence in education of teenage mothers. The findings indicated that school fee waiver had the greatest effect on re-enrolment, followed by free lunch and meals at school and budget for counseling services had the least effect on re-enrolment.

4.5 Effect of Academic Support on Participation of Teenage Mothers in Education

The third objective sought to establish effect of academic support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya. Academic support was operationalized as extra coaching at school, re-enrolment procedure, academic support by peers and parental engagement in academics. Education officials, principals, teachers of guidance and learners filled questionnaires with open and closed ended questions. Groups of teenage mothers participated in focus group discussions. Analysis of numerical data was done using descriptive and predictive statistics while qualitative data was analyzed using thematic analysis technique.

Principals were asked if extra coaching was offered to teenage mothers in schools. The findings are summarized in Figure 4.9.

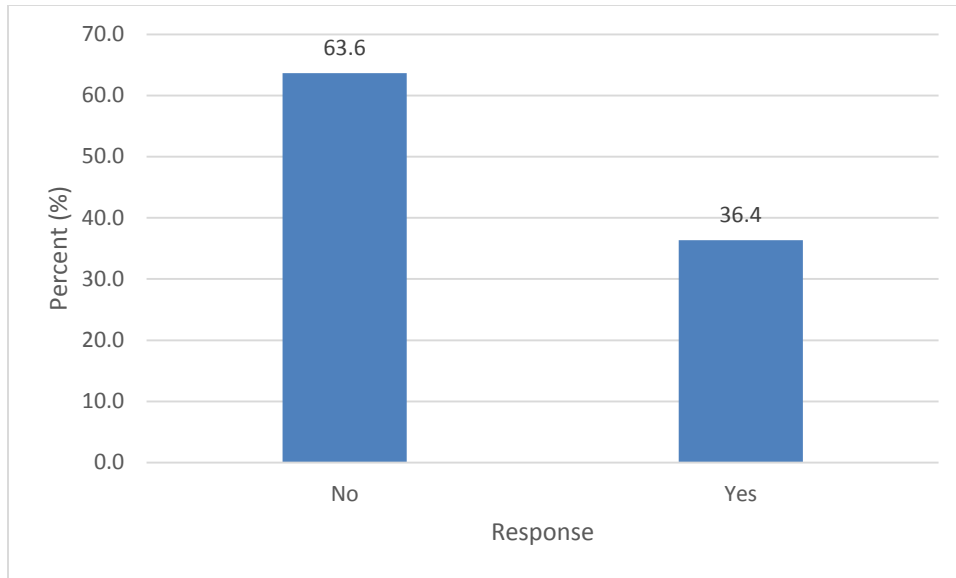


Figure 4.9: Extra Coaching at School

Figure 4.9 indicated that more 8(63.6%) principals disagreed that extra coaching was offered to teenage mothers in their schools whereas slightly more than one third 5(36.4%) agreed with the statement. These findings implied that most teenage mothers struggled with academic challenges. Schools did not place teenage mothers into classes that enabled them to catch up with lost coverage in academics. The findings agreed with a study by Britwum et al (2017) which revealed that teenage mothers were only able to cope with re-entry when peers and teachers offered academic support. These findings were also in accordance with research conducted in Iran which concluded that extra coaching provided to teenage mothers motivated them towards learning and improved their academic performance. The research also reported a significant increase in the number of teenage mothers who proceeded for university education as a result of targeted academic support (Moghadam, et al., 2017).

Further, using document analysis, the study sought to know the amount of academic time lost by teenage mothers before re-enrolment. This is illustrated in Table 4.15.

Table 4.15: Duration in Months before Re-Enrolment

<i>Duration taken before re-enrolment</i>	
Frequency	117
Mean	5.1
Mode	3.0
Std. Deviation	4.4
Range	24.0
Minimum	0.0
Maximum	24.0

Table 4.15 displayed a mode of 3 which implied that the highest number of teenage mothers re-enrolled 3 months after childbirth and on average, teenage mothers re-enrolled five months after childbirth. The standard deviation of the re-enrolment period was 4.4, which implied that teenage mothers re-enrolled either one month after childbirth or nine months after childbirth. These findings depicted that teenage mothers re-enrolled in school too soon after childbirth when not mentally ready to effectively participate in academics. These findings agreed with (Moghadam et al., 2017) who conveyed that teenage mothers needed mental readiness to enable dual roles of motherhood and studentship for effective re-enrolment. A South African study by Tewari and Ilesanmi, (2020) also found a link between childbearing among learners and poor educational attainment and teenage motherhood as factors that led to failed re-entry hence need to ensure extra coaching for teenage mothers who needed academic assistance.

Additionally, the study engaged teachers of guidance to establish who followed up teenage mothers to re-enrol. Findings are presented in Table 4.16.

Table 4.16: Follow -up of Teenage Mothers for Re-Enrolment

<i>Follow-up for re-enrolment is done by;</i>	<i>n</i>	<i>Percent (%)</i>
Principals	14	87.5
Class teachers	12	75.0
Guidance and counselling teachers	12	70.6
Parents and guardians	10	62.5

Results in Table 4.16 revealed that most 14 (87.5%) teachers of guidance stated that principals followed up cases of teenage mothers for re-enrollment, 12 (75.0%) reported that class teachers and teachers of counseling followed up teenage mothers for re-entry while 10(62.5%) reported that parents and guardians followed up teenage mothers to re-enroll. These findings implied that principals and other teachers followed up re-entry but parents and guardians made the ultimate decision on when teenage mothers got re-admitted. These findings aligned with an investigation by Kurgat (2016) which found that active participation by headteachers on re-admission of girls kept teenage mothers in school.

To deepen understanding on re-enrolment, the study asked teachers of guidance about involvement of other teachers in the process of re-enrolment of teenage mothers. Figure 4.10. illustrated the outcomes.

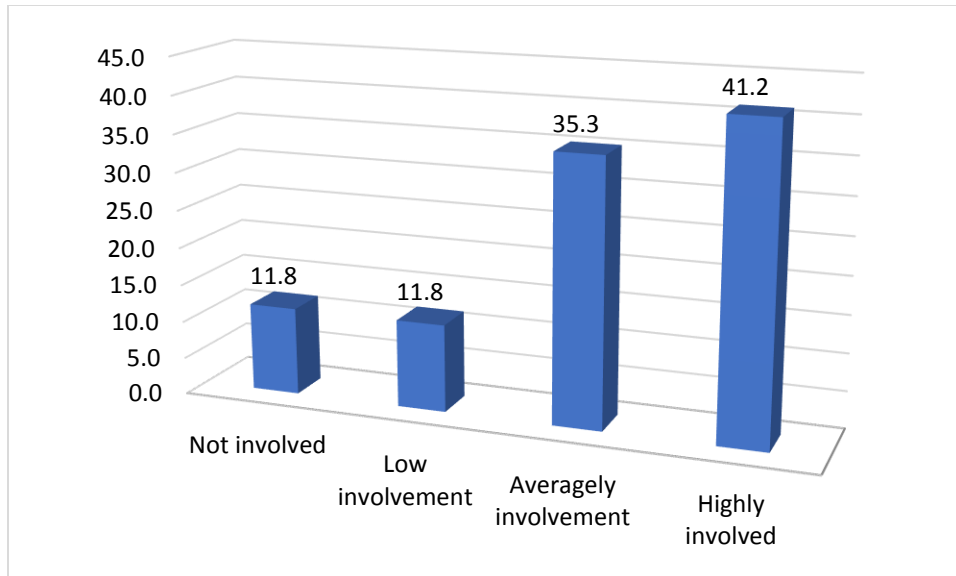


Figure 4.10: Re-Enrolment of Teenage Mothers

Findings in Figure 4.10 revealed that less (41.2%) teachers of guidance indicated that teachers in their schools were highly involved in the process of re-enrolment. In addition, more than one quarter (35.3%) indicated that teachers were averagely involved in the process of re-entry. Further, more than one tenth (11.8%) of these respondents reported that teachers were less involved in the process of re-entry and an equal proportion (11.8%) reported that teachers were not involved in the process of re-enrolment of teenage mothers. These findings inferred that few teachers were concerned about re-enrolment while more teachers were less responsive towards re-enrolment of teenage mothers. These findings also implied that schools did not empower teachers to embrace and support re-enrolment which led to low re-entry. The findings concurred with a study by Hernandez and Rabai (2017) which reported that teacher involvement in academics of teenage mothers had a positive influence on their re-enrolment

The study also sought information from learners on re-enrollment of teenage mothers after childbirth. The findings are summarized by school category in Figure 4.11.

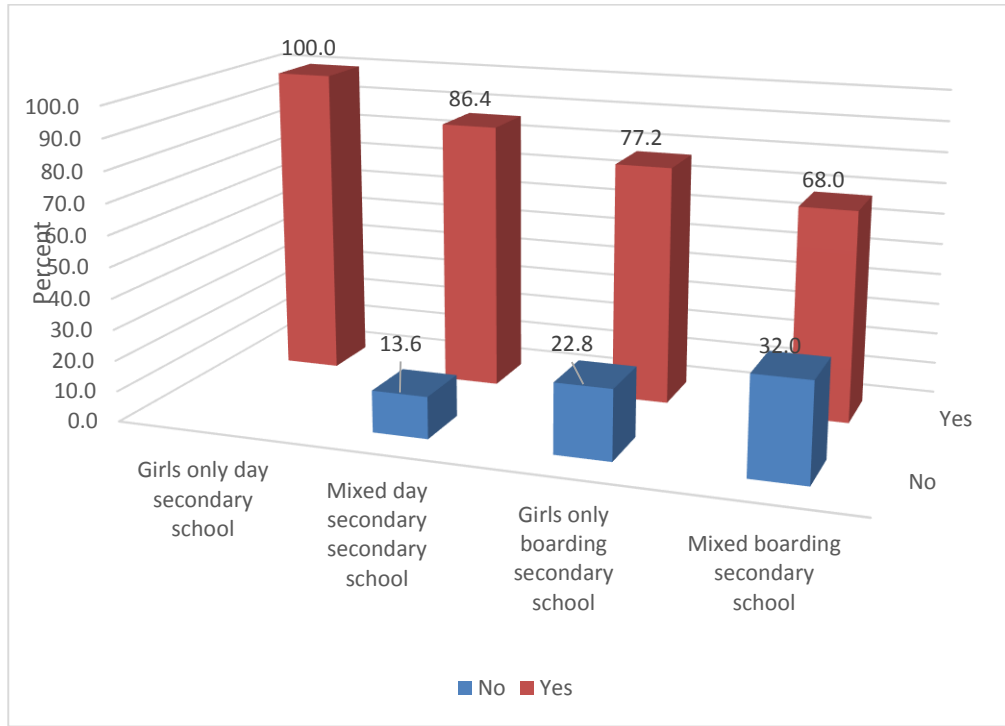


Figure 4.11: Re-Enrolment by School Category

The findings in Figure 4.11 indicated that all (100%) teenage mothers in girls only day secondary schools re-enrolled after childbirth while majority (86.4%) of teenage mothers in mixed day secondary schools re-enrolled and the minority (13.6%) did not. Additionally, majority (77.2%) of learners in girls only boarding secondary schools re-enrolled while the minority (22.8%) failed to re-enroll. Finally, results showed that majority (68%) of students in mixed boarding secondary schools re-enrolled after childbirth while the minority (32%) did not. The findings showed that mixed boarding secondary schools registered the highest (32%) proportion of non-re-enrolment followed by girls boarding schools at (22.8%). The findings revealed that boarding secondary schools attained less re-enrolment compared to

day schools. These findings were attributed to low parental support regarding childcare to enable re-entry into boarding schools. Low re-entry in mixed schools was explained by stigma associated with having a child by a male student in the same school. Teenage mothers left their babies with parents and guardians of the child's father. This uncomfortable relationship between a teenage mother and her child's father in the same school hindered re-enrolment. These findings agreed with findings by Bai (2021) which revealed that shame and stigma were the main factors that led to failed re-entry.

The study enquired from teachers of guidance and counselling how schools ensured re-entry. A summary of the findings is in Table 4.17.

Table 4.17: Teachers Support for Re-entry

<i>School Practice on Re-Enrolment</i>	<i>f</i>	<i>Percent (%)</i>
TMs received guidance and support from teachers	16	100.0
Teachers involved parents in supporting TMs	15	93.8
School had a history of supporting teenage mothers	14	87.5
TMs got permission for childcare	10	62.5

Findings in Table 4.17 revealed that all teachers of guidance 16 (100%) indicated that schools mainly applied guidance and support from teachers to enable re-admission. Additionally, almost all 15 (93.8%) teachers of guidance indicated that teachers involved parents in supporting re-entry. Further findings indicated that most 14(87.5%) teachers of guidance reported that their schools had a history of supporting re-entry. The findings also indicated that slightly more than half 10(62.5%) of the teachers agreed that their schools granted teenage mothers permission for childcare. These findings revealed that schools supported physical re-entry after without academic support from teachers. This study

corresponded with Mutua et al., (2019) who established that academic support was critical in ensuring re-enrolment and that teachers only provided more academic support to teenage mothers who had high academic potential. Teenage mothers with low academic ability did not receive support from teachers.

This study also enquired about school practise on re-enrolment procedure. Principals and teachers of guidance indicated the process of re-enrolment summarized in Table 4.18.

Table 4.18: Re-enrolment Procedure

<i>Procedure of Re-enrolment</i>	<i>Principals f (%)</i>	<i>Teachers of guidance f (%)</i>	<i>Learners f (%)</i>
School contacted parents/guardians	5 (38.5)	7 (43.8)	102 (27.9)
Parents/guardians contacted school	8 (61.2)	6 (37.5)	93 (25.4)
TMs reported to school alone	8 (61.2)	5 (31.3)	87 (23.8)
Parents/guardians accompanied TMs	8 (61.2)	12 (75.0)	250 (68.3)

The findings in Table 4.18 showed consistent findings that most principals 8(61.2%), most 12(75%) teachers of guidance and most 250(68.3%) learners reported that parents/guardians accompanied teenage mothers to school for re-entry after maternity leave. These findings implied that initiative for re-enrollment of teenage mothers more home driven by parents and guardians and not school driven as directed in the school re-entry policy. These findings agreed with a study by The United Nations Children’s Fund (2018) which revealed that parental and family support played a crucial role in ensuring re-integration of teenage mothers in education.

The findings indicated that schools allowed re-entry to be initiated by either the parents, guardians, teachers and teenage mothers. This implied that schools were flexible with the re-entry procedure. These findings agreed with Woldehanna et al., (2021) who reported that flexible re-enrolment procedure had a statistically significant effect on re-enrolment of teenage mothers in public secondary schools.

In addition, the researcher enquired from principals how schools offered academic support to teenage mothers. A presentation of the findings is in Table 4.19.

Table 4.19: Influence of Schools on Re-Entry

<i>School Influence on Re-Entry</i>	<i>f</i>	<i>Percent (%)</i>
Strengthened guidance and counseling	11	84.6
Parental involvement in education of teenage mothers	8	61.5
Parental empowerment on education of teenage mothers	8	61.5
Provision of incentives to teenage mothers	8	61.5
Trained school management and teachers to empower teenage mothers	8	61.5
Gender empowerment in the school	5	38.5

Results in Table 4.19 illustrated that majority 11(84.6%) of the principals reported that schools strengthened guidance and counselling for teenage mothers. Moreover, the findings indicated that more 8(61.5%) principals reported that schools ensured parental involvement and empowerment, provided incentives to teenage mothers, and built capacity of school management and teachers to empower teenage mothers. The findings revealed gender empowerment as the least 5(38.5%) prioritized initiative in schools. These findings agreed with a study by Evans and Mendez Acosta (2021) which found that principals did not discuss re-entry and that the school environment majorly determined school re-entry for teenage mothers.

To understand class at which teenage mothers re-enrolled in school, the researcher conducted document analysis whose findings are presented in Figure 4.12.

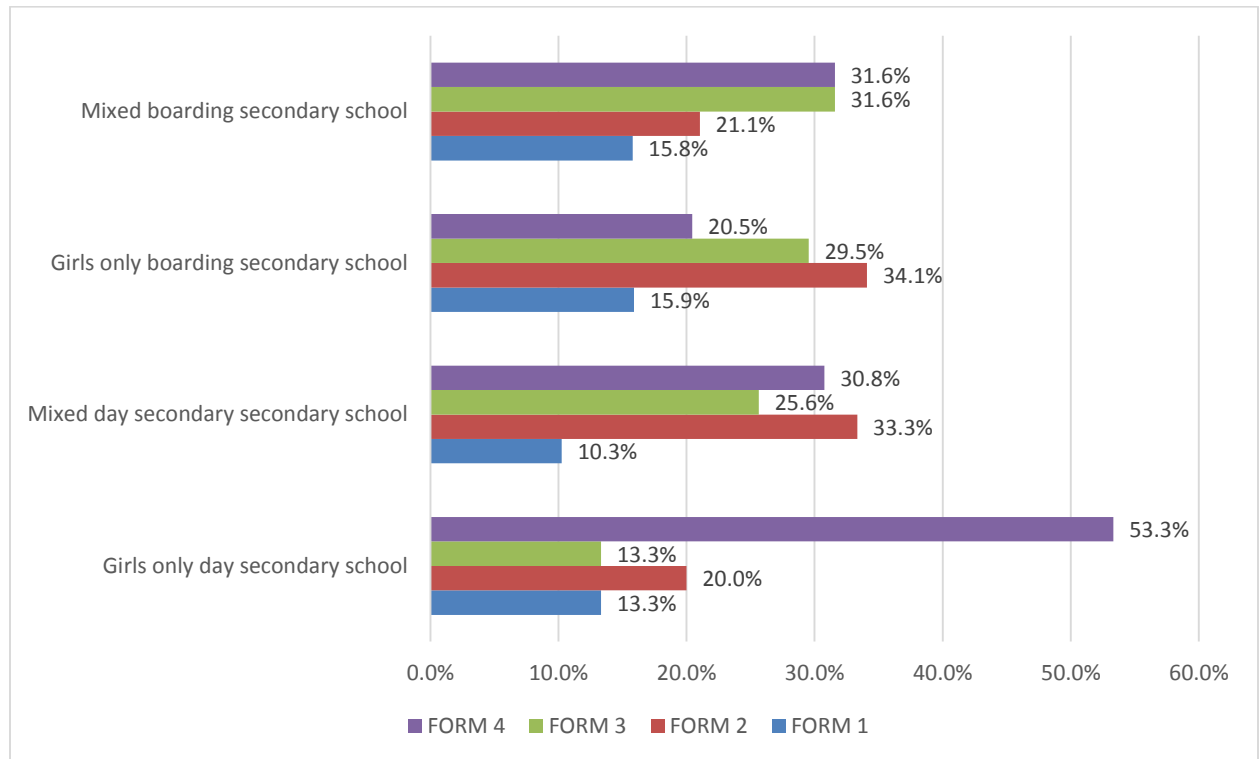


Figure 4.12: Class at Re-Enrollment

Findings in figure 4.12 showed that in girls' day secondary schools, more than half 50(53.3%) of teenage mothers re-enrolled in form four while below quarter 14(13.3%) re-enrolled in form one and three. A sizeable number 22(20%) re-enrolled in form two. Additionally, in mixed day secondary schools, one third 39(33.3%) of the students re-enrolled in form two, 37(30.8%) in form four, while the least 9(10.3%) re-entered in form one. Findings further illustrated that in girls boarding secondary schools, majority 40(34.1%) of the teenage mothers re-enrolled in form two while the minority 12(15.9%) re-enrolled in form one. Finally, in mixed boarding secondary schools, an equal number 38(31.6%) of the students re-enrolled in form three and four while the minority 11(15.8%)

re-enrolled in form one. These findings depicted that most 40(34.05%) re-enrolments happened in form four, slightly more than a quarter 34(27.12%) of re-enrolments took place at form two, a quarter 33(25%) of re-enrolments took place at form three and finally, less than a quarter 13(13.82%) of re-enrolments occurred at form one. These findings revealed that re-entry was experienced across all classes and that gender empowerment was not enhanced in schools to deter teenage pregnancy, especially in senior classes like form three and four. The findings also implied that schools, parents, and guardians re-enrolled teenage mothers for completion of school and not concern for final academic outcomes. These findings agreed with a study by Mwenje and Kesso (2015) which found that the school environment was a major determinant of school re-entry by teenage mothers.

Consequently, the study questioned principals on academic assistance for teenage mothers by their peers. The findings are presented in Figure 4.13.

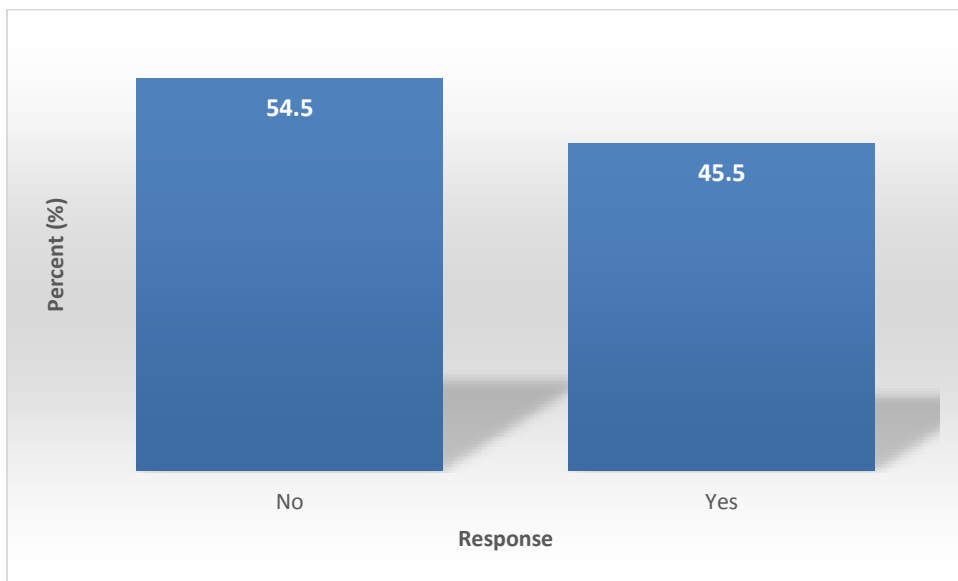


Figure 4.13: Peer Support in Academics

Figure 4.13 illustrated that slightly more than half 7(54.5%) of the principals disagreed that teenage mothers were assisted in academics by their peers while less than half 6(45.5%) of the principals agreed with the statement. These findings revealed that the schools did not have peer support systems that targeted academic support of teenage mothers hence less participation in education. To support these findings, a teenage mother from one of the focus group discussions had this to explain:

“Teenage mothers are not supported to catch up with academics, this makes it difficult to learn new topics in class. Other girls isolate teenage mothers and do not want to associate with them. They are not listened to and are also not able to talk about their challenges in school. Subject teachers do not support teenage mothers in areas of difficulty with the respective subjects” (Teenage Mother 3, FGD Participant).

These opinions were supported by (Moghadam et al., 2017) who conveyed that teenage mothers needed mental readiness to enable dual roles of motherhood and studentship for effective re-enrolment.

For a deeper understanding of this objective, principals indicated involvement of parents and guardians in the academic pursuit of teenage mothers. The results are contained in Figure 4.14.

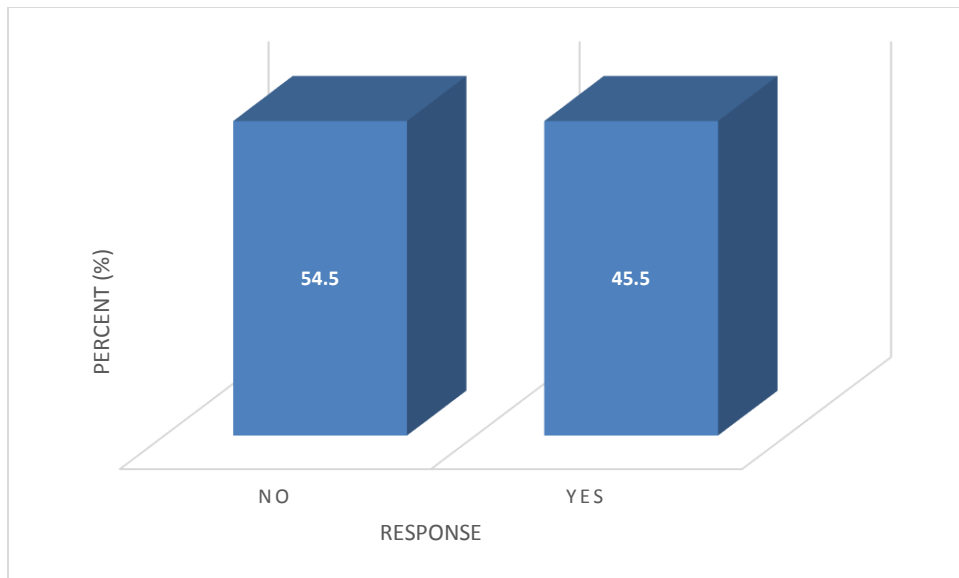


Figure 4.14: Parental Engagement in Academics of Teenage Mothers

Findings in Figure 4.14 revealed that more than half 7(54.5%) of the principals disagreed that parents and guardians of teenage mothers were directly involved in their academic pursuit while less 6(45.5%) principals agreed with the statement. These findings indicated that more parents and guardians of teenage mothers were not empowered to engage in academic concerns of teenage mothers which contradicted commitments in the re-entry policy on empowerment of parents and guardians to engage in the academic concerns of their daughters. These findings agreed with Jaiswal (2018) in his study which found that education and empowerment of parents had a positive influence on parental academic involvement of teenage mothers.

To further comprehend academic support and re-entry, learners were asked to respond to completion of academic assignments by teenage mothers. These findings are displayed in Table 4.20.

Table 4.20: Academic Assignments of Teenage Mothers

<i>Completion of academic work</i>			
<i>Items</i>	<i>Frequency</i>	<i>Percent (%)</i>	
	<i>n</i>	<i>Yes</i>	<i>No</i>
Teenage mothers completed classwork	366	242(66.1)	124 (33.9)
TMs put little effort towards classwork	366	36 (9.8)	330 (90.2)
Childcare reasons hindered classwork	366	85 (23.2)	281 (76.8)
Time hindered completion of classwork	366	34 (9.3)	332 (90.7)
House chores hindered homework	366	45 (12.3)	321 (87.7)

Table 4.20 displayed that more 242(66.1%) students agreed that teenage mothers completed classwork whereas one third 124(33.9) disagreed with the statement. Further, results showed that majority 330(90.2%) of the students agreed that teenage mothers put effort in classwork whereas only 36(9.8%) disagreed which implied that teenage mothers were interested in learning. Findings also indicated that slightly most 281(76.8%) learners disagreed that childcare made teenage mothers not to complete academic assignments while below a quarter 85(23.2%) agreed with the statement. These findings showed that academic assignments did not affect re-entry of teenage mothers. Moreover, results revealed that majority 332(90.7%) of the learners disagreed that teenage mothers did not find time for academic assignments whereas minority 34 (9.3%) agreed with the statement. Majority 321 (87.7%) of the learners also disagreed that house chores hindered completion of homework while the minority 45 (12.3%) agreed with the statement. These findings agreed with Opondo and Aloka (2020) who found that parental engagement in academics of teenage mothers for example offering childcare support allowed teenage mothers to undertake academic tasks thus enabled re-integration into schools.

The study further sought reasons for school absenteeism among teenage mothers. Findings from learners are displayed in Table 4.21.

Table 4.21: Reasons for Absenteeism

<i>Reasons for absenteeism from school</i>	<i>Frequency</i>	<i>Percent (%)</i>	
		<i>Yes</i>	<i>No</i>
<i>Item</i>	<i>N</i>		
Regular absenteeism	366	164 (44.8%)	202 (55.2%)
Poor academic performance	366	61 (16.7%)	305 (83.3%)
Low interest in education	366	62 (16.9%)	304 (83.1%)
Childcare reasons	366	136 (37.2%)	230 (62.8%)
Frustrations at school	366	74 (20.2%)	292 (79.8%)
House chores at home	366	59 (16.1%)	307 (83.9%)
Lack of school fees	366	103 (28.1%)	263 (71.9%)

The results in Table 4.21 illustrated that less than half 164 (44.8%) of learners reported that teenage mothers regularly absented themselves from school while slightly more 202(55.2%) learners disagreed with the statement. Childcare ranked first 136(37.2%) followed by lack of school fees 103(28.1%) regarding reasons for absenteeism. These findings implied that parents and guardians did not adequately support teenage mothers with childcare and other financial needs to enable effective participation in education. Parents and guardians of teenage mothers did not spend money on education of teenage mothers alongside childcare. These findings agreed with a study which revealed that lack of adequate financing was among the most significant obstacles to achieving education for all goals (Male, & Wodon, 2018,)

For further elaboration of academic support offered to teenage mothers, learners were requested to indicate how teenage mothers addressed academic difficulties. The results are contained in Table 4.22.

Table 4.22: Academic Assistance Accorded to Teenage Mothers

<i>Teenage mothers' assistance with Academic Challenges</i>	<i>Frequency</i>	<i>N/Percent (%)</i>	
	<i>N</i>	<i>Yes</i>	<i>No</i>
Assistance from fellow students	366	130 (35.5%)	236(64.5%)
Assistance from subject teachers	366	198 (54.1%)	168 (45.9%)
Assistance from parents and guardians	366	49 (33.3%)	317(66.7%)
Extra coaching	366	174(47.5%)	192(52.5%)
Encouragement to answer questions	366	154(42.1%)	212(57.9%)
More time allocated for assignments	366	157 (42.9%)	209 (57.1%)

The findings in Table 4.22 revealed that academic support accorded to teenage mothers was mostly low while most 198 (54.1%) learners agreed that teenage mothers received academic support from subject teachers. More than half 192 (52.5%) of the learners disagreed that teenage mothers received extra coaching while most 317(66.7%) learners indicated that parents, and guardians did not offer academic support to teenage mothers. Findings also showed that less 154(42.1%) learners were encouraged to answer questions in class. These findings showed that for teenage mothers who re-enrolled, parental engagement in academic pursuit of teenage mothers was weak. These findings further demonstrated that teenage mothers were not confident about seeking academic assistance from their peers and faced academic related stigma in class. These findings were coherent with findings of Hernandez and Rabai (2017) who reported that teacher's involvement in academics of teenage mothers had a positive influence on re-enrolment.

To strengthen understanding on re-enrolment and academic enablers, the study asked learners about communication between their schools, parents, and guardians. Findings are illustrated in Table 4.23.

Table 4.23: Communication between Parents, Guardians and Schools

<i>Communication about teenage mothers</i>		
<i>Item</i>	<i>Percent (%)</i>	
	<i>Yes</i>	<i>No</i>
Regular communication with school	81.1	18.9
Communication on academics of TMs	60.1	39.9
Communication on absenteeism of TMS	22.1	77.9
Communication on school fees payment	39.3	60.7
Request for guidance of TMs at school	36.1	63.9

The findings in Table 4.23 revealed that most 297(81.1%) learners agreed that parents and guardians of teenage mothers regularly communicated with the teachers and principals while only 69(18.9%) disagreed. In addition, results indicated that majority 220(60.1%) of the learners agreed that parents and guardians regularly discussed academics of teenage mothers while a sizeable number 146(39.9%) disagreed with the statement. However, more than three quarters 285(77.9%) of the respondents disagreed that parents and guardians of teenage mothers regularly communicated with the school concerning absenteeism while less than one quarter 81(22.1%) agreed with the statement. Results also showed that majority 222(60.7%) of the learners disagreed that parents and guardians regularly communicated with the school concerning school fees whereas the minority 144(39.3%) agreed. Finally, majority 254(63.9%) of the learners disagreed that parents and guardians requested for guidance of teenage mothers at school while the minority 132(36.1%) agreed.

The findings indicated that parental communication on challenges faced by teenage mothers such as absenteeism, lack of school fees and guidance was low, which corresponded with results of a study by (Mutua et. al., 2019) which unearthed those parents and guardians only provided academic support to teenage mothers who were bright in class, while those who were weak in academics struggled on their own.

To understand academic difficulties faced by teenage mothers after re-enrolment, principals responded with outcomes summarized in Table 4.24.

Table 4.24: Academic Difficulties Faced by Teenage Mothers

<i>Difficulties faced by teenage mothers</i>	<i>N</i>	<i>Percent (%)</i>
Reported to school late	8	61.5
Absent mindedness in class	8	61.5
Teenage mothers did not talk in class	8	61.5
Absenteeism from school	10	76.9
Childcare affected learning of teenage mothers	5	38.5
Teenage mothers did not complete homework	5	38.5
Teenage mothers experienced low self- esteem	5	38.5

Results in Table 4.24 showed that more than half 8(61.5%) of the principals indicated that teenage mothers reported to school late, were absent minded in class and that they did not contribute to class discussions. In addition, majority 10(76.9%) of the principals reported that absenteeism of teenage mothers was the biggest challenge. Finally, these findings indicated that less than half 5(38.5%) of the principals indicated that teenage mothers faced challenges such as childcare, school responsibilities, failure to complete homework and low self-esteem. The findings uncovered that absenteeism from school was the main challenge faced by teenage mothers. These findings concurred with results of a study by Amin and Ntembe (2021) in which 67% students had a child and 17% of these teenage

mothers reported that they were absent for at least one school term in a year and this affected their participation in academic activities.

To operationalize objective three of the study, the following research question was formulated: *What is the effect of academic support on re-enrollment of teenage mothers in public secondary schools in Narok County, Kenya?* To answer this question, Logistic regression analysis was used. Table 4.265 shows results of the regression analysis.

Table 4.25: Regression Analysis of Academic Support and Re-enrolment

Variable	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Re-enrolment procedure	1.380009	0.49391	2.79	0.005	0.411963	2.348056
Parental engagement in academics	1.46403	0.533014	2.75	0.006	2.50872	0.41934
Academic support by peers	1.996315	0.611782	3.26	0.001	0.797243	3.195386
Extra-coaching at school	1.01497	0.495	2.05	0.040	1.98515	0.04478
_cons	1.329838	1.169246	1.14	0.255	-0.96184	3.621517

Number of observations = 366
Wald chi2(35) = 80.75
Prob > chi2=0
Pseudo R²=0.2121

Table 4.25 displays logistic regression of academic support and the dependent variable (re-enrolment) of teenage mothers across four predictor variables namely, re-enrolment procedure, parental engagement in academics, academic support by peers and extra-coaching. Consequently, findings indicated that pseudo R²= 0.2121 confirmed that the independent variables had a linear relationship with the dependent variable and that the model well fitted data. The findings also illustrated the regression coefficient which showed the log of the odds ratio comparing the odds after a one-unit increase into the original odds.

The findings in Table 4.25 revealed that re-enrolment procedure had a regression coefficient of 1.380 and a p-value of 0.005 at 95% confidence interval ($\beta=1.380$, $p<0.05$) which showed that when other factors were held constant, an increase in re-enrolment procedure by one unit increased re-enrollment by 1.380 times. In addition, findings indicated that parental engagement in academics had a positive effect on re-enrolment at a 5% significance level ($\beta=1.464$, $p=0.006$) which meant that for every unit increase in parental engagement in academics a 1.464-unit increase in re-enrolment was realized, *ceteris paribus*.

Table 4.25 also portrayed that academic support by peers had a regression coefficient of 1.996 and a p-value of 0.001 at 95% confidence interval ($\beta=1.996$, $p = 0.001$). The odds ratio value of 1.996 implied that *ceteris paribus*, a unit increase in academic support by peers increased re-enrollment of teenage mothers by 1.996 times. Finally, findings showed that extra-coaching at school had a regression coefficient of 1.015 at 95% confidence interval ($\beta=1.015$, $p<0.05$). This implied that for every unit increase in extra-coaching at school, a 1.015 increase in re-enrolment was realized. Moreover, findings illustrated that extra-coaching at school significantly affected re-enrolment of teenage mothers. Subsequently, the findings indicated that academic support by peers had the greatest effect on re-enrolment followed by parental engagements in academics. However, extra coaching at school had the least effect on re-enrolment of teenage mothers to secondary schools in Narok County.

These findings were in tandem with those of Britwum, et. al., (2017) who reported that willingness and ability of parents to support teenage mothers ensured re-entry immediately after delivery. The authors further contended that awareness of the re-enrolment procedure

by parents also influenced parents' decision on re-enrollment. Similarly, the study contends that academic support by peers of the teenage mothers significantly affected re-enrolment. Peers contributed to re-entry through home visits, giving moral support, class notes and celebrating their return to school.

The findings agreed with Tewari and Ilesanmi (2020) who reported that flexible re-enrolment procedure had a statistically significant effect on re-enrolment of teenage mothers in public secondary schools. Oduor *et al* (2020) in their study also found teenage mothers who received support to catch up with their peers and adjust to a formal education environment encouraged attendance and re-enrolment. Schools that offered breastfeeding or alternative schedules, accommodation, or childcare also supported re-enrolment and school attendance. A study by Karimi (2015) found that teenage mothers' re-enrollment was significantly affected by their parents' decision on re-entry. Further, Mutua, et. al., (2019) also reported that parents played a key role in re-enrollment. In addition, Kapsule and Kumar (2020) also reported that despite the clear re-enrolment procedure for teenage mothers, only a few teenage mothers got back to formal schooling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of major findings and conclusions as per the study objectives. Additionally, the chapter highlights recommendations and insights for further research.

5.2 Summary of the Main Findings

The aim of this study was to investigate the effect of school re-entry policy on participation of teenage mothers in public secondary schools in Narok County, Kenya. Key findings were presented as per the study objectives and research questions. Summary of the findings were written along the themes, namely: social support on re-enrolment of teenage mothers, financial support on re-enrolment of teenage mothers and academic support on re-enrollment of teenage mothers.

5.2.1 Social Support and Re-Enrolment of Teenage Mothers

In relation to the first objective, findings revealed that, in the studied schools, the percentage of girls who discontinued school due to pregnancy rose significantly from 8.0% in 2017 to 12.5% in 2018, 16.3% in 2020 and finally 32.3% in 2021. The number of girls who completed secondary school after re-enrollment remained at 33.3% from 2017 to 2020 and only 8.3% of the girls who took maternity break re-enrolled in 2021. Majority of teenage mothers took maternity leave from form three and form four. Social support from parents and school was key in ensuring re-enrolment of teenage mothers. Further, the study found out that most of teenage mothers re-enrolled in school between 0-3 months after

childbirth. Most respondents indicated that guidance and counselling was a key strategy used by schools in ensuring re-enrolment of teenage mothers. The study also discovered that most teachers supported re-enrolment of teenage mothers in school. Consequently, the study found that there was a direct linear relationship between re-enrollment and social support. Parental support had the highest correlation co-efficient of 2.510 to re-enrollment, followed by guidance and counseling at 1.560 then, peer support at 1.148, and the least effective contributor to re-enrolment was teacher support at a correlation coefficient of 0.852.

5.2.2 Financial Support and Re-Enrolment of Teenage Mothers

Regarding the second objective, the study established that all 7(100%) county education officers agreed that MOE and schools did not budget for training of teachers of guidance and counselling, yet guidance and counseling was the main strategy used by schools for re-enrolment of teenage mothers. However, teachers of guidance and counselling were hired based on a minimum of a diploma in education and not professional qualification in counselling. Further, the study found that 14(87.5%) teachers of guidance communicated with parents and guardians of teenage mothers on re-enrolment with less 5(31.3%) communication on school fees payment. Schools however did not communicate with parents and guardians on opportunities for school fee bursaries. Further, the study noted that principals acknowledged that their schools had not succeeded in re-enrolling teenage mothers. Schools pointed out lack of financial support as the main reason for low re-enrollment. The MOE put in place free day secondary schools which may not be accessible to teenage mothers who required change of schools during re-enrolment. Parents and guardians preferred to retain teenage mothers in their previous schools to avoid additional

expenditure on school uniform, travel, and admission costs. The study reported that teenage mothers were not assisted by principals in accessing school fees bursary and principals affirmed this finding. The study discovered that school fees waiver had the greatest effect on re-enrollment with a logistic regression coefficient of 1.655, followed by free meals at school (1.611), free boarding at a coefficient of 1.3649, and lastly budget allocation for counselling services at a coefficient of 0.997. All the sub-variables under this objective had a linear relationship with re-enrollment of teenage mothers in school.

5.2.3 Academic Support and Re-Enrollment of Teenage Mothers in Education

In relation to objective three of the study, a standard deviation of 4.4 for the re-enrollment period implied that teenage mothers lost between one to nine months of academic break before re-entry and joined the same class from which they took maternity leave. However, teenage mothers did not have arrangements to cover the content that was taught in their absence. Two thirds 8(61.5%) of the principals disagreed that extra coaching was offered to enable teenage mothers catch up with academics. Moreover, principals were only involved in physical re-entry of teenage mothers in school but did not have structures in place for peer support with academics for teenage mothers. The study also discovered that girls' boarding schools recorded 100% re-enrolment rates among teenage mothers. The study also revealed that more 50(53.3%) teenage mothers re-enrolled in form four in girls day schools while the lowest number re-enrolled in form one. More 6(46.2%) principals revealed that parental engagement in education was low, which lowered re-enrollment among teenage mothers. Consequently, the study reported the that highest effect on re-enrolment was academic support by peers at a logistic regression coefficient of 1.996, followed by parental engagement in academics at a coefficient of 1.464, then re-enrollment

procedure at a coefficient of 1.3800 and lastly, extra-coaching had the least effect at a coefficient of 1.0149 respectively. A linear relationship was discovered between all the sub-variables studied in this section.

5.3 Conclusions

Three main conclusions from this research were that, under the first objective, parental support and guidance and counselling had the greatest effect on re-enrollment of teenage mothers, which made it logical to conclude that social support in education had a significant effect on re-enrollment of teenage mothers.

Secondly, the key finding from objective two was that school fee waiver had the most effect on re-enrolment of teenage mothers in Narok County made it logical to conclude that financial support had a significant effect on re-enrolment of teenage mothers in school.

Lastly, key findings from objective three were that academic support by peers and parental engagement in academics had the greatest effect on re-enrolment of teenage mothers in Narok County made it logical to conclude that academic support had a significant effect on re-enrolment of teenage mothers in education.

5.4 Recommendations

Following the main results of the present study, the researcher made the following recommendations with a view of improving re-entry of teenage mothers in school.

5.4.1 Policy Recommendations

- i. Based on results of objective one, the Ministry of Education should employ professional psychosocial counsellors for schools for effective social support to

learners for deterrence of teenage pregnancy and enhanced re-enrollment of teenage mothers in school.

- ii. The Ministry of Education should budget for training of guidance and counselling teachers for effective deterrence of teenage pregnancy and enhanced re-enrolment of teenage mothers in school.
- iii. Based on findings from objective two, to improve re-enrolment of teenage mothers in school, the MOE should conduct gender sensitive budgeting by setting aside bursaries that deliberately target re-enrolment of teenage mothers.

5.4.2 Recommendations for School Practice

- i. Based on findings of objectives one and three, schools should enhance parental empowerment to enable effective parental support for re-enrolment and academics support to teenage mothers.
- ii. Based on findings of objective two, principals should support parents and guardians of teenage mothers in seeking government bursaries to enable re-enrolment of teenage mothers.
- iii. Based on findings of objective three, schools should design academic peer support groups to enable re-enrollment of teenage mothers.

5.4.3 Recommendations for Further Research

- i. The present study focused on the social, financial, and academic factors to re-entry as stipulated in the school re-entry policy. There is need for more studies to cover implementation of other commitments listed in the school re-entry policy.

- ii. The present study focused on school-driven initiatives of re-entry. Further research should consider home environment and community practise as the key study variables.
- iii. The present study was conducted in Narok County which recorded a teenage pregnancy rate of 40.4%. There is need to extend this study to other counties with higher and or lower teenage pregnancy rates than Narok County.

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APPENDICES

Appendix A: Introduction Letter

Kenyatta University,

Box 43844(00100),

Nairobi

March 2021

Dear Sir/Madam,

Re: Request to Collect Information Regarding Re-entry and Teenage Mothers

I am undertaking a degree in Master of Education and seeking permission to collect data from your school/office in partial fulfilment of the learning programme. The study is on how re-entry affects learning of teenage mothers in government sponsored secondary schools in Narok.

Your school /office has been selected for this research because of the experiences with re-entry among teenage mothers that has been noted over the last four years. Information gathered during this exercise will be confidentially applied for the purpose of this investigation.

Yours faithfully,

Joan Marende

Joan Marende

Appendix B: Document Analysis Guide for Head Teachers

I am investigating “Re-entry Policy and Schooling of Teenage mothers” as a student of Kenyatta University. This school has been selected because of cases of re-entry recorded in the last 4 years. Confidentiality will be reinforced in this process.

SECTION A: SCHOOL DATA

1. Characteristics of school? *Tick appropriately* [✓]. Tick as many times as possible
 - i) a) Girls [] b) Mixed [] c) Day []
 - d) Boarding []
2. Total number of teachers is?
3. Number of the teachers by gender
 - a) Male teachers [] b) Female teachers []

SECTION B: DATA ON SCHOOL RE-ENTRY BY TEENAGE MOTHERS

001	002	003	004	005	006	007	008	009
Write initials of student who was pregnant in (2017-2020)	When did the student take maternity leave?	At what of pregnancy did the student take maternity leave?	Did she re-enroll?	If yes, how many months after childbirth?	If no, reason for not re-enrolling?	What enabled re-enrollment?	Which class did she re-enroll?	How did she perform in the last internal exam/KCSE exams
	<ol style="list-style-type: none"> 1. Form one 2. Form two 3. Form three 4. Form four 	Choose from 1-9 months	<ol style="list-style-type: none"> 1. Yes 2. No 	State between 1 and 24	<ol style="list-style-type: none"> 1. Social reasons 2. Financial reasons 3. Academic reasons 4. Do not know 	<ol style="list-style-type: none"> 1. Parents support 2. Self-motivation 3. Teacher support 4. Peer support 5. Others(specify) 	<ol style="list-style-type: none"> 1. Form I 2. Form II 3. Form III 4. Form IV 	<ol style="list-style-type: none"> 1. Less than potential 2. According to potential 3. Above expectations 4. Did not do exams
	<i>Give one response</i>	<i>Provide 1 answer</i>	<i>Write 1 or 2</i>	<i>Write one answer</i>	<i>Choose key reply</i>	<i>one response</i>	<i>Select one response</i>	<i>Indicate one response</i>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

SECTION C: TREND OF RE-ADMISSION AND ENROLLMENT

Year	Enrollment of girls	Number pregnancy related dropouts	Re-enrolled of girls	Girls dropped out after re-enrollment	Girls completed secondary education after re-enrollment	Number of girls who performed to their potential in the final exams after re-enrollment
2017						
2018						
2019						
2020						

Appendix C: Questionnaire for Principals

I am researching on teenage mothers' education and re-entry for a degree at Kenyatta University. Fill questionnaire without indicating your name because this information will be used in confidence.

1. Characteristics of school? **Tick appropriately** [✓]. Tick as many times as possible

- ii) a) Girls only school [] b) Mixed school [] c) Day school []
d) Boarding school []

2. How many teachers work in this school?

3. Number of the teachers by gender

- a) Male teachers [] b) Female teachers []

SECTION A: BIO DATA

Tick as appropriate [✓]

1. I am Female [] Male []

2. Number of years you have served as a principal in this school?

- i) 5 yrs and below [] ii) 6-10 yrs [] iii) 10 and above yrs []

3. I have headed a secondary school for

- i) 0-5 years [] ii) 6-10 years [] iii) Above 10 years []

4. My education level

- i) Master's [] ii) Bachelor's [] iii) Diploma [] iv) Certificate []

SECTION B: SOCIAL SUPPORT

1. I know of the re-entrance policy? Yes [] No []

2. If yes, this school does the following regarding re-enrollment of teenage mothers.

(May Tick more than once)

- i) Pregnant teenagers remain in school & continue learning []
- ii) Pregnant teenagers take maternity leave []
- iii) Teenage mothers re-enrol in school after childbirth []
- iv) Teenage mothers change schools during re-enrolment []
- v) Teenage mothers re-enrol in school within one year after child birth []
- vi) Teenage mothers re-enrol in school more than 12 months after leave []
- vii) This school supports pregnant teenagers and teenage mothers to complete school []
- viii) Parents/guardians of teenage mothers support them to re-enroll in school []
- ix) Routine check-up conducted to identify pregnant teenagers []
- x) Parents/guardians are engaged on schooling of teenage mothers []
- xi) Plans are in place for the guidance department []
- xii) This school has teachers who willingly conduct emotional guidance []
- xiii) Teenage mothers have peer support for effective learning []
- xiv) Teenage mothers have teacher support for effective learning []
- xv) Learners in this school know their rights and report cases of sexual abuse []
- xvi) Teenage mother have positive relationships with their peers and teachers []

SECTION C: FINANCIAL SUPPORT

1. Does the school arrange for group guidance for teenage mothers?

a) Yes [] No []

b) If yes, approximately how much does the school budget for guidance programmes in a year? Kenya shillings

2. Do teenage mothers get school fees waivers?

Yes [] No []

If no, what happens to teenage mothers who cannot afford school fees?.....

3. Does the school assist teenage mothers to get school fees bursaries from relevant government departments?

Yes [] No []

If no, what happens to teenage mothers who cannot afford school fees?.....

4. Do families of teenage mothers get cash transfers from the government?

Yes [] No []

If yes, please elaborate

5. Does this school offer material support to teenage mothers?

i) Yes [] ii) No []

If yes, please elaborate

SECTION D: ACADEMIC SUPPORT

Tick [✓], once per question

1. How teenage mothers get re-admitted

i) School plans []

ii) Parents/guardian talks to school []

iii) Student reports school []

Other,specify.....

2. Additional coaching is organized for teenage mothers

i) Yes [] ii) No []

If yes how, how

If yes, is it free or parents/guardians pay for it?
.....

3. Are teenage mothers assisted in academics by their peers?

a) Yes []

b) No []

If no how do teenage mothers get their academic challenges addressed at school?

.....

4. Are parents /guardians of teenage mothers involved in their academic pursuit?

a) Yes []

b) No []

If no, how do teenage mothers get academic challenges addressed at school?

.....

SECTION E: DIFFICULTIES AND SUGESTIONS

1. Is there success with re-admission?

i) Yes [] ii) No []

2. If yes, provide examples.....

.....
.....

3. What difficulties does your school face with re-enrolment?

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

4. What opposition do teenage mothers in this school face after re-enrollment? ***Can tick more than once***

i) Lateness []

ii) Absent mindedness []

iii) Quietness in class []

iv) Being absent []

v) Poor health []

vi) Not completing homework []

vii) Low self esteem []

Others, give examples.....

5. Recommendations on effective actualization of the policy are

i) To MOE.....

.....

.....

ii) To principals

.....

.....

Appendix D: Questionnaire for Counseling Teachers

This research is about re-admission of teenage mothers regarding policy provisions. It is part of my Masters course in Education at Kenyatta University. Your contribution will be used in confidence.

1. Characteristics of school? *Tick appropriately* [✓].

- a) Girls only [] b) Mixed day [] c) Mixed boarding []
d) Girls boarding []

2. Total number of teachers is

3. Teachers by gender , in numerical form

- a) Male teachers [] b) Female teachers []

SECTION A: BIO DATA

Tick as appropriate [✓] **or write answer when required**

1. Fill in correctly? M [] or F []

2. You have done counseling in present school for:

- i) 5 years and below [] ii) 6-10 years [] iii) 10 + years []

3. You served in counseling for a total of:

- i) 5 yrs or less [] ii) 6-10 yrs [] iii) 10 yrs + []

4. Your education is

- i) Second degree [] ii) First degree [] iii) Diploma [] iv) Certificate []

SECTION B: SOCIAL SUPPORT

1. Please confirm familiarity with the re-admission of teenage mothers

Yes [] No []

2. If yes, the school? (*May tick multiple times*)

- i) Pregnant teenagers stay in school until they are due for maternity leave []
- ii) Pregnant teenagers take maternity leave and re-enrol after child birth []
- iii) Teenage mothers change schools during re-enrolment []
- iv) Teenage mothers re-enter within 12 months after child birth []
- v) Teenage mothers re-enrol in school more than 12 months after child birth []
- vi) This school ensures that pregnant teenagers/ teenage mothers complete school []
- vii) Routine check-up for pregnancy []
- viii) Plans are documented for guidance []
- ix) Teachers are present to counsel students []
- x) Teenage mothers have peer support for learning []
- xi) Teenage mothers are supported by teachers for effective learning []

3. How do learners handle pregnancy? (*tick as many*)

- i) Student reports to teacher []
- ii) Wait for check-up []
- iii) Parents/guardian reports to teacher []
- iv) Pregnancy shows []
- v) No process []

4. Who monitors re-admittance?

Tick as many responses as possible

- i) Principal []
- ii) Class teacher []

iii) Counselling teacher []

5. Your judgement of teachers taking part in re-entry is

i) High []

ii) Average []

iii) Low []

iv) Not involved []

6. What encourages school return (*Tick all responses that apply to this school*)

i) Teacher guidance []

ii) Teacher and parents work together []

iii) Permission allowed child care []

iv) Support to those who re-enrol has been available []

v) None []

7. How is the relationship between teenage mothers and peers

i) Discriminative []

ii) Not supportive []

iii) No difference as before pregnancy []

iv) No relations []

SECTION C: FINANCIAL SUPPORT

1. How much money does the school allocate for guidance department annually?

Kenya shillings (*in figures*) [.....]

2. Do teenage mothers receive money from school?

i) Yes [] ii) No []

If yes, give details.....

3. Do teenage mothers get school fees waivers at school?

Yes [] No []

If no, what happens to teenage mothers who cannot pay school fees?.....

4. Does the school assist teenage mothers to get school fee bursaries from relevant government departments?

Yes [] No []

If no, what happens to teenage mothers who cannot afford to pay for school fees?.....

5. Do families of teenage mothers get cash transfers from the government for their financial needs?

Yes [] No []

If yes, please elaborate

SECTION D: ACADEMIC SUPPORT

Tick appropriately [✓], once per question

1. Communicate with parents/guardians during leave continues? i) Yes [] ii) No []

If yes, on

i) Student welfare []

ii) Fees []

iii) Guidance for student []

iv) Re-enrolment of student []

2. Who initiates re-enrolment?

iv) School []

v) Parents/guardian []

vi) Student []

3. Do student mothers **mostly** complete class and home assignments? Yes [] No []

If no, how do teachers work towards remedying this?

i) Reporting to parents/guardians for support at home []

ii) Punishments e.g. denial of health breaks/sports time, caning []

iii) More homework []

iv) Student given more time to do the assignment at school or home []

4. Academic for teenage mothers in this school are? *Tick as many as apply*

i) Lateness []

ii) Absent mindedness []

iii) Quietness in class []

iv) Absenteeism []

v) Child care responsibilities []

vi) Others, give examples.....

5. When academics get difficult, teenage mothers approach

i) Fellow students []

- ii) Subject teachers []
- iii) Guidance teacher []
- iv) Parents/guardians []
- v) They do not seek assistance []

6. Is extra coaching offered to student mothers in this school?

- i) Yes []
- ii) No []

If yes how?

.....

SECTION E: CHALLENGES AND RECOMMENDATIONS

1. Is there success with re-entry in schools?

- i) If yes, give cases.....

.....

.....

- ii) Re-admission challenges experienced by school are.....

.....

.....

- Recommendations on tracking re-entry?.....

.....

- iii) To MOE

.....

.....

- iv) To principals.....

.....

i) Which year ?

.....

ii) In which class were you? **Tick accordingly**

i) F 1 [] i) F 2 [] iii) F 3 [] iv) F 4 []

i) How long did you stay in school before leave?

Less than 1 school term [] ii) 1 school term [] iii) More than 1 school term []

ii) Did you re-enrol in school within 1 year? i) Yes [] ii) No []

iii) Into which class did you re-enrol?

i) Form one [] ii) Form two [] iii) Form three [] iv) Form four []

4. Did you change school? i) Yes [] ii) No []

5. Teachers did these for your re-admittance? **Tick as many as possible [✓]**

i) Supported child care []

ii) Supported with money []

iii) Provided counselling []

iv) Facilitated re-entry []

v) Others (Specify)

6. Your parents did these to re-admit you?

i) Child care []

ii) Financed me []

iii) Guided me []

iv) Took me back to school []

v) Specify others

SECTION C: FINANCIAL SUPPORT (Tick [✓] appropriately or write number e.g.

[23]

1. School has teachers of guidance i) Yes [] ii) No []

2. Teachers counsel students?
 - i) Yes [] ii) No []

3. Who requests for the counseling?
 - i) Students []
 - ii) Class teacher []
 - iii) Principal []
 - iv) Parents and guardians []

4. How does the counselling happen?
 - i) Only once in a safe and confidential place []
 - ii) Repeatedly in a safe and confidential place []
 - iii) Group counselling and guidance with other students []
 - iv) Peer counselling/guidance []

5. Is group counselling provided at school?
 - i) Yes [] ii) No []

6. If yes, number of times per annum? i) 3 or less times [] ii) 4-6 times []

7. Schools provide money for?
 - i) Bursary for school fees []
 - ii) Waiver of school fees/school levies []
 - iii) Free lunch/meals at school []
 - iv) None []

SECTION D: ACADEMIC SUPPORT

1. Procedure of re-enrolment is?
 - i) Teachers/principal contact student/parent/guardian []
 - ii) Parents/guardian contacts school []

- iii) Student shows up when maternity leave is over []
2. Teenage mothers complete academic assignments? i) Yes [] ii) No []
3. If No above, what reasons lead to this?
- i) Low interest in learning []
- ii) Child care reasons []
- iii) Responsibilities at home []
- iv) Lack of books []
4. If no, how do teachers discouraging this?
- i) They involve parents/guardians []
- ii) Punishments []
- iii) Issue more homework []
- iv) Students are guided []
5. What kind of academic challenges do teenage mothers face in this school and how do the challenges get addressed? *Fill your response in the table below*

Challenge in academics	How was it solved?	Who is responsible for this?
1.		
2.		
3.		

6. Approximately how many days do teenage mothers miss in a term?
- i) One to three days [] ii) Four to five days [] iii) Six days and above []
7. Where do student mothers seek assistance when faced with academic challenges?
- i) Peers []
- ii) Subject teachers []
- iii) Home []
- iv) Others, specify.....

8. How do teenage catch up in class?

- i) Additional coaching []
- ii) Free lunch []
- iii) Encouraged by teachers []
- iv) More time for school assignments []
- v) Extra class work and homework []

9. Do parents/guardians of teenage mothers regularly communicate with the school?

- i) Yes []
- ii) No []

10. If yes, on what topics/concerns

- i) Academics []
- ii) Absenteeism []
- iii) Fees payment []
- iv) Counselling of student []

11. Recommendations enhanced re-entry?

- To parents/guardians.....
- To MOE.....
- To principals.....

Appendix F: Questionnaire for Education Officials

I am investigating on re-entry and leaning of secondary school teenage mothers. This Ministry has because it is mandated implementation of education policies. This information will be used in confidence.

SECTION A: BIODATA

1. Gender i) Male [] ii) Female []
2. How many years have you served with the MOEST?
3. Education.....
 - a. Master's degree and above []
 - b. Bachelor's degree []
 - c. Diploma course []
 - d. Certificate []
4. Familiarity with re-enrolment? i) Yes [] ii) No []

SECTION B: SOCIAL SUPPORT

1. Social support that MOE offer provides for re-enrolment? *You may tick multiple times*

- i. Empowering guidance and counselling []
 - ii. Parental empowerment in education []
 - iii. Knowledge of policy []
 - iv. Monitoring re-admission in schools []
 - v. Strengthening child protection in schools []
 - vi. Capacity building of teachers on contextualizing the re-entry policy []
 - vii. Others, please specify.....
2. Does the education office monitor implementation of this policy in schools?
- i) Yes [] ii) No []
3. What tools do the Ministry use in monitoring this policy in schools?
-

4. What indicators do the Ministry use to enable effective monitoring of the policy?

.....
.....

5. Indicators aligned to MOE System?

i) Yes [] ii) No []

SECTION C: FINANCIAL SUPPORT

1. Money related support from MOE for re-entry?

i. Free post primary education []

ii. Targeted bursaries []

iii. Cash transfer []

iv. School fees waivers []

v. Any other

.....

2. MOE dedicates bursaries to teenage mothers?

i) Yes [] ii. No []

3. MOE monitors resources for re-entry through?

i. Audits []

ii. Periodic reporting []

iii. Education Management Information System reports []

iv. None []

SECTION D: ACADEMIC SUPPORT

1. MOE trains teachers on psychosocial support for re-admittance?

Yes [] ii. No []

2. Teachers trained from January to date are?

3. The trainings translate to Kenya shillings.....

SECTION E: CHALLENGES AND RECOMMENDATIONS

1. Has MOE succeeded in ensuring this regulation?

i) Yes [] ii) No []

2. If yes, how?.....

3. Difficulties faced by MOE in effecting and monitoring the regulation are?

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

4. What do you recommend for active realisation and monitoring of re-entry at national level?

a. To MOE.....

.....

b. To principals

.....

Appendix G: Focus Group Discussion Guide for Teenage Mothers

The investigator is researching on re-entry and schooling of Teenage Mothers. This group has been selected because of the rich experience that it could present regarding the topic of study.

School Name

Sub- county

SECTION A: BIO DATA

Name (Initials & class) <i>e.g. J.M. Form 2</i>	Start date of maternity leave <i>Month & year</i>	Date of re-enrolment <i>Month & year</i>	Did you change school to re-enroll? <i>Yes or No</i>

SECTION B: SOCIAL, FINANCIAL AND ACADEMIC SUPPORT

1. Please explain re-enrollment
2. What is the good and bad experience with re-entry
 - a. At school
 - b. At home
3. What did you experience with these people?
 - a. Female teachers
 - b. Male teachers
 - c. Female students
 - d. Male students
 - e. Principal
 - f. Teacher of guidance
4. What school help did you received during pregnancy
 - a. Social
 - b. Financial
 - c. Academic
5. The help from the school after re-admittance is
 - a. Social
 - b. Financial
 - c. Academic
7. How did you experience re-enrollment process?

SECTION C: CHALLENGES AND RECOMMENDATIONS

1. What challenges hindered you from performing well in academics?

2. How can progress of the re-admission policy be made by;
 - a. Head teachers, peers, supportive staff and other teachers in the school
 - b. The Ministry of Education i.e. government of Kenya

Appendix H: Parental/Guardian Permission Form for A Study Involving A Minor

TITLE OF STUDY: SCHOOL RE-ENTRY POLICY AND TEENAGE MOTHERS IN SECONDARY, NAROK

I am Joan Marende, a Masters student. I am seeking permission to involve your child in this exercise at school for about an hour. The study is to examine the school re-admission policy and it affects teenage mothers in secondary education. Your child will fill a questionnaire within a class setup and participate in a group discussion involving 4-8 other students. Your child may be taken photos in the group while participating in the discussion or filling the questionnaire. Your child will learn about the school re-entry policy. Results of this study will increase knowledge to education stakeholders on implementation of the school re-entry policy.

Information received from your child will be available only for use in this exploration. If you feel your child should not participate, please let the class teacher know.

This proposal has been reviewed and approved by NACOSTI. Please return this form to school by

Parent/Guardian:

Name: _____

Signature: _____

Telephone number: _____

Student:

Name: _____

Signature: _____

Researcher:

Name: _____

Signature : _____ Date_____

Appendix I: Graduate School Research Authorization



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100

NAIROBI, KENYA

Tel. 020-8704150

Our Ref: E55/CTY/PT/29893/2014

DATE: 3rd February, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

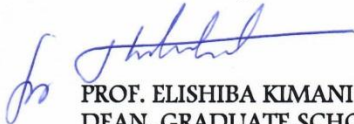
**RE: RESEARCH AUTHORIZATION FOR MS. JOAN MARENDE – REG. NO.
E55/CTY/PT/29893/14**

I write to introduce Ms. Joan Marende who is a Postgraduate Student of this University. She is registered for M.Ed. degree programme in the **Department of Educational Management, Policy & Curriculum Studies**.

Ms. Marende intends to conduct research for a M.Ed. thesis Proposal entitled, **“School Re-Entry Policy and Its Effect on Participation of Teenage Mothers in Public Secondary Schools in Narok County Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,



**PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL**

EQ/edw

Appendix J: Graduate School Research Approval



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100

Website: www.ku.ac.ke

NAIROBI, KENYA

Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 3rd February, 2021

TO: Ms. Joan Marende
C/o Department of Educ. Management,
Policy & Curriculum Studies

REF: E55/CTY/PT/29893/2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====
This is to inform you that Graduate School Board, at its meeting on 18th November, 2020, approved your Research Proposal for the M.Ed. Degree entitled, "School Re-Entry Policy and Its Effect on Participation of Teenage Mothers in Public Secondary Schools in Narok County Kenya."

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

EDWIN OBUNGU

FOR: DEAN, GRADUATE SCHOOL


CC. Chairman, Educational Management, Policy & Curriculum Studies Department


Supervisors:

1. Dr. Mukirae Njihia
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University
2. Dr. Madanji Gabriel
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University

EC/aww


Appendix K: NACOSTI Research License


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **477923** Date of Issue: **02/March/2021**


RESEARCH LICENSE




This is to Certify that Ms.. Joan Akinyi Marende of Kenyatta University, has been licensed to conduct research in Narok on the topic: SCHOOL RE-ENTRY POLICY AND ITS EFFECT ON PARTICIPATION OF TEENAGE MOTHERS IN PUBLIC SECONDARY SCHOOLS IN NAROK COUNTY KENYA for the period ending : 02/March/2022.

License No: **NACOSTI/P/21/8953**

477923
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



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Scan the QR Code using QR scanner application.**