

**ROLES OF STAKEHOLDERS IN THE IMPLEMENTATION OF RE-ENTRY  
POLICY GUIDELINES ON ADOLESCENT MOTHERS IN SECONDARY  
SCHOOLS: CASE OF MACHAKOS COUNTY-KENYA.**

**BY**

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**DEDICATION**

I dedicate this thesis to my parents Moses Mwengei and my beloved late mom Mary for empowering me through education right from pre- school up to my undergraduate degree. I would not have pursued further studies without this foundation. I sincerely dedicate this work to my family who continually encouraged me to work hard and complete my studies. May this work inspire our children Purity and Prince to aspire to climb higher in the academic ladder.

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**ACRONYM/ ABBREVIATIONS**

CEDAW	-	Convention on the Elimination of All Forms of Discrimination Against Women
CU	-	Christian Union
D.E.O	-	District Education Officer
KDHS	-	Kenya Demographic and Health Survey
LAC	-	Legal Assistance Centre
EFA	-	Education For All
EMIS	-	Education Management Information System
G & C	-	Guidance and Counseling
H.O.Ds	-	Head of Departments
FAWE	-	Forum of African Women Educationists
KEMI	-	Kenya Education Management Institute
KNBS	-	Kenya National Bureau of Statistics
MOE	-	Ministry of Education
NACOSTI	-	National Commission for Science, Technology and Innovation
NAYS	-	National Adolescent Youth Survey
NCPD	-	National Council for Population and Development
NGOs	-	Non- Governmental Organizations
P.As	-	Parents' Associations
QASOs	-	Quality Assurance and Standards Officers
STEP UP	-	Strengthening Evidence for Programming on Unintended Pregnancy
TSC	-	Teachers Services Commission
UK	-	United Kingdom
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

US	-	United States
USA	-	United States of America
WHO	-	World Health Organization

## ABSTRACT

The government of Kenya through the Ministry of Education developed the Re-entry policy on Adolescent mothers in 1994. The policy allowed adolescent mothers to go back to school after delivery. It was intended to reduce pregnancy-related school dropout rates amongst girls. This study sought to examine the roles that stakeholders were playing in implementing the Government Re-entry policy guidelines on adolescent mothers in secondary schools in Kathiani Sub- County, Machakos County. The specific objectives of the study were: to establish the numbers of adolescent mothers who dropped out of school between 2014 and 2017; to examine the roles of stakeholders in implementing the Re-entry policy guidelines; to determine the gaps in the re-entry policy guidelines. Finally, this study suggested strategies that could be used to implement the re-entry policy guidelines. The proposed theoretical framework for the study was the Ecological Systems Theory by Bronfenbrenner (1979) which looks at a child's development within the context of the systems of relationships. The study adopted descriptive survey research design. The target population was the 28 mixed day secondary and the 4 girls' boarding secondary schools in the Sub-County making a total of 32 secondary schools. Additionally, Principals in these 32 secondary schools, teacher counselors, form 4 class teachers, adolescent mothers in these schools, adolescent mothers out of school, parents of adolescent mothers and the Ministry of Education (MOE) officials were targeted by this study. Random sampling technique was used to sample 14 mixed secondary schools (50%) and 2 girls' secondary schools (50%) making a total of 16 secondary schools. All the 16 principals, 16 counselors, 16 Form 4 class teachers were involved in the study so they were purposively sampled. Purposive sampling technique was also used to sample 1 MOE official, 15 adolescent mothers in school and 10 parents of adolescent mothers. 10 adolescent mothers out of school were sampled using purposive and snow ball sampling techniques. The sample size for this study was 84 respondents. Data collection instruments included structured questionnaires and interview guides. Qualitative data was organized in thematic categories according to the study objectives and then analyzed thematically. Quantitative data was analyzed using descriptive statistics. Adolescent mothers were the main beneficiaries of this study since they are the main targets of the Re-entry policy. Besides the adolescent mothers, the findings from this study were expected to be useful to policy makers in the field of gender and education, policy implementing agents who are referred to as stakeholders in this study, school principals, teachers, parents, and the community in Kathiani Sub County and other areas. The study established that between 2014 and 2017, an average of 65 girls dropped out of secondary school annually in Kathiani Sub County as a result of adolescent pregnancy. Stakeholders were not adequately carrying out their roles in the implementation of the re-entry policy guidelines. However, teacher counselors played a key role in helping adolescent mothers to cope despite the fact that they lacked relevant skills needed to handle issues of adolescent sexuality. The policy guidelines lacked clarity on some important matters which affected the implementation process negatively. The study recommends the following: the Ministry of Education should regularly monitor the implementation process of the Re-entry policy so as to reduce pregnancy-related school dropouts among girls; all stakeholders should actively participate in playing their roles in the implementation of the Re-entry policy guidelines; the Re-entry policy guidelines should be reviewed to make them more clear and specific and the best strategies should be used in the implementation of the Re-entry policy for better results.

## OPERATIONAL DEFINITIONS OF TERMS

**Adolescent** : A girl between 15 and 17 years old in the process of transition

from childhood to adulthood and is still in secondary school.

- Adolescent mothers** : Refers to 15-19 years old girls who become pregnant or has a child while they are still in secondary schools.
- School Drop- outs** ; Are adolescent mothers who leave school prior to completion of secondary school course due to pregnancy or motherhood.
- Gender equality** : Ensuring educational equality between girls and boys, women and men.
- Guidance and Counseling:** Is the process of assisting an adolescent mother to understand herself and her environment and adjust to various situations such as adolescent pregnancy and motherhood while in school.
- Implementation** : The process of putting the Re-entry Policy guidelines on adolescent mothers in to action in a secondary school
- Re-entry** : The process whereby an adolescent mother is allowed to go back to secondary school after delivery and is ready to continue with her studies.
- Re-entry policy** : The regulation prepared by the Ministry of Education to ensure that girls who get pregnant in secondary schools continue with studies so as to prevent complete school dropout.
- Roles** : Responsibilities or functions that different stakeholders are expected to carry out in order to implementation the Re-entry Policy Guidelines on Adolescent Mothers.
- Secondary school** : A post primary institution where students receive formal education as stipulated in the secondary school curriculum
- Stakeholders** : Refers to persons that have interest, concerns, who have a shared responsibility, contribution or obligation towards the

implementation of the re- entry policy guidelines on adolescent  
mother

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background to the study**

Education is widely recognized as a key to national development. It is a fundamental human right as embraced in the Universal Declaration on Human Rights by the United Nations Organization in 1948. It is also central to the achievement of gender equality in society. The concept of gender equality in education is supported by international conventions and treaties of which Kenya is a signatory. These include the International Convention on Economic, Social and Cultural Rights (1976), the Convention on the Elimination of all forms of Discrimination Against Women (United Nations, 1979), the World Declaration on Education For All (1990), Vienna Declaration and Programme of Action (1993) and also the Beijing Declaration and Platform of Action (1995). All these conventions projected to eliminate gender disparities in education so as to achieve gender equality (Mbugua, 2013).

However, it has been observed that for a long time, girls have been disadvantaged in terms of access and retention in education. One of the factors leading to this disparity is school dropout due to adolescent pregnancy (Wekesa, 2010). To deal with the menace of pregnancy-related school dropouts, the policy on re-entry of adolescent mothers was one of the means taken by different governments to permit girls to return to class after delivery (Wanjiku, 2015). This arrangement depended on the accentuation that education for all (boys and girls) is central. One of the meetings that communicated the need to permit girls to proceed with tutoring after getting pregnant was held in Mauritius in 1994 which was sorted out by the Forum for African Women Educationists (FAWE) (Mbugua, 2013). According to FAWE, key among the factors influencing the implementation of the Re-entry policy are stakeholders. They include

Ministry of Education officials, Head teachers, teachers, teacher counselors and parents (FAWE, 2004).

Global literature relating to the implementation of relevant policies that address the issues of re-entry of adolescent mothers' reveals different experiences. In New Zealand, section 8 of the Education Act 1989 provides that "people who have special educational needs (whether because of disability or otherwise) have the same rights to enroll and receive education at state schools as people who do not". However, a study by Baragwaneth established that many schools did not effectively urge young mothers to remain in school. She ascribed this frame of mind to the way that schools may not accommodate the child and it is unreasonable to expect that a school ought to. She therefore suggested that there was need for policy that addresses the specific issues around pregnancy and parenting in school. (Baragwaneth, 1997).

In the United States (U.S) under the "Personal Responsibility and Work Opportunity Act", government schools are accused of giving equivalent instructive access and chance to pregnant and mothering students. This Act is reinforced by the "no child shall be left behind" section of Act 346 (Dellinger, 2004). Australia, United Kingdom (U.K) and Canada have also come up with legal obligations in relation to adolescent mothers. For instance, the strategic plan by the Australian government is intended to ensure that irrespective of status or pregnancy, all young people complete full basic cycle of education. In these countries, those who are not able to continue with formal school normally have home tuition where the students are assisted with learning materials as recorded by Vincent (2009), Duncan (2008), pillow (2006) and Omwancha (2012).

Different African countries have recognized the need for adolescent mothers to return to school after delivery. The Ministries of Education in many countries have therefore developed Re-entry policies for adolescent mothers. They include Malawi (1993), Tanzania (2011), Namibia, Botswana (1994) and also Kenya (1994). Zambia developed its Re-entry policy in 1997 (STEP UP, 2015).

A study done in Kabwe District in Zambia by Sitali (2009) documented that those stakeholders in favour of the policy played vital roles in implementing the policy. Ministry of Education officials were sensitizing school administrators about the Re-entry Policy and paying visits to schools to get feedback on the implementation. Guidance and Counseling teachers took participatory roles by explaining the policy to the students and taking details of school dropouts as a result of pregnancy so as to make arrangements for readmission after delivery. However, teachers accused the policy of promoting immorality among students hence did not welcome it. The study documented the re-entry rate at 47% which is evidence that stakeholder involvement in the process of implementation of the policy was still wanting.

The Namibian “Education Sector Policy for the Prevention and Management of Learner Pregnancy” was approved in 2009 as documented by STEP UP (2015). On its implementation, an assessment by Kapenda (2012) recorded that stakeholders like education officials did not adequately monitor the implementation process in the schools. Parents were however found to be actively involved in supporting their daughters to go back to school after delivery even though principals were reluctant in readmitting them. Pregnant girls and those who went back to school were counseled by the teacher counselors. Despite the enormous efforts made to come up with implementation guidelines of the Re-entry Policy, studies have documented that 20%

of adolescent mothers are dropping out of school and never going back after delivery in Sub-Saharan Africa (Eloundou, 2004; Ahikire & Maganda, 2011).

The government of Kenya through the Ministry of Education developed the Re- entry Policy on Adolescent Mothers in 1994 (Republic of Kenya, 1994). This policy has undergone reviews in order to make its guidelines more clear and relevant (republic of Kenya, 2007). More clear guidelines were developed in 2011 (MOE, 2011). These policy guidelines give roles of stakeholders in ensuring the implementation of the Re- entry policy. The guidelines specify that:

1. Teachers Service Commission (TSC) should recruit professional counselors in schools to exclusively carry out guidance and counseling to adolescent mothers and the rest of the student population
2. School management should create awareness among other stakeholders in the school such as teachers and parents about the Re- entry Policy.
3. Teachers should give support to girls who get pregnant to avoid stigmatization.
4. Kenya Education Management Institute (KEMI) should capacity build other stakeholders on their roles in implementing the policy guidelines (MOE, 2011 pp17-21). These stakeholders' roles informed this study.

Studies done on the implementation of the Re-entry Policy in secondary schools in Kenya reveal different realities for different schools. A study done in Bungoma by Wekesa (2014) records that minority of secondary schools (8.1%) covered by the study complied with the policy requirements. In this case, stakeholders ensured that adolescent mothers went back to school after delivery. 51.6% of the schools in the

study were at an average stage of implementation. There was a notable lack of sensitization on parents. Teachers feared that the readmitted girls would be a bad influence to the rest of the students (Wekesa, 2014). Similar findings are documented in a study carried out by Mwenje and Kessio (2015) which recorded that principals do not openly talk about the Re-entry policy for fear that it would promote pre-mature sexual activity.

The cited study further explains parents' reluctance to take their daughters back to school due to the feeling that their dreams have been shattered. According to the results of the National Adolescents Youth Survey, adolescent pregnancy was listed as one of the major issues affecting education in Machakos County (NAYS, 2017). It is therefore not a wonder that the County has also been cited as a region where only 27% of the residents have attained secondary level of education and above (KNBS, 2013). Adolescent pregnancy has been going up according to the Kenya National Bureau of Statistics whose percentages increased from 13.9% - 31.7% in 2012 and 14.0% - 40% in 2014 for 15-19 year olds (KNBS, 2012, 2014).

First, the pregnancy rates are relatively high as compared to other areas like Lamu (10.0%), Mandera (10.1%), Murang'a and Nyeri (6.9%) and (6.3%) respectively (KNBS, 2014). Secondly, 15-19 years are the ages of girls in secondary schools. It is interesting to note that from the Education Management Information System (EMIS) officer in Machakos, no statistics are kept at the Ministry of Education office in relation to the numbers of adolescent mothers who go back to school after delivery. This is what prompted the researcher to carry out this study in secondary schools in Machakos County to find out whether stakeholders were playing their roles in

implementing the Re-entry Policy guidelines in order to enable these girls go back to school after delivery.

### **1.2. Statement of the problem**

The government of Kenya through the Ministry of Education developed the Re-entry Policy on Adolescent Mothers in 1994. The policy was meant to allow girls who get pregnant while in school to go back to school after delivery. This was aimed at addressing the problem of school dropout rates as a result of adolescent pregnancy which leads to gender disparities in education. The policy guidelines were revised in 2011 in order to make them clearer. They also outlined the roles of stakeholders in the implementation of the policy.

Despite the introduction of the Re-entry Policy, studies show that adolescent mothers are still dropping out of secondary schools in different parts of Kenya due to adolescent pregnancy. Adolescent pregnancy was cited as one of the main issues affecting education in Machakos County according to a report by the National Adolescent Youth Survey (NAYS, 2017). The County was also ranked high in child bearing among 15-19 year old girls. Kathiani Sub County was ranked at 20% (KNBS, 2014). These ages are mainly in secondary schools. This study was therefore necessary to establish whether stakeholders were carrying out their roles in implementing the Re-entry Policy Guidelines. This would ensure that the adolescent mothers go back to school after delivery hence reducing gender disparities in education in Kathiani Sub County.

### **1.3. Purpose of the study**

The purpose of this study was to examine the roles of stakeholders in the implementation of the Government Re- entry Policy guidelines in secondary schools

in Kathiani Sub-County so as to eliminate gender disparities in education resulting from pregnancy-related school dropouts among girls.

#### **1.4. Study objectives**

The general objective of this study was to examine the roles of stakeholders in implementing the Government Re-entry Policy guidelines in secondary schools in Kathiani Sub County. The specific objectives were:

- i) To establish the numbers of adolescent mothers who dropped out of secondary school in Kathiani Sub-County between 2014 and 2017.
- ii) To examine the roles of selected stakeholders in implementing the Re- entry Policy guidelines on Adolescents Mothers in Kathiani Sub-County.
- iii) To determine the gaps in the Re-entry Policy guidelines.
- iv) To identify the strategies that should be used to implement the Re-entry Policy guidelines on Adolescent Mothers.

#### **1.5. Research questions**

The following questions guided this research:

- (i) How many adolescent mothers dropped out of secondary school as a result of pregnancy in Kathiani Sub County between 2014 and 2017?
- (ii) What are the roles of stakeholders in implementing the Re- entry Policy guidelines on adolescent mothers in Kathiani Sub County?
- (iii) What are the gaps in the Re-entry policy guidelines?
- (iv) Which strategies could be used in the implementation of the Re-entry Policy guidelines?

## **1.6. Justification and significance of the study**

Despite the introduction of the Re-entry Policy by the Ministry of Education which allows adolescent mothers to go back to school after delivery, studies show that adolescent mothers are still dropping out of secondary schools in different parts of Kenya (Wekesa, 2010; Mbugua 2013; Omwancha, 2012; Wekesa. 2014). Most of the studies done in Kenya on this matter have focused on whether the girls who became pregnant were able to go back to school after delivery (Omwancha, 2004; Oywecha, 2008). The roles of stakeholders in the implementation of the Re-entry Policy guidelines have not been given much emphasis hence the reason for carrying out this study.

The findings of this study may be useful to policy makers especially in relation to gender and education as pertains to monitoring the implementation process of the Re-entry Policy. They may be useful to key policy implementing agents such as Ministry of Education, Kenya Education Management Institute (KEMI) and Teachers Service Commission (TSC) to realize the need to collaborate and ensure implementation of the policy guidelines. School administrators, teachers, parents and the community in Kathiani Sub-County and other areas may also appreciate the need to encourage adolescent mothers to continue with education after delivery.

Adolescent mothers may benefit by realizing the need to take advantage of the policy on re-entry for they are the key beneficiaries of this policy. Non- Governmental organizations (NGOs) with concern for reducing gender inequalities in education would likely borrow from the findings of this study. Finally, findings from this study may contribute in enhancing knowledge in this area.

### **1.7. Scope and limitations of the study**

The study was carried out in Kathiani Sub-County which is in Machakos County. The study focused on the secondary schools in the Sub-County. This is because according to the Ministry of Education (2007), it is at the secondary school level where gender disparities are the greatest in terms of student enrolment, retention and also performance. It covered the period between 2014 and 2017. This was because the Kenya National Bureau of statistics 2014 report on adolescent pregnancy indicated that adolescent pregnancy for 15-19 year olds was higher in Machakos than other regions like Murang'a, Lamu, Mandera and Nyeri (KNBS, 2014).

Since this study was dealing with issues that touch on adolescent pregnancy, some of the adolescent mothers were not willing to open up and give their views that were necessary for the study. The researcher addressed this by assuring the respondents that confidentiality would be upheld all through the study processes. Other respondents like principals and teachers were not willing to admit that there were adolescent mothers in their schools for they considered it shameful. The researcher addressed this by assuring them that the study was purely for academic purposes and that they should not indicate the school names.

After discussing the background to the study and exhausted on other main issues in chapter one, the next chapter reviewed literature related to the study. Literature was reviewed following the objectives of the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter on literature review focused on research work related to the role of stakeholders in the implementation of the Government Re-entry Policy Guidelines in secondary schools. It specifically reviewed literature related to the objectives of this study which included the following: Numbers of adolescent mothers who dropped out of secondary schools in Kathiani Sub County between 2014 and 2017; Roles of stakeholders in implementing the Re- Entry Policy guidelines on adolescent mothers in secondary schools in Kathiani Sub County; Gaps in the Re-entry Policy guidelines and best strategies to be used in implementing the Re-entry Policy guidelines. The literature was discussed as follows:

### **2.2. The numbers of adolescent mothers who dropped out of school between 2014 and 2017**

Maintenance of students from the starting point of their education to finishing is the trademark and a definitive objective of any training system in any nation (Kituyi, 2015). Contrasted with boys, young girls have various obstacles in their quest for learning that causes unforeseen school interferences and the probability of school dropout. Explicit to the school-girl is the problem of early motherhood and the related school dropout. For example, the discoveries from a study done in the United States of America by Shuger (2012) uncovered that 30% of school dropouts among adolescent girls mentioned pregnancy and parenthood as the reason. The same study also indicated that pregnancy was the leading reason for school dropouts among adolescents prior to graduation in Canada.

Adolescent pregnancy trends in percentage terms are quite worrying in Sub-Saharan Africa. As at 2013, Niger was worst affected at 51%, Chad at 48%, Uganda at 33%, and Kenya at 26% (Loaiza & Liang, 2013). Most of these pregnancies led to school disruption amongst the girls. Past studies on this subject concur that many adolescent girls drop out of school as a result of pregnancy. For instance, the findings from a study carried out in U.S.A revealed that each year, approximately 660,000 students drop out of school as a result of pregnancy (Marcotte, 2011). This study was useful to the current study for it revealed the high numbers of school dropouts as a result of adolescent pregnancy in U.S.A. However, there was need to carry out a study on this subject in other regions to find out the status of pregnancy-related school drop outs hence the reason for the current study.

A study was conducted in South Africa by Chauke (2015). The researcher purposively sampled 3 Secondary schools, 12 adolescent mothers, 3 educators and 3 school management team members. The study findings revealed that there was persistent absenteeism and poor school attendance which finally culminated into dropping out of school for the adolescent mothers. This study shaded light on the issue of pregnancy-related school dropouts which is of relevance to the current study. However, the sample used was too small to form a concrete basis for generalizing the findings of the study to the whole of South Africa. Therefore, the current study engaged a larger sample size. This study also used interview guides to collect in-depth data from the respondents an instrument which was not used in the cited study.

A Kenyan study was conducted by Kituyi (2015). The study sampled 8 public secondary schools from where respondents were drawn using stratified random sampling technique. The study findings showed that over 40% of the girls' dropout

cases were due to adolescent pregnancy. This study clearly shows that adolescent mothers are still dropping out of school in Kenya despite the fact that the Re-entry Policy allows them to continue with schooling irrespective of their pregnant or parenting status.

However, the study only concentrated on completion rates of adolescent mothers but did not find out whether stakeholders played their roles in implementing the Re-entry Policy Guidelines on Adolescent Mothers so as to enable them to go back to school after delivery. These roles include giving them support necessary to continue with schooling. The current study filled this research gap by investigating the issue of adolescent support to cope through counseling given by teacher counselors and teachers.

### **2.3. Roles of stakeholders in the implementation of the Re-entry Policy Guidelines**

#### **2.3.1. Awareness raising on the Government Re-entry Policy Guidelines**

For stakeholders to participate in the implementation of the Government Re-entry Policy Guidelines on Adolescent Mothers, they need to be aware of the policy and understand the policy guidelines. Past studies have reported that in most cases there is a gap between theory and practice (Adhiambo, 2010; Oywecha, 2008). In some cases as Oywecha (2008) documents, the implementers are not even aware that there is a policy in question. Mbugua (2013) quoting from Elmore (1980) states that there is a general failure to carry out sensitization and understanding of the policy and how to make the guidelines beneficial to the affected. Lack of community sensitization and involvement was also supported by a report by the Centre for Study of Adolescence (2008).

Studies have been carried out to investigate in to this area of stakeholders' awareness and understanding of the Re-entry Policy Guidelines and have recorded diverse opinions from participants. A study was carried out in secondary schools in Kwale district, Kenya by Omwancha (2012) on the "Implementation of an educational Re-entry policy for girls after teenage pregnancy." The findings from this study showed lack of awareness of the Re-entry Policy among Ministry of Education (MOE) officials, head teachers, teachers and parents. However, some of the adolescent mothers were aware of the policy which motivated them to go back to school after delivery.

This cited study was relevant to the current study for it brought in to light the notable lack of awareness of the Re-entry policy guidelines. However, this did not include the important role of Kenya Education Management Institute (KEMI) in sensitizing other stakeholders on their roles in implementing the Re-entry policy guidelines. The current study therefore sought to fill this research gap by investigating the role of KEMI in creating awareness and training other stakeholders. This study also sought to find out whether sensitization was done by school principals during assemblies, Parents Associations (PAs) meetings, prize giving days and also during staff meetings as required by the policy guidelines (MOE, 2011).

Similarly, Oywecha (2008) investigated the effectiveness of the implementation of the Re-entry Policy on girls who became pregnant in secondary schools in Gucha district, Kenya. The study adopted a descriptive survey design with a target population of 150 secondary schools. Respondents in this study included principals, Guidance and Counseling teachers and the District Education Officer (DEO) who is currently

referred to as the Sub County Director of Education. From the findings of the study, only 11 out of the 30 principals in the study were aware of the Re-entry Policy.

The quoted study was resourceful to the current study for it clearly revealed that lack of awareness of the Re-entry Policy hindered its implementation. However, this study left out the adolescent mothers and parents who are the key beneficiaries of the Re-entry Policy. The current study sought to fill this gap by being inclusive so as to solicit diverse views from different participants.

Despite studies recording lack of awareness by stakeholders on the Re-entry Policy, a few studies have documented otherwise. For instance, a study was carried out in Kiambu County by Mbugua (2013) on stakeholders' roles in the implementation of the readmission policy on adolescent mothers in public secondary schools. The study collected data from deputy principals, guidance and counseling teachers, form 4 class teachers, adolescent mothers, parents, the DEO and KEMI officials. The findings revealed that most of the participants were aware of the readmission policy guidelines but had never seen the policy document. This study only involved public secondary schools. The current study sought to include private secondary schools in Kathiani Sub County.

### **2.3.2. Stakeholders' preparation through capacity building**

Community involvement in the implementation of the Re-entry Policy is fundamental. This was emphasized in a report by the Centre for Study of Adolescence (2008). The report uncovered that contribution of the community in the implementation of the policy lessens resistance and furthermore reduces stigma and motivates girls to remain and finish school. This could be done through sensitization of stakeholders and the community at large.

The Re- entry Policy guidelines emphasize the importance of sensitization and preparation through capacity building of all policy implementing agents (MOE, 2011). The guidelines are specific by stating that the school management and the Kenya Education Management Institute (KEMI) should limit build the guidance and counseling department on its job in actualizing the approach guidelines. KEMI ought to likewise limit construct school the board and educators on the execution of the arrangement. These announcements show that the unique training of partners is basic to furnish them with the essential information and abilities on the usage of the Re- entry Policy Guidelines.

There was minimal data on capacity building of stakeholders since not many researchers had researched on this area. However, a study done in the Coastal region of Kenya by Wanjiku (2015) revealed that officials at the KEMI were aware of the Re- Entry Policy but had never seen or read the policy document. Respondents confessed that they had never received a copy of the policy guidelines. These confessions confirmed what Oywecha (2008) recorded that in most cases, implementers do not even know that there is a policy in question thus leading to failure on the implementation part. These findings were shocking because KEMI has been charged by the policy guidelines with the responsibility of training and sensitizing other stakeholders on their roles in the implementation of the Re- Entry Policy.

From a study carried out at Kiambu County by Mbugua (2013), MOE and KEMI officials and the Quality Assurance and Standards Officers (QASOs) all concurred in their opinions that there was need for capacity building of administrators and teachers. They said that this was important so as to know how to handle parents who would be

a great obstacle in the implementation of the Re-entry Policy. Since this was an under researched area, there was need for more research to find out the status of stakeholders' preparedness through capacity building and hence add to the body of knowledge. Also, the cited study was carried out in Kiambu County which is outside the intended area for this study. The current study therefore sought to find out whether KEMI prepared other stakeholders by conducting this study in Kathiani Sub-County.

### **2.3.3. Guidance and Counseling (G & C) services in schools**

The Government Re-entry Policy Guidelines are specifically clear on the role of guidance and counseling personnel in counseling adolescent mothers and the rest of the student population. First, the policy guidelines state that Teachers Service Commission (TSC) should recruit guidance and counseling professional teachers to provide required counseling services in schools. Secondly, appropriate guidance and counseling services must be available and offered to all boys and girls in schools on the effects of irresponsible sexual behaviors, negative peer influences, developing confidence and high self- esteem (MOE, 2011). Guidance and counseling is intended to control incidences of adolescent pregnancy and help adolescent mothers cope with their new situation so as to continue with schooling.

A few researchers have investigated the issue of guidance and counseling in relation to its role in the implementation of the Re-entry policy (Omwancha, 2012; Mbugua, 2013; Wanjiku, 2015). Most of these studies concurred that guidance and counseling services were not adequate in schools. For instance, Wanjiku (2015) found out that none of the four respondents in the study received counseling services upon going back to school after delivery. One head teacher from one of the schools involved in

the study confirmed that there was no provision for professional counseling simply because of the expenses involved in hiring professional counselors by the school.

The study by Wanjiku was relevant to the current study because it provided vital insights as pertains to the situation of guidance and counseling in the schools involved in her study. But there remained a research gap to be filled because the MOE (2011) policy guidelines clearly specify that TSC should recruit professional guidance and counseling personnel in schools to deal with the issues of adolescent pregnancy and sexuality. In this case, schools do not have to hire professional counselors. The researcher did not investigate whether there were Guidance and Counseling (G & C) teachers recruited for that purpose which this study sought to establish.

The policy guidelines also state that guidance and counseling teachers should be trained and prepared to handle the changing issues of teenage sexuality. This aspect was not part of her study. Mbugua (2013) found out that most of the counselors were not equipped with skills for effective guidance and counseling services in the schools covered by her study. Even the few who had certificates in counseling confessed that they found themselves ill- equipped to handle cases related to adolescent mothers and pregnancy in schools.

Majority of the studies carried out on the Re-entry Policy in Kenya have not taken into account the important role of guidance and counseling in the implementation of the policy guidelines. They have mainly focused on whether affected adolescent mothers are allowed to continue with schooling before and after delivery (Adhiambo, 2010; Shaningwa, 2007; Omwanicha, 2004). This study filled this research gap by assessing the role of guidance and counseling services in helping pregnant and

adolescent mothers manage their new situation as parents and learners at the same time.

#### **2.3.4. Adolescent support to cope**

Because of the prevailing talks on immaturity and moralistic situations on youthful female sexuality, the situation of youthful guardians as students in schools remains profoundly challenged. Studies finished with pregnant and child rearing students feature how the interpretation of the legitimate estimates supporting pregnant and child rearing students is intervened by the setting of the school and the broader community (Bhana, Clowes, Morrel, Sheffer, 2008; Ngabaza, 2011; Nkani & Bhana, 2010). Adolescent pregnancy is constructed in the popular media as well as in much of scientific literature as essentially problematic, disastrous and damaging not only for the young women but also for the broader society (Macleod, 2001).

Macleod unpacks the way in which such responses are framed in a discourse of stigmatization in which the pregnant/ adolescent mother is viewed as a threat to social order. Adolescent mothers are a highly vulnerable group according to a report by the World Health Organization (WHO, 2014). However, the report asserts that the role of mental health and psychological well-being has not been well studied in Kenya. For adolescent mothers to cope with the responsibilities of learning and motherhood, they need emotional maturity. The Centre for the Study of Adolescence (2008) points out that they require support from fellow learners, teachers, administrators, parents and the community at large in order to cope. Morrell, Bhana, and Sheffer (2012) argued that this support is crucial in determining whether an adolescent mother will continue with schooling or not.

It is argued that schools are not necessarily supportive as revealed from a study of South African teachers (Bhana & Nkani, 2010). In this study, teachers' responses are situated within stigmatizing and moralistic arguments. The research also showed that principals and teachers were dissatisfied with the challenge of dealing with a policy which they did not even support. In so doing, schools only tolerated pregnant girls because they were threatened by the policy environment. Another study was carried out in two provinces in South Africa between 2005-2007 by Sheffer and Morel. The researchers collected data from learners who were pregnant and parenting, teachers, principals and deputy principals. Interview guides and focus group discussion guides were used as instruments of data collection. The findings of the study revealed that pregnancy and parenting at school continued to be constructed within a framework of shame, disgrace and concerns were raised about the moral integrity of the broader society. (Sheffer & Moprrel, 2007).

The studies cited in this section were very relevant to the current study for they clearly pointed out that there was lack of support to adolescent mothers in schools in the areas covered by the studies. On the contrary the researchers did not find out whether principals, teachers, students and other stakeholders had been prepared through training or sensitized on the implementation of the Re- entry policy. These studies did not investigate the role played by guidance and counseling in schools to help the adolescent mothers to cope with school work and parenting responsibilities. Therefore, the current study filled this research gap by finding out the preparation done to stakeholders through capacity building and also guidance and counseling services to help adolescent mothers.

Despite the various studies carried out in and outside Kenya that portray rejection, stigma, shame and isolation of adolescent mothers, a few studies show cases where pregnant and adolescent mothers were accepted by the school community and given relevant emotional support (Vincent, 2009; Sitali, 2009). Thus, these girls saw the need to continue with their education. Although the cited studies only engaged the affected girls and excluded all other stakeholders, this study found them relevant and useful for they showed that the implementation of the Re-entry Policy largely depends on the support given to the adolescent mothers. However, the current study involved other key stakeholders in the implementation of the policy like teachers, counselors, principals and adolescent mothers and parents so as to collect more data on the issue.

#### **2.4. Gaps in the Re-entry policy Guidelines**

The first conference that emphasized the need for a comprehensive policy to allow girls to go back to school was convened by FAWE in Mauritius in 1994 (FAWE, 1995a). Botswana was the first African country to adopt the Re-entry policy in 1994 (FAWE, 2008). Other African countries have also developed their Re-entry Policies as stated in this study. Initially, the policies in most of the countries indicated that the girl would be allowed to return to school after spending at least one year with the baby (STEP UP, 2015). However, this rule was criticized by CEDAW, FAWE and the Legal Assistance Centre (LAC) as being discriminatory for such a step was not taken against the boy involved. They also argued that it was contradictory because working mothers are not given a full year's maternity leave (Hubbard, 2008; Shejvali, 2009). This therefore necessitated the revision of the policy guidelines (Dellinger, 2004; MOE, 2007, 2011).

The Re-entry Policy in Kenya was developed in 1994 and adjustments done in 1999 to allow adolescent mothers to be readmitted to the same/alternative school if they made adequate arrangements for the care of their babies (MOE,1994,1999). It was revised in 2007 and latest in 2011 (MOE, 2007, 2011).The 2011 revision gave guidelines on stakeholders' roles towards the implementation of the policy and made provision for sensitization of the school community in order to support the readmitted girls (MOE, 2011).

The starting point for any policy implementation assessment should be the policy itself. According to Kodek (2012), the ultimate success of any policy depends largely on how it is formulated. Researchers have accused the Re-entry policy of having policy gaps which inhibit its implementation. Since this policy is identified as a school Re-entry Policy and not a school Continuation Policy, Re-entry Policies violate the adolescent mother's right to education through a retreat ideology (Chilisa, 2002). This ideology according to Chilisa requires a temporary withdrawal of the pregnant girl from school. It only allows for a re-entry after a compulsory leave for delivery.

However, the re-entry back to school is made difficult by traditional and institutional ideologies about pregnancy and motherhood (Wekesa, 2010). However, the disengagement of schooling by the adolescent mother is necessary in order to allow her to heal. It would be impractical for an expectant school girl to stay in school until she delivers and go to school the following day. Temporary withdrawal from schooling is also necessary so as to allow for arrangements to be made concerning the care of the baby while the mother is in school. This is because structures in schools do not allow for adolescent mothers to carry their children to school.

Past studies have criticized the Re- entry Policy guidelines on the period of absence before and after delivery for being ambiguous and lacking clarity (Bhuyan, 2010; Wekesa, 2010; Mbugua, 2013; Mwenje & Kessio, 2015). The guideline on this states that “at no time should a girl be coerced to leave school because she is pregnant; she should leave school at an appropriate time so as to give birth” (MOE, 2011). Respondents in these studies wondered what time is truly “appropriate” for leaving school. Ministry of Education officials and head teachers complained that they were in a fix regarding the interpretation of this guideline and therefore different stakeholders interpreted it differently.

On the issue of going back to school, the guidelines indicate that “there is no specified leave of absence and the girl should join school as soon as possible” (MOE, 2011 pp 18). One of the necessary conditions for the effective implementation of a legally stated policy is clear and consistent objectives (Sebatier, 1986). Bhuyan (2010) points out that attempting policy implementation is very challenging in the absence of written guidance and clear action plans. Therefore, the Re-entry policy guidelines lack specification in terms of time hence complicating the implementation process.

The policy guidelines have been accused of lacking clarity on who should determine that a school girl is expectant (Omwancha, 2012). This forced respondents in the cited study to use different mechanisms like use of physical signs and use of G & C teachers. Others used private and public health clinics. Studies done on the implementation of the Re-entry policy guidelines agree that it is a necessary and a beneficial policy with several advantages (Wekesa, 2010; Kapenda, 2012; Omwancha, 2012). However, some of them have also termed it as a silent policy in that it leaves gaps that have complicated the process of implementing it as expected

(Kapenda, 2012; Omwancha, 2012). This study solicited participants' views and opinions on their understanding of the Re-entry policy guidelines and the gaps in the policy guidelines.

## **2.5. Summary of literature review and research gaps**

Issues of gender and education have included re- entry of girls who become pregnant while in school (MOE, 2011; FAWE, 2004). Studies on awareness levels, capacity building and support given to adolescent mothers in Kenya and in other countries have provided an important basis for this study. In Kenya most studies (Oywecha, 2008; Omwancha, 2004) on implementation of the Re-entry Policy that this study was able to access focused on whether the girls who became pregnant were able to continue with education or not after delivery. The implementation part of the Re-entry Policy Guidelines has not been given much emphasis especially the roles of stakeholders in implementing the Re-entry policy guidelines on adolescent mothers.

Majority of past studies (Hubbard, 2008; Shevajali; 2009) that have looked at stakeholders' involvement in the implementation of the Re-entry Policy were based on the 1999 readmission policy guidelines which had a lot of ambiguities as pertains to the roles of stakeholders. The current study used the revised 2011 policy guidelines. Majority of the cited studies were quantitative in nature (Oywecha, 2008; Omwancha, 2004). This study was mainly qualitative so as to get the attitudes, experiences, feelings and opinions of the participants. It is worth noting that in Kathiani Sub County, there was no evidence of a documented study that investigated the roles of stakeholders in the manner described in this study.

Many of the studies have overlooked the roles of key stakeholders like KEMI in sensitizing other stakeholders on the implementation of the policy guidelines. They

have also not focused much on the role of teacher counselors in helping the affected girls to cope. The views of adolescent mothers out of school and parents have also not been emphasized by many researchers (Omwancha, 2012; Wekesa, 2010, 2014; Mwenje & Kessio, 2015). This study therefore filled this research gap by assessing the involvement of other important stakeholders like KEMI, counselors and parents in implementing the policy guidelines. It also incorporated the views of adolescent mothers who were out of school so as to get their opinions.

## **2.6. Theoretical framework**

This study was guided by the Ecological Systems Theory by Bronfenbrenner developed in 1979. This has similarities with behavioral and psychoanalytic theories which emphasize the social influences on an individual. It looks at an individual's development within the context of the system of relationships that form complex layers of his/ her environment. Each of the layers has effects on the development and behaviors of an individual. The micro system (inner) layer is the layer closest to the individual and has the greatest influence on him/her. It comprises the family, school, peers and neighborhood. The theory focuses on the crucial role of those around the individual in meeting physical and emotional needs.

As far as the implementation of the Re- entry Policy is concerned, stakeholders like principals, teachers, school counselors and parents fit in this level. The Re-entry policy guidelines require that these stakeholders give support to pregnant and adolescent mothers so as to continue with schooling. The level of support given to them will determine whether the girls go back to school or not. Any breakdown on the relationship between the school and the home would have negative impact on the adolescent mothers who need a lot of support.

The second layer in the Ecological Systems Theory is the Mesosystem. According to this theory, this level provides the connection between the structures of the individual's Microsystem. For example, the connection between the school and a child's parents. School counselors, teachers and school administrators need to encourage active involvement of parents by making them aware of the Re-entry policy and its importance on school retention of their daughters. According to Bronfenbrenner, schools should work to support and create an environment that welcomes and nurtures families (Berk, 2000).

The Ecosystem layer is the third and represents the largest social system which comprises of influences to an individual by the extended family, parents' work place, church, media and the community. Besides key stakeholders commissioned to implement the Re- entry Policy, members of the extended family and religious organizations could also influence the implementation of the Re- entry Policy either positively or negatively. At times, parents' decision to take their daughters back to school after delivery may be influenced by the opinions of relatives, religious authorities or even the media.

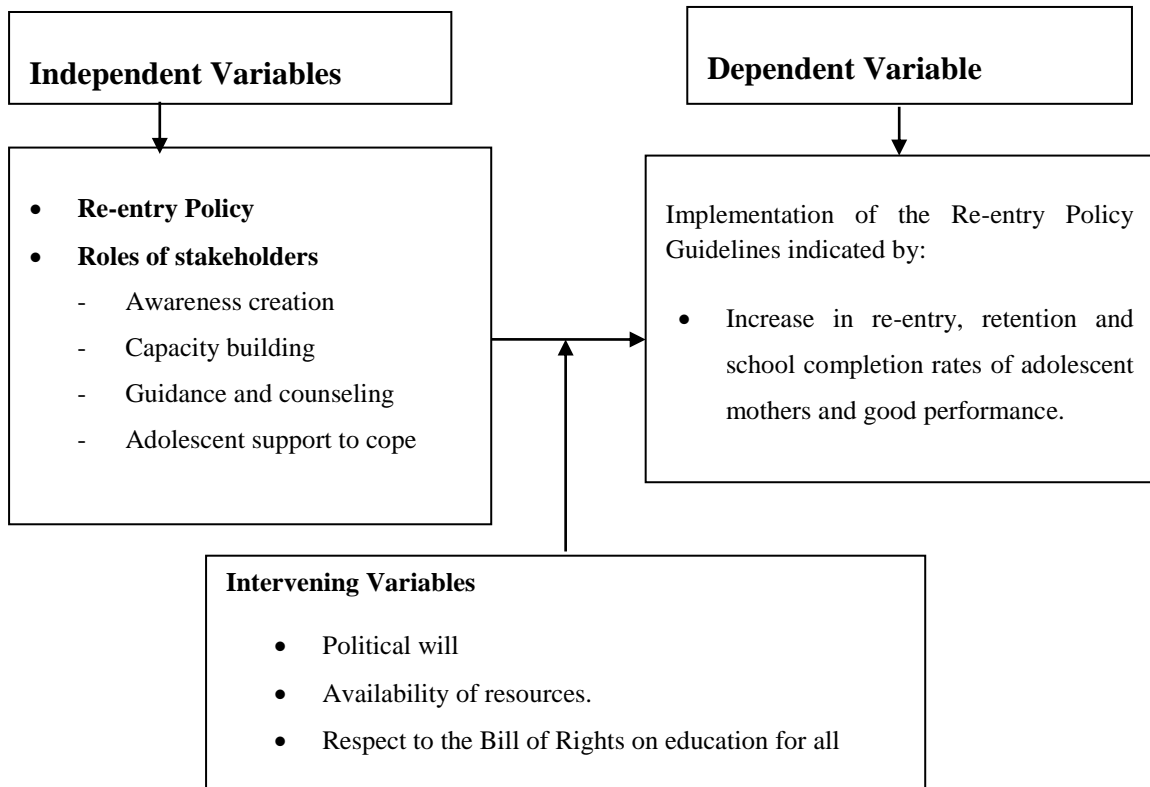
The outermost layer is the Macrosystem which includes cultural values of the communities, customs and laws, political and economic systems. These can affect all the other layers either directly or indirectly. For instance, community's cultural values can determine whether parents take their daughters back to school or not after delivery. Economic constraints can also inhibit their efforts to educate them and also support the baby.

The Ecological Systems Theory was relevant and useful to this study because just as the people around an individual have a crucial role to play in meeting his/her needs,

stakeholders' participation in implementing the Re-entry Policy contributes in meeting the adolescent mother's need of continuation with education after delivery. For an individual to develop fully, he/she needs to be surrounded by people who are ready to play their roles in this development. It was assumed that if all stakeholders willingly participate in playing their roles in the implementation of the Re-entry Policy, adolescent Mothers will not drop out of school due to pregnancy.

Just like the relationships between the various layers in this theory, the aspect of relationships is so evident in the implementation of the policy under discussion. The task of implementing the Re-entry Policy has been given to various stakeholders who should work together to ensure that no gaps are left in the implementation process. They need to work in collaboration if the purpose of the policy is to be realized. The policy needs to be applied under a supportive cultural, political and economic environment for positive results. This is the reason why this theory was found to be relevant and useful in guiding this study.

## 2.7 Conceptual framework



**Figure 1: Relationship between the roles of stakeholders and the implementation of the Re-entry Policy Guidelines (Source: researcher)**

A conceptual framework is a research tool that portrays the relationship between variables. The independent variables as shown in Fig.1 determine the success of the dependent variable. For the successful implementation of the Re-entry policy, relevant stakeholders must carry out their roles as outlined in the policy guidelines. For instance, the policy guidelines require that school principals create awareness of the policy to the school community during education days, school assemblies and staff meetings and also during Parents' Association (P.A) meetings. KEMI is charged by the policy guidelines with training of other stakeholders on their roles in the implementation of the policy. Lack of training would result into incompetence and non-performance. Schools are supposed to provide supportive environments for

pregnant and adolescent mothers so that they feel comfortable to continue with education. Similarly, guidance and counseling has a key role in handling issues of pregnancy and adolescent motherhood in schools.

Effective implementation of the policy will not happen unless adequate human, financial, legal and structural resources are made available. A policy requires legal backing so as to give redress to those who are aggrieved. In this case, the issue of adolescent mothers being denied readmission needs a legal redress provided for in the policy. It also requires the structural resources like a clear chain of command and personnel to implement and monitor it. Successful implementation of the Re-entry policy will lead to an increased re-admission, retention and completion rates and better performance of adolescent mothers in secondary schools.

After reviewing literature related to the objectives of this study and discussing the theoretical and conceptual frameworks, research methodology follows in the next chapter.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter describes research methodology and includes research design, sample and sampling techniques, research instruments, site of the study, target population, pilot study and data analysis techniques.

### **3.2 Research design**

The study adopted descriptive and exploratory research designs. Descriptive research design enabled the researcher to study phenomena as they were without manipulating them (Vogt, 1999). Since the study was assessing the attitudes, opinions and experiences of the stakeholders, descriptive research design was not enough. The researcher had to complement it with exploratory research design to get the in-depth reasons why things were happening (Gay, 1982).

### **3.3. Site of the study**

The study was carried out in Kathiani Sub- County of Machakos County-Kenya. Machakos County is located in what was formerly the Eastern province of Kenya. Kathiani Sub-County is one of the nine Sub Counties in Machakos County. It borders constituencies such as Kngundo to the North - East, Machakos town to the South, Mavoko to the West and Mwala constituency to the East. It is a rural area generally characterized by hot climatic conditions except the Iveti Hills which are relatively cold. It is connected to Kenya's capital (Nairobi) through either the Kathiani-Machakos - Nairobi road or Kathiani -Kangundo -Tala road.

The main economic activities in the area are farming especially poultry and livestock farming. 36.2% of the residents rely mainly on family Agricultural holdings which hardly sustain them (Kising'u, 2016). Therefore, majority of the households are poor. This could explain why 28 out of the 34 secondary schools in the Sub County are day mixed secondary schools for they are cheaper for the parents. It was chosen as the site for the study because for one, adolescent pregnancy was identified as one of the main issues affecting education in Machakos County (NAYS, 2017). Machakos County also ranks high in child bearing for 15-19 year olds who are mainly in secondary schools (KNBS, 2012, 2014).

Secondly, Kathiani was been cited as one of the areas with low levels of secondary education in Machakos County (KNBS, 2013). Thirdly, having been cited as a poor region, adolescents from the poorest households have been found to be more likely to have begun childbearing (20%) than those from the wealthiest households (10%) (KDHS, 2014). The Re-entry policy on adolescent mothers was therefore thought to be very relevant in this area hence the assessment of its implementation.

### **3.4 Target population**

The study population comprised of all public and private secondary schools in Kathiani Sub-County. Participants were drawn from school principals, teachers, teacher counselors, adolescent mothers, parents and District Education officers. There are 34 secondary schools in the Sub-County of which 32 are public and 2 are private schools. Out of the total, 28 are mixed day schools, 4 girls' boarding schools and 2 boys' boarding schools. (This information was obtained from the Ministry of Education office, Kathiani Sub-County).

The study population comprised the 28 mixed day and 4 girls' boarding secondary schools in the Sub-County making a total of 32 schools. This is because it was dealing with the implementation of the Re-entry policy guidelines on adolescent mothers who could only be found in these two categories of schools. Therefore, the two boys' boarding schools were not targeted by this study. It also targeted all the school principals in these schools for they are responsible for putting measures into place to ensure that the Re-entry policy is implemented in secondary schools. Teacher counselors have been charged with the responsibility of giving counseling services to pregnant and adolescent mothers and the rest of the student population (MOE, 2011). Form 4 class teachers were targeted for they had interacted with the students for the period covered by this study (2014-2017) that is, from form one to form four. Information on how they were handling cases of adolescent mothers over the four years was relevant to this study.

Adolescent mothers were the key targets and beneficiaries of the Re-entry Policy. Therefore, their views and perceptions about how the stakeholders were implementing the policy were vital to this study. In addition, the views of their parents on how they were helping their daughters to cope and go back to school after delivery were necessary to this study. Finally, the Sub County Director of Education was expected to give information on how the Ministry of Education was playing its role of disseminating information to schools about the Re-entry Policy and monitoring the implementation process of the policy guidelines.

**Table 1: categories of secondary schools in Kathiani Sub- County (Source: Sub County Director of Education- Kathiani Sub County)**

Public		Private	
Type of school	Number of schools		Total
Mixed day	27	1	28
Girls boarding	3	1	4
Boys boarding	2	0	2
<b>TOTAL</b>	<b>32</b>	<b>2</b>	<b>34</b>

### 3.5 Sampling techniques and sample size

A sampling technique is the strategy used to choose a sample (Vogt, 1999). A sample is a gathering of members chose from a larger populace so as to establish information about the larger population. Random sampling technique was used to sample 14 out of the 28 mixed secondary schools (50%) and 2 out of the 4 girls' secondary schools (50%) targeted by this study. This gave a sample size of 16 secondary schools. Simple random sampling technique gives all the respondents an equal chance of being sampled that is why it was preferred. A 50% sample was preferred because the target population was relatively low. All the 16 principals, 16 counselors, 16 class teachers in these schools were involved in the study hence were sampled using purposive sampling technique.

Purposive sampling technique was also used to sample 1 Ministry of Education official and 15 adolescent mothers in school. Kirsma and Jurs (2005) point out that purposive sampling selects a sample that meets the requirements of the study. 10

parents of adolescent mothers and 10 adolescent mothers at home were sampled using purposive and snowball sampling technique. Smaller samples were preferred because the homesteads in the site of the study were staggered over a large area. Ease of accessing the respondents was therefore considered. Snowballing involves use of informants to identify cases that would be useful to include in the study (Stringfield, Kemper & Teddlie, 2003). Key informants like local authorities, school administrators, counselors and members of the community were used to identify pregnant/ parenting girls at home and parents and these in turn helped to identify other adolescent mothers and parents. The sample size for this study was 84 respondents.

**Table 2: Summary of sampling design**

<b>Target group</b>	<b>Sampling technique</b>	<b>Sample size</b>
Principals	purposive Sampling technique	16
School counselors		16
Form 4 class teachers		16
MOE official		1
Adolescent mothers in school		15
Parents of adolescent mothers	Purposive and snowball sampling	10
Adolescent mothers at home		10
<b>Total</b>		<b>84</b>

### **3.6 Research instruments**

This study used two types of research instruments that included structured questionnaires and interview guides. Data from principals, class teachers and adolescent mothers in school was collected using closed and open-ended questionnaires. They were preferred for gathering information that could not be

observed such as opinions, attitudes and experiences. They are also convenient in collecting data from respondents who are busy.

Data from the MOE official, counselors, parents and adolescent mothers at home was collected using interview guides. An interview guide was selected because there was need to obtain in-depth information from the participants. Face to face interviews provides an excellent way to explore complex feelings (Sommer & Sommer, 1995). Through interaction, listening, and observation, the researcher was able to get into the world of the participants and therefore understand their feelings, opinions and attitudes about the implementation of the Re- entry Policy.

### **3.7 Validity and reliability of research instruments**

#### **3.7.1 Validity**

According to Kerlinger and Lee (2000), the meaning of validity of research instruments is best epitomized by the question, “are we measuring what we think we are measuring?” In simpler terms, validity refers to the degree to which the items in the research instruments represent what it is designed for (Mugenda & Mugenda, 2003). In regard to this study, the researcher with the help of the supervisors made sure that the instruments reflected the objectives of the study.

#### **3.7.2 Reliability**

Reliability of research instruments in this study was checked by subjecting the research instruments to the respondents during piloting and their responses recorded down. The same instruments were re-administered to the same respondents after some time and their responses recorded again. Test-retest helped to improve reliability by ensuring that the items were clear and understood by the participants. It also aided in

identifying and dealing with errors that could arise due to ambiguous instructions in the instruments.

### **3.8 Pilot study**

The main aim of piloting was to help identify misunderstandings, ambiguities, vague and inadequate items in the research instruments. Piloting was carried out in two secondary schools with similar characteristics but outside Kathiani Sub County. This was done in Machakos Sub County which is one of the Sub Counties in Machakos County. These two schools were one mixed day secondary school and one girls' boarding secondary school. Adolescent mothers at home and their parents were also interviewed from the same Sub County. Necessary adjustments were done in the research instruments accordingly. This exercise helped the researcher to pre-determine validity and reliability of the instruments.

### **3.9 Data collection procedures**

The process of data collection begun after obtaining a letter from the graduate school in Kenyatta University and a permit from the Kenya National Commission for Science, Technology and Innovation (NACOSTI). Primary data was collected using structured questionnaires and interview guides. The researcher personally delivered questionnaires to principals, class teachers, and adolescent mothers in school. They were left with them for filling and then collected after 3 days. They were used to collect much of the quantitative data. Prior arrangements with participants were made for conducting interviews with the MOE official, counselors, parents and adolescent mothers at home. An appointment for interviewing the MOE official was sought in advance before the interview.

The researcher interviewed the Deputy Sub county Director of Education from the Ministry of Education offices in Kathiani. Parents and adolescent mothers were interviewed by the researcher from their homes on different days. The school counselors preferred to be interviewed over the weekends due their time constraints as a result of high workload and other responsibilities in school. An interview guide was used to guide the session. However, the researcher was free to ask for elaboration of responses given whenever the need arose. The interview guide was mainly used to collect qualitative data. Through interaction, listening and observation, the researcher was able to get the in-depth feelings, opinions and attitudes of the respondents which were recorded down. Secondary data was sought from relevant sources like books, past studies, journals, policy documents, and internet sources.

### **3.10 Data analysis procedures and presentation**

This study yielded both qualitative and quantitative data. Errors from 'raw' data were identified and corrected by the researcher. This task was guided by the university supervisors. It was then coded and stored in appropriate form ready for analysis. Qualitative data was organized in to themes according to the study objectives and then analyzed thematically. The findings were presented in narrative and verbatim quotation form. Quantitative data was coded and analyzed using descriptive statistics that included percentages and frequencies and presented in tables and figures.

### **3.11 Ethical considerations**

The researcher obtained the relevant letters/ permits which authorized for data collection from the field. The researcher sought for consent from participants who were assured that their responses were only to be used for the purposes of this study. Parental consent was sought for the adolescent mothers who were below 18 years of

age. Privacy and confidentiality of participants and their responses was ensured and maintained throughout the research process.

Anonymity was ensured by assigning pseudo names to adolescent mothers at home when recording verbatim quotes when reporting the study findings. Participants were treated with the respect and the dignity that they deserved. They were informed that their decision to withdraw from the study would be respected by the researcher. However, they were encouraged to stay on till the end of the interview session. The researcher avoided being personal and judgmental so as to encourage participants to share their views freely. Data was stored appropriately in readiness for analysis. Finally, the researcher maintained integrity and truthfulness in presentation of research findings.

The discussion on research methodology paves the way for chapter four which will discuss the research findings in details.

## CHAPTER FOUR: FINDINGS AND DISCUSSIONS

### 4.1 Introduction

This chapter presents data and discusses the research findings. It is arranged in various parts according to the specific objectives of the study that sought information on: numbers of adolescent mothers who dropped out of school as a result of pregnancy between 2014 and 2017; roles of selected stakeholders in the implementation of the Re-entry Policy Guidelines; the gaps in the Re-entry Policy guidelines and the best strategies which could be used to implement the Re-entry Policy Guidelines. The first part of the chapter presents the response rate and demographic data of the respondents.

**Table 3: Research instruments' response rate**

<b>Respondent</b>	<b>Instrument</b>	<b>Total issued</b>	<b>Total returned</b>	<b>Response rate (%)</b>
School principals	Structured Questionnaire	16	16	100%
Class teachers	Structured Questionnaire	16	16	100%
Adolescent mothers in school	Structured Questionnaire	15	15	100%
MOE official	Interview guide	1	1	100%
Parents	Interview guide	10	9	90%
Counselors	Interview guide	16	14	88%
Adolescent mothers at home	Interview guide	10	9	90%

As illustrated in table 3 above, the response rate for questionnaires was 100%. Two out of the 16 counselors did not turn up for the interview therefore the return rate was 88%. One guardian declined to be interviewed after disclosing his relationship with

the adolescent mother so nine parents were interviewed (90%). Similarly, one adolescent mother at home was not willing to be interviewed so nine participated in this study (90%).

## 4.2. Demographic Data

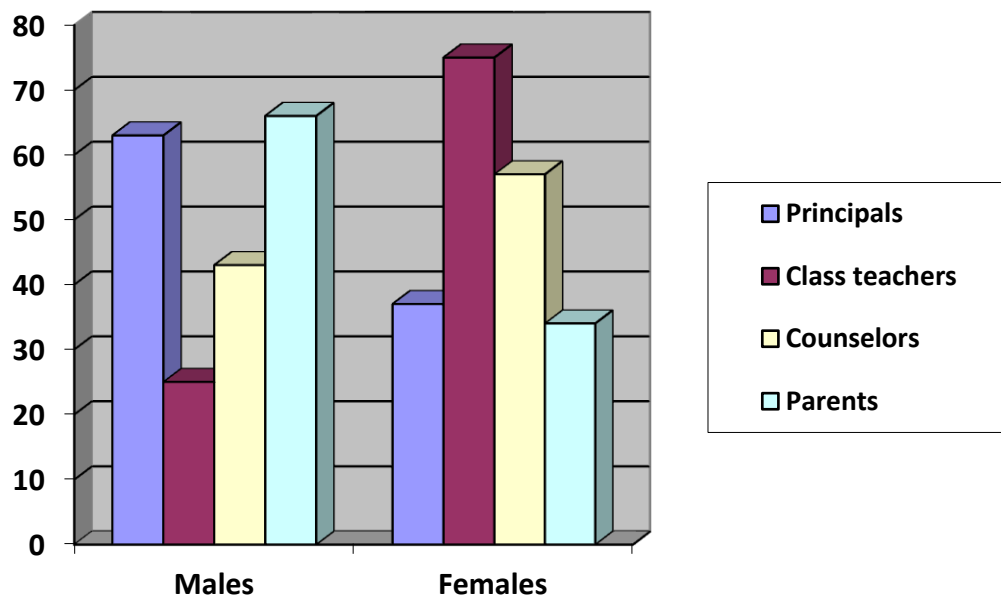
This section gives background information about the respondents in this study as pertains to; gender, administrative / teaching /counseling experience, type of school, age and class of adolescent mothers and also the relationship with parent / guardian. These included: principals, class teachers, school counselors, parents of adolescent mothers and adolescent mothers. Table 4 shows those who participated in this study.

**Table 4: Number that participated in the study**

	Respondents						
	Principals	Class teachers	Counselors	MOE official	Parents	Adolescent mothers in school	Adolescent mothers at home
Number sampled	16	16	16	1	10	15	10
Those who participated	16	16	14	1	9	15	9

### 4.2.1. Gender of respondents

The gender of the respondents was important as far as the implementation of the Re-entry Policy Guidelines on Adolescent Mothers was concerned.



**Figure 2: Gender of respondents**

Sixteen school principals were involved in this study. As shown in figure 2 the results on the gender of the principals indicated that 63% of the respondents were males while 37% were females. This implied that there was no gender balance in administration in secondary schools covered by this study. Majority of the schools were mixed secondary schools (14) while only 2 schools were girls' schools. Since the Re-entry policy mainly deals with adolescent mothers in school, having the majority of these schools administered by male principals hindered the implementation of the Re-entry Policy Guidelines as documented by a study carried out in Kwale District in Kenya by Omwancha (2012). The cited study recorded that pregnant and adolescent mothers feel uneasy to approach members of the opposite sex for support.

Even though there were prior arrangements for the researcher to visit parents (women) in their homes, a greater number was unavailable during the two times the visits for the interviews were made. Majority of the households being poor and relying mainly

on subsistence farming as indicated by a study by Kising'u (2016), it was reported that the women had gone out to the farms and others had gone to seek for casual labour in the neighboring homes. The results on gender therefore showed that more male parents/guardians participated in this study as opposed to female parents as indicated by 66% against 44%. This was likely to affect the implementation of the Re-entry Policy negatively because girls interact more freely with their mothers and this is especially so when they get in to childbearing age. Therefore, women can support their daughters to go back to school with more ease than men. This view was proved right by the only male guardian who only identified himself as an uncle but declined to continue with the interview due to what he termed as frustration by his niece. In a tone that portrayed bitterness and frustration, he expressed himself in these words:

*I feel so frustrated by my sister's daughter. Why did I even think of educating her in the first place if this is how she was to reward me? I am so angry that I cannot answer any of the questions that you are asking me. May be her aunt would if she was around but not me.*

The study findings were however different for the gender of class teachers and counselors who had more females than males as indicated by a percentage of 75% and 57% respectively. Since these are the people who interact directly with the learners, having majority of them being females was expected to have a positive impact on the implementation of the Re-entry Policy. The extent of help sought by learners largely depends on the gender of the person giving help. Basing the analysis on this premise, it was therefore logical to conclude that more adolescent mothers were expected to interact more freely with the female class teachers and counselors hence fostering the implementation of the Re-entry Policy.

#### 4.2.2. Working experience of respondents

The study sought information on the administrative experience of principals, teaching experience of class teachers and counseling experience of counselors. Their experience has a great role to play in dealing with various issues affecting education such as adolescent pregnancy and motherhood. Table 5 illustrates the administrative experience of principals in Kathiani Sub County who participated in this study.

**Table 5: Administrative experience of principals**

Number of years	Frequency	Percent
Less than 2 years	1	6%
2-5 years	1	6%
Above 5 years	14	88%
<b>Total</b>	<b>16</b>	<b>100%</b>

The results on administrative experience of the respondents indicated that majority (88%) of the respondents had an experience of more than 5 years, 6% had an experience of 2-5 years while another 6% of the respondents had less than 2 years.

The results on teaching experience of class teachers revealed that 10 out of the 16 class teachers (62%) had an experience of 11-15 years, 5 (31%) had teaching experience of 6-10 years while 1 (7%) had an experience of 16 years and above. Slightly more than half (8) of the counselors (57%) reported that they had done counseling for 5-7 years, while 7 (43%) had a counseling experience of 2-4 years. These results contrasted the findings from a past study by Mbugua (2013) which established that majority (64%) of the participants had a teaching experience of 8-25 years. This implied that information on the implementation of the Re-entry Policy on

Adolescent Mothers was collected from individuals who were familiar with what goes on in secondary schools as far as pregnancy and Re-entry Policy is concerned.

#### 4.2.3 Type of school

**Table 6: Type of school**

Respondent	Number			Percentage		
	Mixed day	Girls boarding	Total	Mixed day	Girls boarding	Total
Principals	14	2	16	87%	13%	100%
Class teachers	14	2	16	87%	87%	100%
Adolescent mothers in school	14	1	15	93%	7%	100%
Adolescent mothers at home	7	2	9	78%	22%	100%

The study sought to find out the type of school selected respondents were in and the findings were summarized in table 6. The study established that majority of the respondents were in mixed day secondary schools as indicated by principals (87%), class teachers (87%), adolescent mothers in school (93%) and adolescent mothers at home (78%). The area of study was characterized by poor households as documented by a study in the area by Kising'u (2016). Such schools are cheaper as compared to boarding secondary schools therefore more manageable for parents in the area of study.

The results from this study were in line with the findings of a study carried out at Kimilili Sub County by Kituyi (2015) which had established that majority (76.7%) of

the participants in the study were in mixed secondary schools. These schools being mixed and day schools put the girls at a greater risk of early pregnancy from boy/girl relationships, sugar daddies, rape or even incest from relatives than their counterparts in full boarding schools.

#### 4.2.4. Class and age of adolescent mothers

Information was sought from the adolescent mothers on the class and the ages of the adolescent mothers at the time of pregnancy and the findings were presented in table 7.

**Table 7: Class of adolescent mothers**

Class	Adolescent mothers in school		Adolescent mothers at home	
	Number	%	Number	%
F1	2	13%	1	11%
F2	4	27%	6	67%
F3	8	53%	2	22%
F4	1	7%	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

As illustrated in table 7, the findings showed that majority (53%) of the participants who had already gone back to school got their babies while in form 3. 13% were in form 1 while 27% were in form 2. Only 7% of them were in form 4. On the other hand, majority (67%) of those at home indicated that they got babies while in form 2. 11% and 22% of the participants were in forms one and three respectively. None of them was in form 4. These findings led to the conclusion that majority of the participants were affected by adolescent pregnancy in forms 2 and 3.

These findings contrasted the findings from a study carried out in Kwale District by Omwancha (2012) which established that girls in form two and form three were mostly affected by adolescent pregnancy. They could easily drop out of school if the implementation of the Re-entry Policy was not given the seriousness it deserved. This therefore prompts the need for relevant stakeholders to play their roles towards the implementation of the Re-entry Policy that allows adolescent mothers to go back to school and complete their education. Further data showed that majority 60% of the participants were in form four at the time of collecting this data, 26% were in form three while 14 % were in form two.

**Table 8: Age of adolescent mothers**

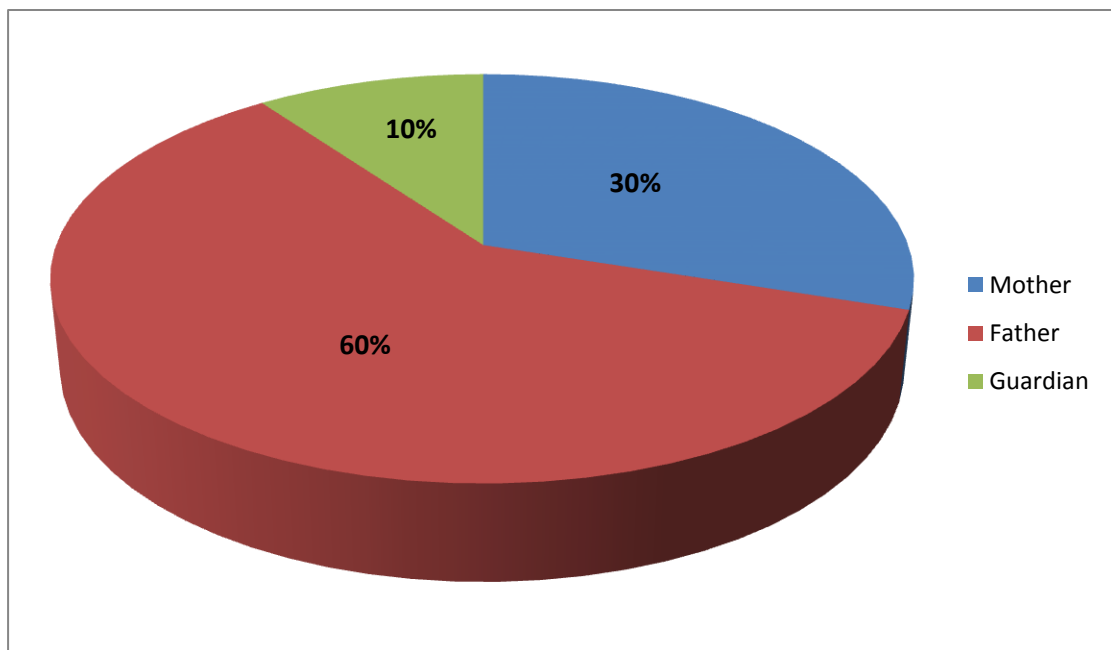
Age	Adolescent mothers in school		Adolescent mothers at home	
	Number	Percentage	Number	Percentage
15	1	7%	6	67%
16	11	73%	1	11%
17 and above	3	20%	2	22%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

The findings illustrated in table 8 about the age of the participants at the time they got their baby showed that majority were 15 years and 16 years old. 6 (67%) out of the 9 adolescent mothers at home quoted 15 years while 11 (73%) out of the 15 adolescent mothers in school quoted 16 years of age. The same ages were quoted by the parents when they were asked the ages of their daughters when they got babies. Other studies have quoted 15-16 years as the average age of adolescent pregnancy (Vincent, 2009; Dellinger, 2004). These results were in line with earlier findings by the Kenya Bureau

of Statistics (KNBS, 2012, 2014) that adolescent pregnancy was high in Machakos County for girls aged between 15 and 19 years.

At the age of 15-16 years, the girls have not matured enough to cope with the demands of parenthood and learning. It is because of this reason that the Re-entry Policy has stressed on the importance of providing supportive mechanisms in schools so as to help them to adjust and cope with their double roles as mothers and learners at the same time. A lot of support is therefore expected from teachers, counselors, parents and the community at large.

#### 4.2.5. Relationship of parent to the adolescent mother



**Figure 3: Relationship to the girl**

The study sought to find out the relationship of the parent/guardian to the adolescent mother. From the findings, majority 6 (60%) of the respondents had a father-daughter relationship, 3 (30%) of the respondents indicated that they had a mother-daughter

relationship while 1(10%) of the respondents indicated that they had guardian-girl relationship. It is important to note at this point that the male guardian was not willing to proceed with this study beyond just identifying himself as a guardian to *Esie* (not her real name). She was one of the adolescent mothers interviewed. This implied that more fathers than mothers took part in this study. At the time of visiting the families for the pre-arranged interviews, most of the mothers were either cultivating or gone to look for casual labour in the neighboring households

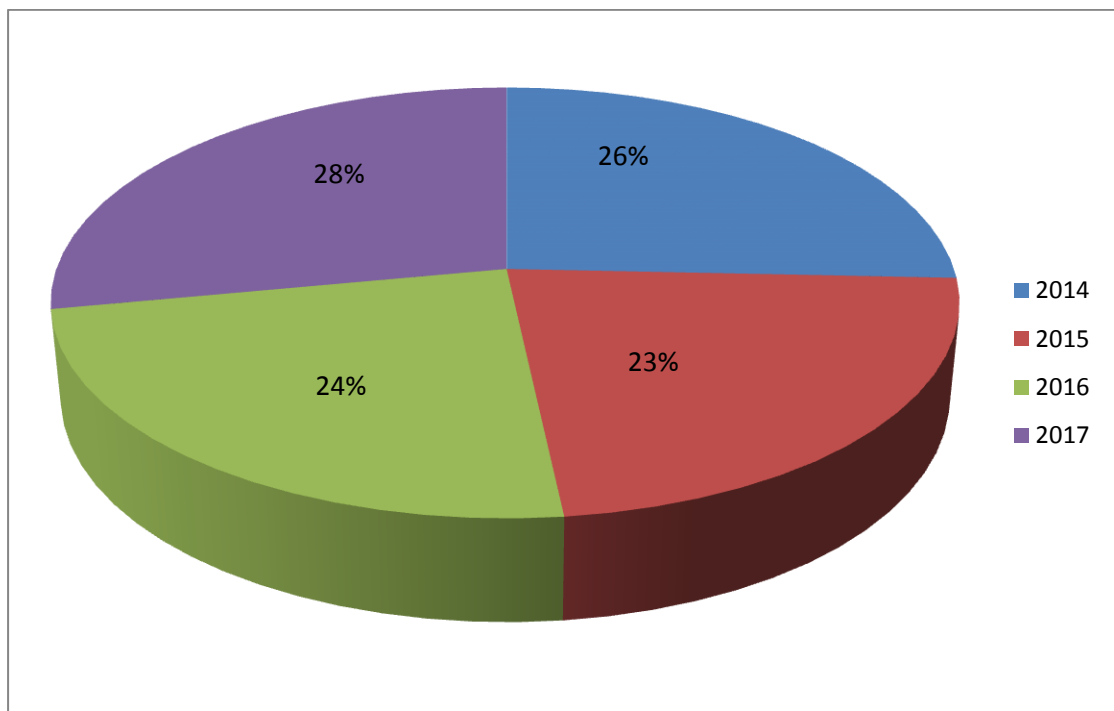
These findings affirm what was established by a study on “Factors influencing participation in Agricultural value chain projects in Kenya: A case of Kathiani Sub County, Machakos County” (Kising’u, 2016). The cited study pointed out that the area was characterized by poor households who depended largely on subsistence Agriculture. Even though prior arrangements had been made to meet the mothers for interview sessions, they may have wanted to avail themselves but pressure to meet practical gender needs overwhelmed them. It also portrayed a picture of inequalities in distribution of gender roles as evidenced in most African communities. The three mothers interviewed were the mothers of three girls who had already gone back to school after delivery. Four out of the six fathers and one guardian (male) still had their daughters at home. This implied that mothers were more supportive to their daughters’ education after delivery.

#### **4.3. Numbers of adolescent mothers who dropped out of school between 2014 and 2017.**

The ultimate goal of any education system in any country is the retention of the students until they complete their education (Kituyi, 2015). Unfortunately, the girl child has numerous challenges along her educational pathway. One of the monsters

that hinder girls from achieving their educational goals is adolescent pregnancy which threatens their school completion. The implementation of the Re-entry Policy could be said to have succeeded in secondary schools in Kathiani Sub County if there were no girls dropping out of schools as a result of pregnancy. In this regard, this study sought to establish the numbers of adolescent mothers who had dropped out of school as a result of pregnancy within a period of four years between 2014 and 2017. The data was collected from class teachers who keep class registers of students in their classes. The findings were presented on figure 4.

#### 4.3.1. Responses of class teachers



**Figure 4: Numbers of adolescent mothers who dropped out of school between 2014 and 2017**

(Source: Class registers)

This study established that there was an increasing trend in the numbers of girls who dropped out of school in the four years except in 2015. In the year 2014, a total of 67

adolescent mothers dropped out of school, in 2015 the number dropped to 59 and increased in 2016 and 2017 to 62 and 73 respectively. Therefore, within the 4 years, the schools covered by this study lost a total of 261 girls due to pregnancy. This translated to an average of 65 dropouts annually. These figures were given by class teachers from class registers.

The findings in this study affirm what has been established by other studies in and outside Kenya that adolescent mothers are dropping out of school. For instance, a study carried out in South Africa by Chauke (2015) found out that there was persistent absenteeism which finally culminated into dropping out of school for adolescent mothers in the area of study. Studies by Eloundou (2004) and Ahikire & Maganda (2011) documented that 20% of adolescent mothers are dropping out of school and never going back after school in Sub Saharan Africa. A Kenyan study carried out at Kimilili Sub County by Kituyi (2015) established that over 40% of school dropout cases among school girls were due to adolescent pregnancy.

This study established that girls in Kathiani Sub County were still dropping out of school due to adolescent pregnancy at an average of 65 girls annually. The purpose of the Re-entry Policy was to solve the problem of school dropout among girls as a result of pregnancy. This means that the purpose of the formulation of the policy had not fully been realized in the area of study. This is the main reason why the study focused on the implementation part of the policy by investigating the roles of key stakeholders.

#### 4.4. Roles of stakeholders in implementing the Re-entry Policy Guidelines

##### 4.4.1. Awareness creation of the Re-entry Policy Guidelines

In order to establish whether the respondents were aware of the Re-entry Policy Guidelines on Adolescent Mothers, this study engaged them by asking questions whose answers were analyzed and discussed hereafter. Information on awareness creation was sought from the Sub County Director of Education, school principals, counselors, adolescent mothers, class teachers and parents of adolescent mothers.

##### 4.4.1.1. Whether respondents were aware of the Re-entry policy on Adolescent Mothers

Participants were asked whether they were aware of the Re-entry Policy on Adolescent Mothers and the responses were summarized in table 9.

**Table 9: Responses on participants' awareness of the Re-entry Policy**

Respondents	Responses			Percentage		
	Total number	Aware	Not aware	Aware	Not aware	Total
MOE official	1	0	1	0%	100%	100%
Principals	16	14	2	88%	12%	100%
Class teachers	16	4	12	12%	88%	100%
Counselors	14	5	9	36%	64%	100%
Adolescent mothers	9	2	7	22%	78%	100%
Parents	9	1	8	89%	11%	100%

This study engaged the Sub County Director of Education in the Ministry Of Education. It is unfortunate to report that the MOE official was totally unaware of the existence of the Re-entry Policy on Adolescent Mothers. Besides the policy document being unavailable in the office, it was completely not known that it ever existed. However, the MOE official promised to check with Jogoo house for a copy of the policy guidelines' document.

Therefore, no data was collected from the Sub County Director of Education concerning the implementation of the Re-entry Policy as intended by this study. Lack of awareness of the existence of the policy guidelines on the part of the MOE official meant that the Ministry of Education office was unable to offer advice and guidance to other stakeholders like the principals, teachers and parents. These findings contrasted the findings of a study carried out in Zambia by Sitali (2009) which established that MOE officials sensitized school administrators about the Re-entry Policy and that they visited schools to monitor the implementation of the policy. Therefore, lack of knowledge about the policy was likely to have a spill- over effect to the rest of the stakeholders in the area of study.

In relation to the awareness about the Re-entry Policy among other respondents, this study discovered a conflict of responses concerning this matter. For instance, the responses from principals showed that 14 out of 16 (88%) of the schools were aware while 2 (12%) indicated that they were not aware of the Re-entry Policy Guidelines in schools. This implied that majority of secondary schools in Kathiani Sub County were aware of the existence of the policy. The results on how the principals learned about the policy showed that they learnt through the media and MOE circulars, workshops, colleagues, policy documents and during interviews. This implied that there were

diverse methods that were used by the Ministry of Education to create awareness about the existence of the Re-entry policy in secondary schools.

On the contrary, this policy was almost unknown to the class teachers with 12 (75%) of them indicating that they were not aware that there was such a policy in existence. The few who were aware about it indicated that they learnt about its existence through colleagues and social media fora. Only 5 out of the 14 (36%) school counselors interviewed confessed that they were aware. They also said that they knew too little about it. One of the counselors said:

*I have seen girls come back to our school sometimes after delivery. I have always welcomed them and even booked a counseling session with them. I know two who came to our school from other schools. What I must confess is that I didn't know that there is a policy to this effect. Who is to blame? (Date of interview: 20<sup>th</sup> February, 2018).*

Similarly, adolescent mothers in school were generally unaware of the existence of the Re-entry Policy Guidelines. The few who were aware cited teacher counselors as sources of the information. This implied that teacher counselors played an important role in creating awareness to adolescent mothers about the existence of the policy. 7 out of the nine 9 (78%) adolescent mothers at home interviewed exhibited lack of awareness of the Re-entry Policy Guidelines.

Only one parent out of nine (11%) was aware of the Re-entry Policy. This was portrayed by the following sentiments:

*P4: I had heard that girls can go back to school after delivery but if there was a policy that addressed this issue I am not aware (Date of interview: 17<sup>th</sup> February, 2018).*

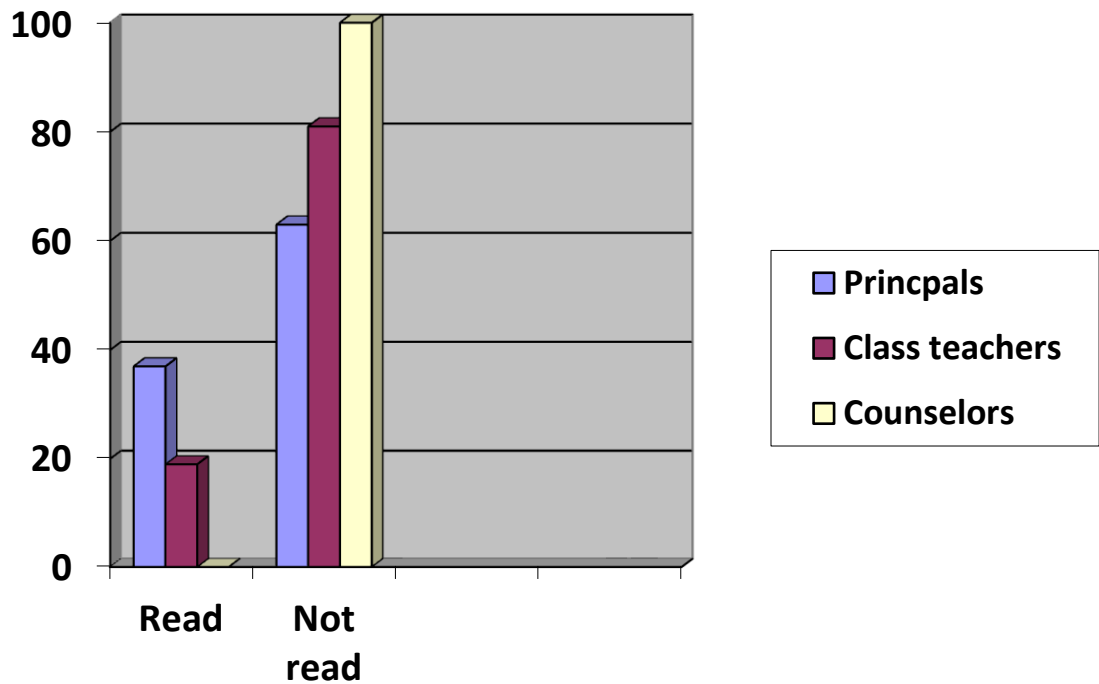
*P8: No, the school counselor just told me to allow her to come and do the Kenya Certificate of Secondary Education (KCSE). From this I thought that my daughter is allowed to go back to school just because she is in Form four due to KCSE (Date of interview: 24<sup>th</sup> February, 2018).*

The findings therefore showed a general lack of awareness of the Re-entry policy among respondents except the principals. These findings affirmed past studies (Oywecha, 2008; Omwancha, 2012) which established that there was lack of awareness of the Re-entry Policy cutting across the various participants. Oywecha (2008) adds that in most cases, the implementers are not even aware that there is a policy in question.

It was evident that there was a notable lack of awareness about the Re-entry policy which cut across the participants. This meant that the policy guidelines existed more in print than in practice. Hence, it is unrealistic to expect stakeholders to play their roles in implementing a policy that they were not aware of.

#### **4.4.1.2. Whether the Respondents had read the Re-entry Policy Guidelines' document**

The respondents were requested to indicate whether they had read the Re-entry Policy Guidelines' document and the results were presented in figure 5.



**Figure 5: Whether respondents had read the Re-entry Policy Guidelines' document.**

The results from figure 5 showed that 6 out of the 14 principals (43%) who were aware of the policy had read the policy guidelines' document while 10 (57%) had not read it. Those who had not read it gave various comments about it. One of the principals wrote:

*“ I am not aware of the existence of such a policy document, I have never seen one”.*

Another principal wrote:

*“So far, I have no official document concerning the issue”.*

Another principal who was in a girls' school wrote:

*“Why has the Ministry of Education not delivered the policy document to schools or use any other means to ensure that we read it if at all it is that important? We are the people at the ground yet we know too little about it since we have never seen it”.*

This showed that the Re-entry Policy document was not a popular item on the principals’ shelves for reading.

Similar results were exhibited by other respondents like class teachers whereby data revealed that only 3 (19%) out of the 16 respondents had read the policy document with 13 (81%) having not read it. None of the counselors had read the policy guidelines’ document. From the results therefore, it was concluded that only 20% of all the respondents had read the policy guidelines’ document. These findings were in line with a study carried out at Kiambu County in Kenya by Mbugua (2013) which revealed that participants were generally aware of the Re-entry Policy but had never seen the policy guidelines’ document.

Having established that the Re-entry Policy Guidelines were generally unknown to the participants in this study, it was anticipated that the larger majority had also not read the policy guidelines’ document. Unavailability of the policy document resulted in stakeholders’ failure to access and read it. Once a policy is formulated, it is important to ensure that the targeted group accesses it so as to read and understand it.

#### **4.4.1.3. Creation of awareness to the school community by principals**

The Re-entry Policy Guidelines require that the principals create awareness to the teachers, parents and the rest of the school community about its existence (MOE, 2011). In order to validate the responses of the principals, class teachers, adolescent mothers and parents were asked to indicate whether creation of awareness about the policy was being done by principals. Table 10 shows the findings.

**Table 10: Creation of awareness to the school community by principals**

Respondents	Responses			Percentage		
	Total number	Yes	No	Yes	No	Total
Principals	16	12	4	75%	25%	100%
Class teachers	16	3	13	19%	81%	100%
Parents	10	0	10	0%	100%	100%
Adolescent mothers in school	15	0	15	0%	100%	100%
Adolescent mothers at home	9	0	9	0%	100%	100%

The results from table 10 revealed conflicting responses to those of the principals on this matter. For instance, 13 out of the 16 (81%) class teachers indicated that principals were not creating awareness while only 19% indicated that they did. The findings from adolescent mothers and parents were no different for they showed total (100%) lack of awareness creation by principals. On the contrary, 12 (75%) of the principals indicated that they did create awareness to teachers, parents and the community on the existence of the Re-entry policy as required in the policy guidelines. This meant that there was a breakdown in the channel of communication from the top to the bottom implying that the agents mandated to create awareness about the Re-entry policy like school principals have not adequately done so in Kathiani Sub County.

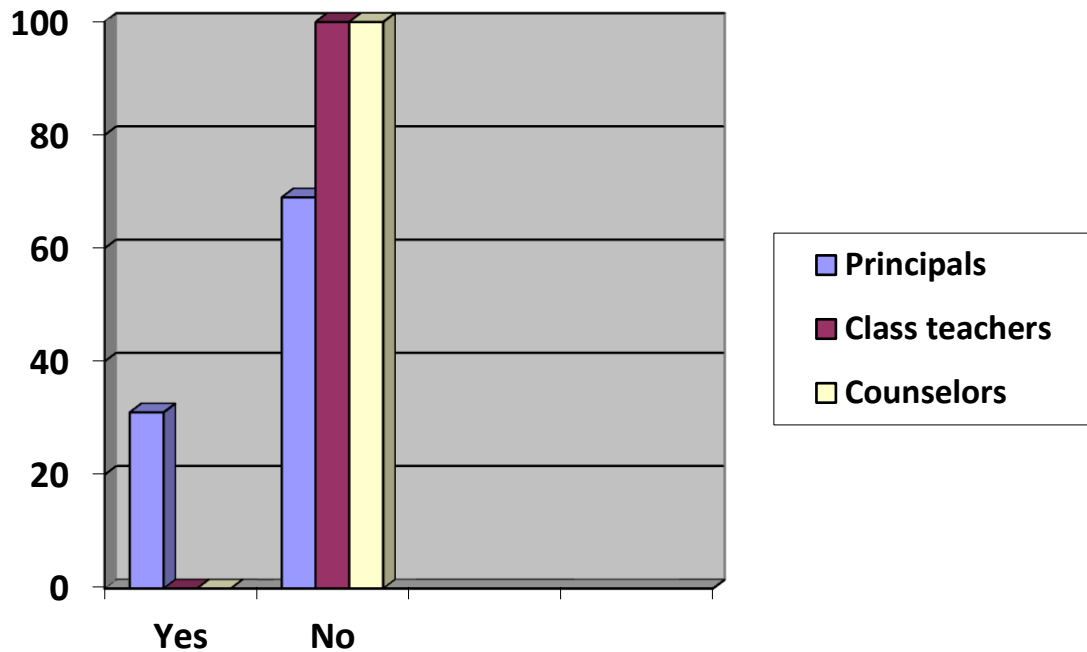
In addition, the principals indicated that they created awareness through parents' meetings and staff meetings. This did not agree with the findings from the other respondents such as class teachers, parents and adolescent mothers as indicated in table 10 in this study. These findings were in line with what Mwenje and Kessio (2015) documented in their study that principals do not openly talk about the Re-entry Policy for fear that it would promote pre-mature sexual activity among the learners.

The significance of sensitizing the community as bolstered by members in this examination affirms the Center for Study of Adolescence (2008) report which uncovered that contribution of the community in the execution of the strategy is basic and that community support decreases restriction to usage. It additionally found that where the community is effectively included, they are bound to add to usage by supporting the exercises. Community support likewise diminishes shame and spurs motivates girls to remain and finish schooling.

#### **4.4.2. Capacity building of stakeholders by the Kenya Education Management Institute (KEMI)**

The Re-entry Policy has specific guidelines on the role of KEMI in preparing the school management and teachers on their roles in the implementation of the policy. Both KEMI and the school management are also required to prepare the guidance and counseling department concerning the implementation of the Re-entry Policy (MOE, 2011). Data concerning the preparation of stakeholders by KEMI was collected from the school principals, class teachers and counselors.

Respondents were asked whether KEMI was playing its role in capacity building other stakeholders on their roles in implementing the Re-entry Policy on Adolescent Mothers and the results were presented in figure 6.



**Figure 6: Involvement of KEMI in capacity building other stakeholders**

Figure 6 shows that 69% of the principals indicated that the Kenya Education Management Institute did not undertake capacity building to stakeholders while a minority 31% indicated a yes. From the data, all the class teachers and counselors indicated that KEMI did not sensitize any of them about their roles in the implementation of the policy. This implied that there was no sensitization and therefore the respondents could not effectively play their roles in the implementation of the policy. The class teachers indicated that they were not well equipped which really affected their capacity to counsel the adolescent mothers in school and their parents.

The findings showed that the KEMI did not adequately prepare stakeholders in the area of study on their roles in implementing the Re-entry Policy as stipulated in the guidelines. There was minimal data on capacity building of stakeholders by KEMI. However, a study by Mbugua (2013) established that though the Kenya Education Management Institute officials themselves were aware of the Re-entry Policy, they had never read the policy guidelines. They confessed that they had never received a copy of the policy guidelines' document.

The results on the objective about awareness creation of the Re-entry Policy showed a general lack of awareness about the policy among participants except the principals. Those who were aware about it learned through the MOE circulars, workshops and colleagues. Majority of the participants had not read the policy guidelines' document. Findings also showed that principals were not adequately creating awareness to the rest of the school community. Sensitization of stakeholders by KEMI on their roles in the implementation of the Re-entry Policy was inadequate.

#### **4.4.3. Guidance and Counseling in schools (G & C)**

The Re-entry Policy guidelines give guidance and counseling as an important role in the implementation of the Re-entry Policy (MOE, 2011). The policy guidelines charge the Teachers Service Commission (TSC) with the responsibility of recruiting professional counselors in schools to exclusively carry out counseling. This study sought to find out whether TSC had recruited professional G & C teachers in schools as stipulated in the policy guidelines. Information on whether the counselors in schools had any training to equip them with the necessary skills to handle adolescent mothers was sought from principals and school counselors.

#### 4.4.3.1. Whether TSC recruited professional counselors in secondary schools

The principals were asked to indicate whether TSC had recruited professional teacher counselors in their schools. Data from all the 16 (100%) respondents indicated that professional teacher counselors were not posted to schools by TSC. During the interviews with counselors, data revealed that none of the 14 counselors was recruited by TSC for guidance and counseling purpose only.

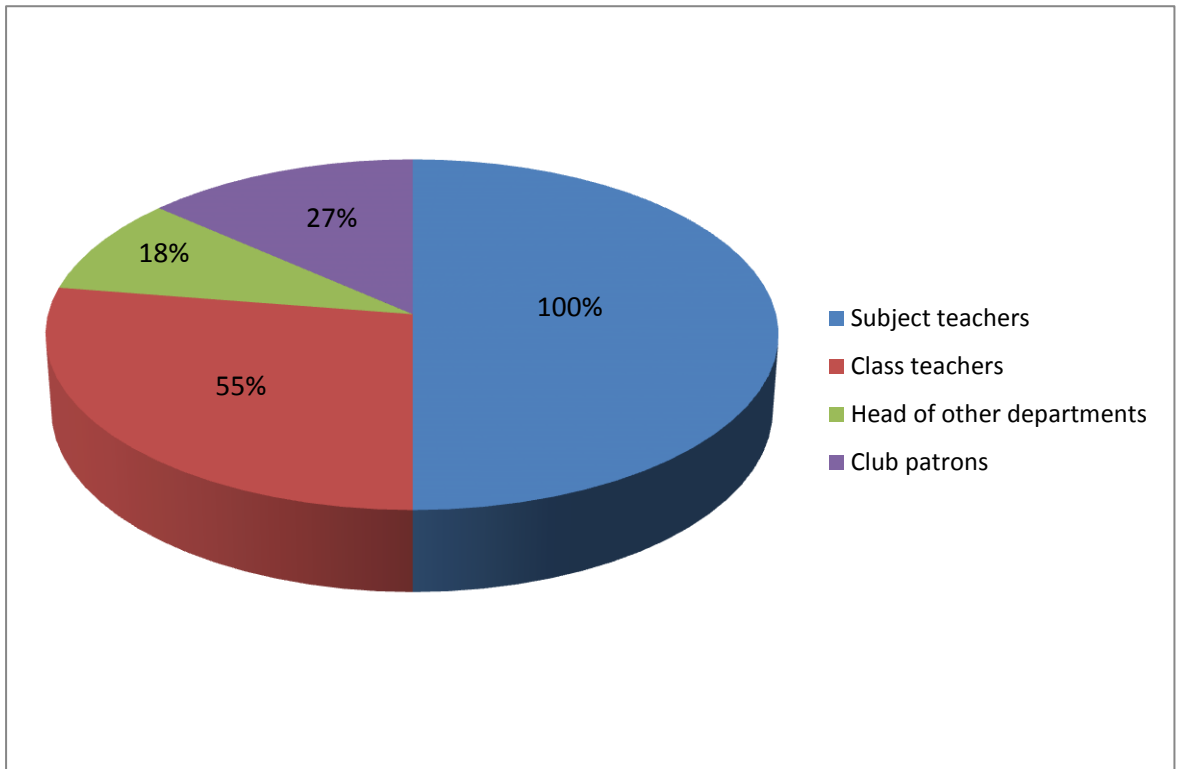
**Table 11: Whether counselors were recruited for G & C purpose only**

Responses	Frequency	Percent
Yes	0	0%
No	14	100%
<b>Total</b>	<b>14</b>	<b>100%</b>

From the responses on table 11, none of the counselors was recruited for G & C purpose only. This implied that TSC had not complied with the policy guidelines.

#### 4.4.3.2. Other responsibilities for counselors in school

When asked to explain other responsibilities that they had besides counseling, the participants cited the following responsibilities as presented on figure 7.



**Figure 7: Responses on other responsibilities for counselors in school**

From the results in figure 7, it was clear that all the counselors were posted in the schools to teach. In addition, it was established that 11 out of the 14 counselors had other responsibilities besides being subject teachers and counselors. Six of them (55%) were class teachers. It was shocking to discover that two (18%) of the counselors were heads of other departments and three (27%) were club patrons. This clearly implied that the counselors had other responsibilities besides guidance and counseling which could overwhelm them and hence hindered their effectiveness in their role towards the implementation of Re-entry policy in secondary schools.

#### 4.4.3.3. Workload for school counselors

**Table 12: School counselor's workload per week**

No. of lessons / week	Frequency	Percent
20-24	3	21%
25-28	8	58%
29-32	3	21%
<b>Total</b>	<b>14</b>	<b>100%</b>

From the data, 21% of the participants had a workload of 20-24 lessons. 58% had 25-28 lessons while 21% had a workload of 29-32 per week. This demonstrated that majority of the counselors had a workload ranging between 25-28 lessons per week which was high given that they were still expected to render counseling services to learners.

When asked to comment on their workload in relation to guidance and counseling demands, 11 out of the 14 (78%) participants said that it was very demanding. In addition, they said that they tried their best to meet pregnant / adolescent mothers but rarely counseled these girls together with their parents as required in the policy guidelines. One of the counselors who had 29 lessons said,

*Due to the high workload of 29 lessons, I rarely get time to meet and counsel adolescent mothers and their parents. You cannot imagine that I am still the patron of Christian Union (C.U). What I do, I create time to meet the girls alone and address any concerns that they have (Date of interview: 3<sup>rd</sup> February, 2008).*

These findings were in agreement with past Kenyan studies which established that guidance and counseling services were inadequate in schools (Omwancha, 2012; Mbugua, 2013).

The teachers' employer TSC expects teachers to attend all their lessons. At the same time, the school expects counselors to meet the students with counseling needs. This pushes the teacher counselor between a rock and a hard place as they struggle to fulfill the teaching role and counseling. The demands in terms of time and energy that counseling requires cannot be effectively dovetailed with other responsibilities. Therefore, teacher counselors need ample time to plan and prepare for students with needs so as to render quality counseling services.

#### 4.4.3.4. Professional training on guidance and counseling

**Table 13: Whether counselors had professional training on counseling.**

	Responses		Percentage		
	Yes	No	Yes	No	Total
Number of respondents	2	14	14%	86%	100%

Table 13 reveals that majority 14 (86%) had not undergone training while only 2 (14%) had undergone training. The two counselors said that they were certificate holders in counseling psychology which took one year. When requested to rate the staffing of professional teacher counselors in their schools, 13 (81%) principals indicated that none of the schools had a trained teacher counselor. Three of them did not respond to this question.

#### 4.4.3.5. Training given to counselors in relation to adolescent pregnancy

**Table 14: Preparation /training given to counselors.**

<b>Training given</b>	<b>Good</b>	<b>Fair</b>	<b>Not given</b>
Intensive guidance and counseling course	0	0	14
In-service trainings	0	0	14
Seminars/ workshops	0	9	5

Principals were asked to rate the training given to school counselors to equip them with skills to handle adolescent pregnancy and motherhood in schools. The rating was done in terms of good, fair or not given. 2 out of the 16 respondents did not attempt this question. All the rest indicated that there was neither intensive training nor in service training given to counselors. 9 respondents (64%) indicated that training given through seminars was fair while 5 indicated that they were not trained through workshops/seminars. This clearly demonstrated that training of teacher counselors was inadequately done in Kathiani Sub County.

Teachers Service Commission has been charged with the responsibility of recruiting professional teacher counselors in each school. These are expected to handle the issues of adolescent pregnancy and motherhood in schools and general teenage sexuality. Inadequate involvement of trained teacher counselors was likely to hinder the effective implementation of the Re-entry policy guidelines on adolescent mothers in secondary schools covered by this study.

Majority of past studies within Kenya and outside on the implementation of the Re-entry policy overlooked the role of counselors (Oywecha, 2008; Shaningwa, 2007; Omwancha, 2004). The few that investigated in to this area have portrayed a situation

of inadequacy and ineffectiveness of teacher counselors due to lack of training especially as far as handling adolescent mothers in schools is concerned (Wanjiku, 2015; Chauke, 2015). Inadequate levels of training were likely to leave the teacher counselors ill-equipped to effectively deal with matters of adolescent pregnancy and motherhood in secondary schools

Lack or inadequate training of school counselors leaves them ill equipped to handle the changing issues of adolescent pregnancy and motherhood in schools. It therefore puts them in an awkward position because so much is demanded from them yet, too little or nothing has been invested in them as far as capacity building and skill development is concerned.

#### **4.4.3.6. Ways of strengthening guidance and counseling in schools**

This study sought suggestions from participants on how guidance and counseling would be strengthened to handle issues of adolescent mothers more effectively. Participants gave various suggestions. All the 14 (100%) counselors indicated that their teaching load should be reduced. Counselors had earlier lamented their high workload which hindered their effectiveness in counseling students. During the interview, one of the counselors told this study that she had 30 lessons per week and therefore lacked enough time to meet students for counseling during the working hours. This is what the participant said.

*In a way, our workload as counselors should be reduced. Like for me, being the only English/ Literature teacher in the school, I have 30 lessons per week. This is way above the 28 lessons recommended by TSC. Many of the times I meet students for counseling after 5 o'clock simply because I cannot manage during working hours (Date of interview: 10<sup>th</sup> March, 2018).*

Relieving counselors from other responsibilities was indicated by 7 (50%) of the respondents. This study had established from counselors that they had other responsibilities that included subject teachers, club patrons, class teachers and heads of academic departments. They said that these other commitments robbed them of the time they could use in attending to students with counseling needs.

There was need for intensive in-service training and provision of a counseling office as indicated by 7 (50%) of the participants. Training was important in order to equip them with relevant skills to handle the sensitive issues of pregnancy and parenthood in schools. Training on general life skills was not enough. Pregnancy and parenthood among school girls is a complex matter that counselors felt can only be tackled effectively by a trained counselor on the same matters. They said that this training could be done through seminars and workshops organized by the Ministry of Education and other bodies interested in education of the girl-child.

Provision of an office for carrying out G & C activities is important because privacy is a key issue in counseling. Students feel free and at ease if they are counseled in a place where there is privacy. Lack of a G & C office scared away the girls from approaching them when they were in need. One of the counselors said:

*There is need for an office for counseling purposes. The absence of such an office has made G & C a bit ineffective in our school and I believe other schools too. Some of us are forced to do it in a class when the rest of the students are out for games. Who will dare come to the staffroom for counseling where there are other teachers? Counseling requires a lot of privacy and confidentiality which cannot be fully guaranteed if it is done in a public place where everybody else has access to (Date of interview: 3<sup>rd</sup> March, 2018).*

With regard to guidance and counseling, the study revealed that TSC did not recruit professional counselors in secondary schools. Therefore, school counselors had other responsibilities like teaching, class teachers, club patrons and heads of other

departments. The findings further revealed that majority of the school counselors had a high workload ranging between 25 and 28 lessons per week which hindered their effectiveness in offering counseling services to students. Only two of the counselors were trained as counselors but none had received training on handling the issues of adolescent sexuality and motherhood in schools. This left them ill - equipped to handle adolescent mothers in schools. Counselors suggested various ways of strengthening guidance and counseling in schools. These included reducing their workload and other responsibilities, in-service training especially on skills on handling adolescent mothers and provision of an office in schools for counseling purposes.

#### **4.4.4 Adolescent support to cope**

A study carried out in Botswana by Chilisa (2002) noted that young mothers in school do not have the emotional maturity needed to cope with the complex responsibilities of being a learner and a mother. This study therefore sought to find out the support mechanisms that have been put into place in secondary schools to help adolescent mothers to cope emotionally so that they can handle their double roles as learners and mothers at the same time.

##### **4.4.4.1. Support mechanisms in schools**

**Table 15: Responses on support mechanisms in schools**

Respondents	Total number	Responses		Percentage		
		G & C	No mechanism	G & C	No mechanism	Total
Class teachers	16	15	1	94%	6%	100%
Counselors	14	14	0	100%	0%	100%

Class teachers and counselors were asked the support mechanisms in schools for ensuring that adolescent mothers go back to school after delivery, Table 15 shows that 94% of the class teachers cited guidance and counseling department as being handy in helping adolescent mothers to go back to school after delivery. 6% indicated that there were no support mechanisms in place in their schools. All (100%) the counselors cited guidance and counseling as the only mechanism used in schools to support adolescent mothers to cope. On the mechanisms used by the counselors to encourage adolescent mothers to go back to school, data revealed that they used one on one counseling mechanism on both the girl and the parent depending on the circumstances. One of the counselors interviewed said this:

*When I establish that a girl is pregnant, I find time to talk to her about it. I normally find out more information about where she comes from and if I discover that she has supportive parents, I encourage her to come back to school after delivery. Depending on what she tells me, I sometimes summon the parent to school to sensitize him/her about supporting the daughter to go back to school after delivery (Date of interview: 3<sup>rd</sup> March, 2018).*

The counselors also supported the adolescent mothers once they went back to school in order to adjust and cope with their double roles. Further, data showed that counselors were sacrificing to find time in their busy schedules to counsel students.

One of the participants who had a workload of 30 lessons per week had this to say:

*In our school, there are no other structures established for supporting adolescent mothers besides guidance and counseling. Imagine with my 30 lessons I still squeeze some time and meet with students in need of counseling. Sometimes I remain in school late hours because a student had booked an appointment with me early in the day. If I don't meet her, who else will? For me, it is absolutely about sacrifice for the sake of the girls (Date of interview 3<sup>rd</sup> March, 2018).*

The findings from this study revealed a shift from rejection and stigmatization as portrayed by some past studies (Bhana & Nkani, 2010; Macleod, 2001) to acceptance and support as documented by a study by Vincent (2009).

This support was mainly given through the guidance and counseling department even though the counselors had confessed that they were overwhelmed by their teaching load and other responsibilities. This meant that guidance and counseling played a key role in the implementation of the Re-entry policy as it offered emotional support to the adolescent mothers to adjust and cope with their double roles as students and as mothers as it was the only mechanism used in schools.

#### **4.4.4.2. Involvement of Class teachers in counseling adolescent mothers and parents**

**Table 16: Responses on involvement of class teachers**

Responses	Frequency	Percent
Often involved	3	19%
Not often involved	13	81%
<b>Total</b>	<b>16</b>	<b>100%</b>

Class teachers were asked to indicate how often they were involved in counseling adolescent mothers. Table 16 shows that majority (81%) of the class teachers were not often involved in counseling adolescent mothers and their parents. A past study carried out at Kimilili District in Kenya by Omwancha (2012) established that other teachers apart from school counselors were not taking an active role in counseling adolescent mothers once they went back to school after delivery. Leaving this responsibility to counselors alone would lead to inadequacies since they have other

responsibilities. This could possibly affect the implementation of the Re-entry policy thus enhancing gender disparities in education between boys and girls. However, further data revealed that the class teachers supported the idea of allowing adolescent mothers to go back to school.

#### **4.4.4.3. Reactions of the rest of the school on the girl's pregnancy**

Reactions from the rest of the school would largely determine whether the girl will remain in school and also go back after delivery. In this regard, this study sought to find out from the adolescent mothers at home how other people in school reacted towards them when they discovered that they were pregnant. The findings of the study portrayed a situation of blame, isolation and discrimination especially from fellow learners. They reported that they were called names and regarded as 'mothers' who ought to be at home. (The names used here are not their real names).

*Noel: What annoyed me a most was that girls in my class were the ones who spread the bad news that I was pregnant. When boys knew about it, they began making disturbing jokes about my condition. Some could whisper "mother" whenever I passed around. Other times they could say to me indirectly that mothers should pick food for two during meal times.*

*Cathie: Not many of my schoolmates wanted me in their company and some especially girls could move away when they saw me coming to join them during break times.*

Some of the students blamed the pregnant girls for their circumstances and said that they lacked morals. They further complained that the pregnant girls had wasted their parents' resources in terms of school fees since they were doomed for becoming school dropouts.

*Elsie: I remember very well one day when a classmate picked a quarrel with me from nowhere. He said that I was an immoral girl and that girls of my type should be punished for wasting their parents' money. He added that we did not know how to take care of ourselves. He didn't care at all how I got the pregnancy.*

Other students said that the pregnant girls were paying for their irresponsibility as said in these words:

*Milly: One morning I had a severe headache. What annoyed me was when my seatmate shouted at me in front of the whole class that I was paying for my irresponsibility.*

Further, this study also established that majority of the teachers did not portray negative reactions to the adolescent mothers. *Medlin* who was in a girls' boarding school narrated her experience in these words:

*One evening after games, my class teacher called me in the library and said she wanted us to have a girl-to-girl talk. She was so friendly until I admitted that I was pregnant. After a long talk with her, she told me that I was not the first to fall pregnant while in school. From then she was so concerned about my wellbeing. The rest of the teachers were also friendly.*

These findings disagreed with what was established by other related studies (Nkani & Bhana, 2010; Macleod, 2001). A portion of the teachers in these South African investigations saw the pregnant girls as unethical and disappointments throughout everyday life. A few instructors felt that after the young ladies became pregnant they ought to return home quickly in light of the fact that as indicated by them, they were at that point moms. They were of the supposition that the pregnant girls could no longer deal with their scholastic work and their presentation couldn't be at standard with the rest of the students.

Adolescent mothers go through a crisis of managing what they are going through as far as parenthood and learning is concerned. Rejection, blame and stigmatization would likely discourage them from continuing with their education for it makes them feel unwanted. They therefore require support from the people around them including fellow learners, teachers, parents and the community so as to successfully maneuver around the challenges involved in balancing between learning and parenting.

#### **4.4.4.4. Parties that encouraged adolescent mothers to continue with education**

Adolescent mothers in school were requested to indicate the parties that encouraged them to continue with their education and the results were presented in table 17.

**Table 17: Responses of adolescent mothers**

Responses	Frequency	Percent
Myself	6	40%
Parents/guardians	4	27%
G & C teacher	5	33%
Other students	0	0%
	15	100%

The findings from table 17 shows that most of the participants encouraged themselves to continue with education as indicated by 40%, 33% indicated that they were encouraged by teacher counselors while 27% of the respondents were encouraged by their parents / guardians. This clearly showed that besides the adolescent mothers themselves, the guidance and counseling teachers played a critical role in encouraging the adolescent mothers to go back to school after delivery while the parent played a

peripheral role. Lack of parental support was worrying since support from home is crucial to continuation of learning by adolescent mothers. Other students were not supportive to adolescent mothers. These findings depict a strong spirit in the girls themselves to face the challenges facing the future of their education.

However, majority 87% of the respondents indicated that the decision to go back to school was difficult. They were torn between overcoming fear of stigma from fellow students and getting someone willing to take care of the baby as they went back to school. This was also confirmed by the remarks made by some of them as follows:

*AM1: "Going back to school as a mother was not easy for me. You have to be very strong and put on a stone face since everyone looks at you and even girls are the ones who back bite you to boys. The boys in turn make fun about you since you rejected them. But if you are shy type and cry every time people say something bad about you, you will stop attending the classes."*

*AM4: "It was not easy at all but I had a strong will. I had to plead with my parents to take me back to school and convince my mother to take care of the baby while I went back to school with a promise never to let them down a second time."*

*AM 9: "Oh no. My mother had been told by the school counselor that I can go back to school after I delivered but I found this difficult on my side. I had seen another girl who had it difficult with some classmates because she had come back to school after she had a child so I was a bit scared about their negative reactions to me too."*

Further data showed that the adolescent mothers did not receive any support in school to cope with studies and parenthood. Due to their double roles as learners and parents at the same time they would need emotional and psychological support both in school and at home in order to cope. The findings confirm the theoretical framework guiding this study which emphasizes on the impact of social influence on an individual's behavior. The reactions and support from other people around the adolescent mother

like counselors, parents and fellow learners influenced their decision to go back to school after delivery.

These findings confirmed what was documented by a study done in South Africa by Bhana and Nkani (2010) that schools are not necessarily supportive. As Chilisa (2002) points out, young mothers in school require support from fellow learners, teachers, administrators, parents and the larger community so as to cope with their double roles as students and parents. Related studies have recorded that pregnancy and parenting at school continue to be constructed along a framework of shame and disgrace (Sheffer & Morrel, 2007). Other studies point out that the pregnant /adolescent mothers are considered as a threat to social order (Macleod, 2001)).

The narrations of some of the girls were so moving and reflected an unwavering will, an undying spirit and a strong commitment to continue and complete their education despite the possible huddles ahead. However, the fear of other students prevented some of them from resuming their studies. There is therefore need to sensitize other people around the adolescent mothers to encourage them rather than act as a stumbling block in their quest for learning.

#### **4.4.4.5. Parent and daughter counseled by the school counselor**

Parents of adolescent mothers who had not gone back to school were asked whether the school counselor counseled them and their daughters on the importance of supporting her to go back to school after delivery.

**Table 18: Responses of parents on counseling by school counselor**

Response	Frequency	Percentage
Yes	2	22%

No	7	78%
<b>Total</b>	<b>9</b>	<b>100%</b>

From table 18 it is clear that majority of the participants were not given any counseling on the significance of supporting their daughters to go back to school after delivery as demonstrated by 78%. A few of them 22% indicated that both parent and daughter were counseled by school counselor. A study carried out in Limpopo - South Africa by Chauke (2013) also established that no attempts were made by schools in the study for adolescent mothers to receive counseling while in school. Leaving such girls to handle their condition on their own would probably yield no good results.

#### **4.4.4.6. Whether parents supported daughters to go back to school after delivery**

Parents were asked whether they supported their daughters to go back to school after delivery.

**Table 19: Responses on whether parents supported the daughter to go back to school**

Response	Frequency	Percent
Yes	4	44%
No	5	56%
<b>Total</b>	<b>9</b>	<b>100%</b>

Table 19 shows that 56% of the parents did not support their daughters to go back to school after delivery. This finding was in line with the findings from a study done in Kenya by Mwenje and Kessio (2015) which recorded that parents were reluctant to take their daughters back to school due to the feeling that their dreams had been shattered. On the other hand, 44% of the parents were supportive. These parents were

willing to take care of the babies to allow their daughters to resume their studies. They therefore felt that pregnant / adolescent mothers needed support to complete their education. This finding was in line with the findings from a Namibian study by Kapenda (2012) which pointed that parents were involved in supporting their daughters to go back to school after delivery

Adolescent mothers require support from everyone around them in order to go on with their education after delivery. This support must begin from home where they need a caretaker for the baby and finances for school fees. In school, they need emotional support in order to cope and learn well. Lack of support leads to pregnancy- related school dropouts as confirmed in this case where five of them failed to go back to school to complete their secondary education.

The findings on the objective about adolescent support to cope revealed that G and C departments were the only mechanisms used in schools to help adolescent mothers to cope with schooling and parenthood. This finding affirmed study findings by Sitali (2009) which established that G & C teachers took a participatory role in implementing the policy guidelines. The results further showed that majority of the class teachers were not often involved in counseling adolescent mothers and their parents even though they supported the idea of allowing them to go back to school after delivery.

Adolescent mothers suffered blame and isolation from fellow learners but teachers did not portray negative reactions towards them. Adolescent support by teachers in this study contrast study findings by Bhana & Nkani (2010) which documented that teachers tolerated adolescent mothers because they were threatened by the policy

environment of a policy that they did not support. Further data revealed that majority of the adolescent mothers encouraged themselves to go back to school after delivery. Majority of the parents were not counseled by the school counselor on the importance of supporting their daughters to go back to school after delivery.

#### **4.5. Gaps in the Re-entry policy guidelines**

This study sought to establish if there were gaps in the Re-entry policy guidelines that could frustrate the efforts for its implementation. Data on this issue was collected from Principals and school counselors.

The respondents appreciated the fact that the Re-entry Policy was an important policy because it gave adolescent mothers a second chance to go back to school to complete their education. They however pointed out that there were various gaps which needed to be addressed in order to improve the implementation of the policy guidelines. They cited lack of clarity of some of the policy guidelines. For example, they wondered how and who should determine that a school girl was pregnant since the policy guidelines were silent on this issue.

They added that the policy guidelines were vague on what should be done when a school girl was found to be pregnant. According to them, the policy guidelines were not clear on the specific time a pregnant girl would leave school and when she should go back to school after delivery. Two of the counselors expressed their sentiments in the following words:

*I have heard about this policy but I wonder how we can know that a girl is pregnant and once it's known, what exactly should we do about it [Date of interview: 3<sup>rd</sup> February, 2018].*

*Does the policy specify at what time the pregnant girl should leave school for delivery? I don't actually think so otherwise schools would not be having*

*problems when it comes to releasing a girl to go home and readmitting them back to school* (Date of interview: 3<sup>rd</sup> February, 2018).

These findings affirmed past studies which criticized the policy guidelines for being silent on vital issues (Kapenda, 2012; Omwancha, 2012). A study by Omwancha (2012) established that there was no clarity on who should determine a pregnancy in a school girl. Lack of clarity on this issue therefore hindered the respondents' effectiveness in carrying out their roles in the implementation of the policy under discussion.

Studies have also criticized the Re-entry policy guidelines for being ambiguous and lacking clarity on the period of absence before and after delivery by the adolescent mother (Byuyan 2010; Wekesa 2010; Mbugua 2013; Mwenje & Kessio, 2015). The guidelines on this matter state "at no time should a girl be coerced to leave school because she is pregnant; she should leave school at an appropriate time so as to give birth". The guidelines further indicate that "there is no specified period of absence and the girl should join school as soon as possible" (MOE, 2011). Byuyan (2010) pointed out that attempting policy implementation is challenging without guidance and clear action plans. No clear plan of action is spelt out in the Re-entry policy guidelines as it pertains to what the school should do when a girl falls pregnant while in school.

Therefore, the findings from this study established that the Re-entry policy guidelines were silent on some issues of importance like how the school should determine whether a girl was pregnant. The guidelines were also perceived to lack clarity on the period of absence for an adolescent mother before and after delivery. As much as stakeholders are expected to play their roles in the implementation of the policy guidelines, the vagueness of the policy guidelines puts the stakeholders in an awkward position. It can therefore be concluded that pregnancy is far from being a

single event, but a process with decisions needed about how to handle each stage including discovery, handling of pregnant girls, cessation of studies, follow up, possible re-entry and support for the adolescent mother in school. Lack of clearly spelt out policy guidelines meant that the implementation of the Re-entry policy was not universally practiced.

#### **4.6. Strategies for addressing the shortfalls in the implementation of the Re-entry policy guidelines**

The findings from this study clearly implied that the strength of the Re-entry policy at the ground was weak and a lot needed to be done in order to improve on its implementation. From the findings also, it came out clearly that there were several gaps in the policy guidelines which needed to be addressed. Participants therefore gave suggestions on strategies that could be used to address the shortfalls so as to improve the implementation process. The responses on strategies were summarized in table 20.

**Table 20: Summary of strategies**

<b>Strategies</b>	<b>Frequencies</b>				
	<b>Principals</b>	<b>Class teachers</b>	<b>Counselors</b>	<b>Parents</b>	<b>Adolescent mothers at home</b>
Number of respondents	16	16	14	9	9
Creating awareness	16	16	11	7	5
Going to a different school	1	3	Nil	Nil	4
Revision of policy guidelines	7	9	8	Nil	Nil
Sensitizing parents	8	6	12	2	5
Strengthening guidance and counseling departments	16	16	14	9	9

#### 4.6.1 Strengthening guidance and counseling departments

All the respondents suggested that guidance and counseling departments should be strengthened in schools. This would help adolescent mothers to adjust and cope with learning and parenting. They felt that teacher counselors should encourage adolescent mothers so that they do not give up. This study had also established that guidance and counseling had played a vital role in helping the adolescent mothers to adjust and cope with their studies. Strengthening G & C department as suggested by participants would therefore be a worthy course.

#### 4.6.2 Creating awareness

Participants suggested that the government through the Ministry of Education should raise awareness on the existence of the Re- entry policy at a National, County and Sub County levels. Sensitization should be done to students, teachers, parents and the community on the existence of the Re-entry policy and its importance. They felt that making copies of the policy guidelines document available to stakeholders would enhance the awareness of the stakeholders about the same. One of the principal respondents wrote:

*“First there should be awareness creation and serious sensitization to all people involved since I have never heard about it. Secondly, I feel that the adolescent mother should go to a different school after delivery to avoid stigmatization”.*

One of the class teachers wrote:

*“The Government through the Ministry of Education need to be on the front line in terms of awareness creation about the policy so that we get to know what its all about and how we should g about it. We and I feel that many teachers and schools in in the dark as far as this policy is concerned”*

One of the parents had this to say:

P6: *Creation of awareness of the Re-entry policy, sensitizing parents and guardians of the girls to allow them to go back to school after delivery (Date of interview: 26<sup>th</sup> March 2018).*

Another parent said;

P9: *Creating awareness to the people about the existence of the Re-entry policy is key to promoting going back to school by the adolescent mothers. Making guidance and counseling more vibrant in schools will enrich the implementation process. (Date of interview: 19<sup>th</sup> March, 2018).*

#### **4.6.3 Sensitizing parents**

Another strategy that was suggested was that parents and guardians especially men should be sensitized so that they support the Re-entry policy. Some of the participants felt that fathers of the adolescent mothers should be talked to and be advised as they seemed to be more resistant and negative about the issue of adolescence pregnancy and schooling. They should be made aware that pregnancies are not the end of education for their daughters. This view was offered by *Cathie* (not her real name) who was one of the adolescent mothers at home as follows:

*Parents should be talked to especially our fathers who seem to be mostly resistant. They should be made aware that the pregnancies are not the end of everything. If allowed, we can still stand again and pick up the broken pieces of our lives and move on with education (Date of interview: 17<sup>th</sup> February, 2018).*

#### **4.6.4 Revision of the Re-entry policy**

Revision of the Re-entry policy guidelines was suggested as a strategy which could be used to address the shortfalls in the implementation of the policy guidelines. Participants pointed out that some of the policy guidelines were not conclusive hence not clear on how to handle some matters. Revision of the policy guidelines would therefore make them more specific and clear hence making their interpretation easier.

This opinion was given by one principal and a class teacher who had read the policy document.

This is how the principal expressed his opinion:

*“The policy does not conclusively tell us after what period a girl who has delivered should go back to school. Is it after a month, two, three, a year or when exactly? A revision of the guidelines will answer this question”*

The class teacher wrote:

*“As teachers, what method do we use to know that a girl is pregnant? Should students be taken for testing in a nearby dispensary or we wait till we see physical signs?”*

#### **4.6.5 Going to a different school**

A few of the respondents were of the opinion that the girls should be allowed to go back to a different school. This suggestion was aired by one principal, three (3) class teachers and four (4) adolescent mothers. They were of the opinion that going back to the same school after delivery was likely to cause stigmatization. Stigmatization and rejection from fellow students were some of the issues raised by the adolescent mothers in this study.

The principal respondent wrote the following:

*“Going to a new school would prevent stigmatization. Children are children and sometimes some may be tempted to laugh at the adolescent mothers”.*

*Elsie* who was the niece to the only one guardian in this study said the following:

*If I was allowed to go back to school, I wouldn't go to the same school that I was before. I know that I will be isolated for some time because I saw it happen to another class mate who gave birth and came back to school”*(Date of interview: 20<sup>th</sup> February, 2018).

Therefore, the strategies suggested by the participants included: creating awareness to stakeholders about the existence of the Re-entry policy guidelines; girls going to a different school; revising the policy guidelines so as to make them more specific and

clear; sensitizing parents/ guardians on supporting the implementation of the Re-entry policy; strengthening guidance and counseling departments.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter presents the summary of the main findings of the study as captured in the different objectives, the conclusion of the study findings, recommendations for further action and suggestions for further study.

### **5.2. Summary of the main findings**

The main goal of this study was to investigate the roles of stakeholders in the implementation of the Re-entry policy guidelines in secondary schools in Kathiani Sub County, Machakos County. The summary was done following the findings from the objectives of the study.

Concerning the first objective on numbers of school dropouts as a result of pregnancy, the study established that girls were still dropping out of school as a result of pregnancy. Between 2014 and 2017, secondary schools covered by this study lost an average of 65 girls annually due to adolescent pregnancy. These girls did not come back to school despite the fact that the re-entry policy allows them to do so. This meant that the purpose of the formulation of the Re-entry policy guidelines has not been realized fully in the area of study.

The second objective was about roles of stakeholders in the implementation of the Re-entry Policy Guidelines which had sub objectives. On creation of awareness of the Re-entry policy, the study established that there was a general lack of awareness about the policy among the participants except the principals. For instance, the MOE official was totally unaware of the existence of the Re-entry policy guidelines on adolescent mothers. The principals learnt about the policy through the MOE circulars, workshops

and colleagues. From the study findings, majority of the participants had not read the Re-entry policy guidelines' document. The study also established that principals were not adequately creating awareness to the rest of the school community. KEMI did not sensitize other stakeholders on their roles in implementing the Re-entry policy.

The results on guidance and counseling revealed that TSC did not recruit professional counselors in secondary schools. Majority of the school counselors had a high workload ranging between 25 and 28 lessons per week which hindered their effectiveness in offering counseling services to learners. Training on professional counseling was minimal which left counselors ill - equipped to handle the issues of learning and parenting in schools. Counselors suggested various ways of strengthening guidance and counseling in schools. These included reducing their workload and other responsibilities, in-service training especially on skills on handling adolescent mothers and provision of an office in schools for counseling purposes.

The findings about adolescent support to cope revealed that Guidance and Counseling Departments were the only mechanisms used in schools to help adolescent mothers to cope with schooling and parenthood. Most of the class teachers were not often involved in counseling adolescent mothers and their parents even though they supported the idea of allowing them to go back to school after delivery. The results also portrayed a shift from rejection and stigmatization of adolescent mothers to acceptance especially by teachers but they still suffered blame and isolation from fellow learners. Majority of the adolescent mothers encouraged themselves to go back to school after delivery.

The results on the third objective which was about the gaps in the Re-entry policy, the guidelines were found to be silent on important issues like how a school should determine that a girl was pregnant. The guidelines were also said to lack clarity on the period of absence for an adolescent mother before and after delivery.

Finally, the study established that various strategies could be used to enhance the implementation of the Re-entry policy guidelines. They include: strengthening guidance and counseling departments in secondary schools; creating awareness to stakeholders on the existence of the Re-entry policy guidelines; sensitizing parents to support the Re-entry Policy; revision of the policy guidelines and taking girls to a different secondary school after delivery.

### **5.3. Conclusion**

In conclusion, the implementation of the Re-entry policy on adolescent mothers is weak and wanting in Kathiani Sub County. This is because relevant stakeholders are not adequately carrying out their roles in the implementation of the policy as outlined in the guidelines. As a result, girls are still dropping out of secondary schools due to pregnancy and are not returning to school after delivery despite the fact that there is a policy meant to address this problem. In this regard, the realization of the Re-entry Policy goal of curbing the menace of pregnancy-related school dropouts among girls still remains elusive.

### **5.4. Recommendations of the Study**

The following recommendations were drawn so as to enhance the implementation of the Re-entry Policy.

- (i) **Regular monitoring and evaluation.** The government through the Ministry of Education should carry out a regular monitoring and evaluation of the policy implementation process to find out whether it is working. This would help in addressing wastage due to pregnancy-related schools dropouts among girls.
- (ii) **Active participation:** All stakeholders should actively play their roles in the implementation of the Re-entry Policy guidelines. This includes creation of awareness, training stakeholders on their roles, TSC recruiting professional counselors in secondary schools and training teacher counselors who are in schools and ensuring that there are support mechanisms in schools to help adolescent mothers to cope. This includes emotional and also financial support through bursaries for adolescent mothers with financial constraints. This would strengthen the implementation process of the policy hence benefitting the adolescent mothers.
- (iii) **Reviewing the policy guidelines:** The Re-entry policy guidelines need to be reviewed to make them more clear and specific on issues highlighted in this study.
- (iv) **Use of best strategies:** The best strategies should be used in the implementation of the Re-entry policy guidelines for better results. These include strengthening Guidance and Counseling Departments in secondary schools, raising of awareness about the Re-entry Policy, sensitizing parents especially to support their daughters and revision of the Re-entry Policy guidelines to make them more clear.

### **5.5. Areas for Further Research**

Based on the study findings, the following areas were recommended for further study.

- (i) Challenges faced by stakeholders in the implementation of the Re-entry Policy guidelines on adolescent mothers in Machakos County.
- (ii) Support mechanisms for adolescent mothers in secondary schools in other Counties in Kenya.
- (iii) The roles of stakeholders in the implementation of the Re-entry Policy Guidelines on adolescent mothers in secondary schools in other counties in Kenya.

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## APPENDICES

## APPENDIX A: LETTER OF APPROVAL FOR RESEARCH



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

**Internal Memo**

**FROM:** Dean, Graduate School**DATE:** 17<sup>th</sup> October, 2017

**TO:** Ms. Muthikwa M. Christine  
C/o Department of Gender & Development  
Studies

**REF:** C50/CE/27976/13

**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**  
=====

We acknowledge receipt of your Research Proposal after fulfilling recommendations raised by the Graduate School Board of 6<sup>th</sup> September, 2017.

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 Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

**ELIJAH MUTUA**  
**FOR: DEAN, GRADUATE SCHOOL**

CC. Chairman, Department of Gender &amp; Development Studies

**Supervisors:**

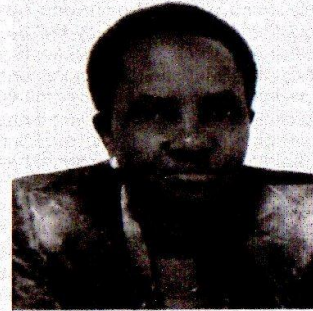
1. Dr. Leah Wanjama  
C/o Department of Gender & Development Studies  
Kenyatta University
2. Dr. Casper Masiga  
C/o Department of Gender & Development Studies  
Kenyatta University

**APPENDIX B: NACOSTI LETTER**

**THIS IS TO CERTIFY THAT:  
 MS. CHRISTINE MUTHIKWA MWENGEI  
 of KENYATTA UNIVERSITY, 0-90100  
 MACHAKOS, has been permitted to  
 conduct research in Machakos County**

**Permit No : NACOSTI/P/17/84414/20090  
 Date Of Issue : 14th November, 2017  
 Fee Recieved : Ksh 1000**

**on the topic: THE IMPLEMENTATION OF  
 THE GOVERNMENT RE-ENTRY POLICY  
 GUIDELINES ON THE CONSENTIZATION  
 OF ADOLESCENT MOTHERS IN  
 SECONDARY SCHOOLS: A CASE OF  
 MACHAKOS COUNTY, KENYA**



**for the period ending:  
 14th November, 2018**

.....  
**Applicant's  
 Signature**

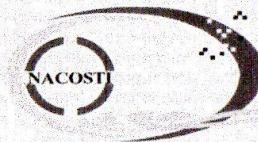
*G.P. Kalerwa*  
 .....  
**Director General  
 National Commission for Science,  
 Technology & Innovation**

**CONDITIONS**

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,  
 Technology and Innovation  
 RESEARCH CLEARANCE  
 PERMIT**

**Serial No.A 16447**

**CONDITIONS: see back page**



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

Telephone: 020 400 7000,  
0713 788787, 0735404245  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No: **NACOSTI/P/17/84414/20090**

Date: **14<sup>th</sup> November, 2017**

Christine Muthikwa Mwengei  
Kenyatta University  
P.O Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“The implementation of the government re-entry policy guidelines on the consentization of adolescent mothers in secondary schools: A case of Machakos County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **14<sup>th</sup> November, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

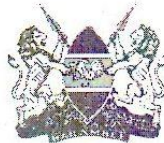
The County Commissioner  
Machakos County.

The County Director of Education  
Machakos County.

**APPENDIX C: LETTER OF AUTHORIZATION FROM MINISTRY OF  
EDUCATION**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING  
AND BASIC EDUCATION**

Telegrams: "**SCHOOLING**" Machakos  
Telephone: Machakos (  
Fax: Machakos  
Email -[cdemachakos@yahoo.com](mailto:cdemachakos@yahoo.com)  
**When replying please quote**



OFFICE OF THE  
COUNTY DIRECTOR OF  
EDUCATION  
P.O. BOX 2666-90100,  
**MACHAKOS**

**MKS/ED/CDE/R/4/VOL.3/88**

**17<sup>th</sup>, November, 2018**

Christine Muthikwa Mwengei  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION.**

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/17/84414/20090** dated **14<sup>th</sup> November, 2018.**

You are hereby authorized to carry out your research on, "**The implementation of the government re-entry policy guidelines on the consentization of adolescent mothers in secondary schools: A case of Machakos County: Kenya**" for a period ending **14<sup>th</sup> November, 2028.**

**SIMON NJIRU  
FOR: COUNTY DIRECTOR OF EDUCATION  
MACHAKOS**

**APPENDIX D: LETTER OF INTRODUCTION**

MUTHIKWA M CHRISTINE

REG. NO C50/CE/27976/2013

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY, GENDER AND DEVELOPMENT STUDIES

KENYATTA UNIVERSITY

P.O BOX 43844-00100

NAIROBI

Dear Sir / Madam,

**RE: RESEARCH THESIS**

I am a post graduate student at Kenyatta University perusing a master's degree in Sociology, Gender and Development Studies. I am carrying out a study on the roles of stakeholders in the implementation of the Re- entry Policy Guidelines Adolescent Mothers in secondary schools: A case of Machakos County, Kenya. The findings from this study are expected to be useful to policy makers especially in the field of gender and education. They are intended to be helpful to key policy implementing stakeholders such as school administrators, teachers, KEMI and Ministry of Education to ensure effective implementation of the re-entry policy guidelines. I therefore request you to be part of this study by honestly responding to the items to the best of your knowledge. Confidentiality will highly be upheld throughout the study process.

Yours faithfully,

Muthikwa M Christine.

## **APPENDIX E: QUESTIONNAIRE FOR PRINCIPALS**

### **Introduction**

This study seeks to examine the roles of stakeholders in the implementation of the Re-entry Policy Guidelines on Adolescent Mothers in secondary schools in Kathiani sub-county. In order to accomplish this, I need your support. The aim of this questionnaire is to find out how your school and other stakeholders are involved in the implementation of this policy. The information obtained from this study will be treated with confidentiality and will be used purely for academic purposes. Please respond honestly and feely to all the items.

NB: Do not indicate your name

Thank you for accepting to take part in this program.

### **Instructions:**

Kindly respond to the following items by placing a tick in the appropriate box. Where there is a space provided below the item, use it to write the information required.

### **SECTION A: BACKGROUND INFORMATION**

1. Kindly indicate your gender  
Male [ ]                      female [ ]
2. Administrative experience in secondary school  
Less than 2 years [ ]    2 to 5 years [ ]    over 5 years [ ]
3. Kindly indicate the category of your school by ticking in the appropriate box  
Girls' school [ ]    Mixed school [ ]
4. Has TSC posted a professional G & C teacher to your school?  
Yes [ ]                      No [ ]

### **SECTION B: GOVERNMENT RE- ENTRY POLICY GUIDELINES**

5. (a) The school is aware of the existence of the Re- entry Policy on Adolescent Mothers in schools                      Yes [ ]                      No [ ]
6. How did you learn about the existence of the re-entry policy?

.....  
 .....

7. Have you read the Re- entry Policy Guidelines document?

Yes [ ] No [ ]

(b) Kindly give an explanation if your answer is ‘NO’ above

.....  
 .....

c) If YES, are the policy guidelines clear?

Yes [ ] Vaguely [ ] No [ ]

8. Does KEMI capacity build other stakeholders on their roles in implementing the policy guidelines?

Yes [ ] No [ ]

9. (a) Do you create awareness about the re-entry policy to teachers, students and parents and the community?

Yes [ ] No [ ]

b) If YES, what methods of awareness creation do you use?

.....  
 .....

10. Comment on the following in relation to preparation/ training given to counselors in your school to equip them to offer guidance and counseling services in relation to handling adolescent mothers in school.

<b>Training given</b>	<b>Good</b>	<b>Fair</b>	<b>Not given</b>
Intensive guidance and counseling course			
In-service trainings			
Seminars/ workshops			

11. Kindly comment on any gaps as far as the re-entry policy is concerned.

.....  
 .....

12. In your own opinion, what strategies could be used to overcome the shortfalls in the implementation of the re-entry policy guidelines?

.....  
.....

THANK YOU FOR FILLING THIS QUESTIONNAIRE

## APPENDIX F: QUESTIONNAIRE FOR CLASS TEACHERS

### Introduction

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. In order to accomplish the study, I need your help. Your willingness to take part in this study is very important. Kindly respond to the questions very freely and honestly. Confidentiality will be upheld and information given will be used for academic purposes only.

NB: Do not indicate your name

Thank you for accepting to take part in this study

Kindly respond to the following items by placing a tick in the appropriate box. Where there is a space provided below the item, use it to write the information required.

1. Kindly indicate your gender

Male  female

2. Type of school

Girls  mixed

3. Teaching experience in secondary school  Years

4. Are you aware of the government re- entry policy on girls who get pregnant while in schools?

Yes  No

5. If YES, how did you learn about the policy?

.....  
 .....

6. Have you read the policy document?

Yes  No

7. If YES above, are the policy guidelines clear?

Yes  No

Kindly comment on your response above

.....  
.....

8. Does the school administration create awareness about the policy to the teachers, students and parents?

Yes [ ] No [ ]

9. From the class registers, how many girls dropped out of school as a result of pregnancy in your school between 2014 and 2017?

10. What support mechanisms are there in your school to support the adolescent mothers to adjust and cope after they come back to school?

.....  
.....

11. Has the Kenya Education of Management Institute (KEMI) sensitized you and the other teachers on your roles in implementing the re-entry policy?

Yes [ ] No [ ]

If yes, comment on the duration and whether they equipped you enough to counsel pregnant / parenting students and their parents

Duration.....

Comment on the effectiveness

.....  
.....

12. How often are you involved in counseling adolescent mothers and their parents.

.....  
.....

13. Kindly suggest the best strategies which can be used in the implementation of the re-entry policy guidelines on adolescent mothers?

.....  
.....

**THANK YOU FOR FILLING THIS QUESTIONNAIRE**

## APPENDIX G: QUESTIONNAIRE FOR ADOLESCENT MOTHERS IN SCHOOL

### Introduction

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. In order to accomplish the study, I need your support. Your willingness to take part in this study is very important. Kindly respond to the questions very freely and honestly. Confidentiality will be upheld and information given will be used for academic purpose only.

NB: Do not indicate your name

Thank you for accepting to take part in this study.

Kindly respond to the following items by placing a tick  in the appropriate box.

Where there is a space provided below the item, use it to write the information required.

1. Please indicate the type of your school by ticking  
 (a) Girls  (b) Mixed
2. Kindly indicate the class you were in when you got your baby  
 Form 1  form 2  form 3  form 4
3. How old were you when you got your baby..... Years?
4. In which class are you now? ( tick)  
 F1  F2  F3  F4
5. Are you aware of the government re- entry policy on adolescent mothers?  
 Yes  No

If YES above, who told you about it?

.....

6. Does the school administration raise awareness to the rest of the school and parents about the re-entry policy on adolescent mothers?  
 Yes  No

7. Who encouraged you to continue with your studies after you delivered?

- a) Myself [    ]
- b) Parent(s)/ guardian [    ]
- c) Guidance and counseling teacher [    ]
- d) Other students [    ]
- e) Any other (please specify who e.g. religious leader, relative).....

8. Was the decision to go back to school easy or difficult? Did you have any fears? Please explain

.....

9. Do you receive any assistance/ support in school in order to cope with your studies and parenthood?

.....

.....

10. Has the guidance and counseling department been effective in counseling pregnant/adolescent mothers in school?

Yes [    ]                      No [    ]

Kindly explain your answer above

.....

.....

10. How did other people around you react at the news of your pregnancy?

THANK YOU FOR FILLING THIS QUESTIONNAIRE

## **APPENDIX H: INTERVIEW GUIDE FOR SCHOOL COUNSELORS**

### **Introduction**

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. I need your support to accomplish this study. Your willingness to take part in this study is very important. Kindly respond to the items freely and honestly. Information obtained will purely be used for academic purposes only and will be treated with uttermost confidentiality.

1. (a) Have you been recruited by TSC to exclusively render guidance and counseling services in your schools?  
 (b) If No to (a) above, which other responsibilities do you have in school besides counseling?
2. What is your teaching load (lessons per week)
3. What would you say about your teaching load in relation to guidance and counseling demands?
4. (a) Have you had any professional training in guidance and counseling?  
 b) If Yes, kindly comment on:
  - i) The duration
  - ii) Qualification
  - iii) Adequate or inadequate
5. Kindly tell this study what you know about the re-entry policy on adolescent mothers?
6. Have you read the re-entry policy document?  
 Kindly comment on your response above.
7. If YES on item 8, did you find the policy guidelines clear?  
 Please give an explanation for your answer above
8. Have you and the rest of the teachers in your school been prepared by the Kenya Education Management Institute on your role in implementing the re-entry policy guidelines?

9. Does the school administration create awareness to the rest of the school about the Government Re- entry Policy on adolescent pregnancy?
10. If YES above, when is the awareness raising done?
11. What mechanisms do you use to encourage adolescent mothers to go back to school after delivery?
12. What support mechanisms are there in your schools to help adolescent mothers to adjust and cope with their double roles as students and as mothers?
13. How often are you involved in
  - i. Counseling pregnant/ parenting students?
  - ii. Counseling parents of adolescent mothers?
14. In What ways could guidance and counseling department be strengthened in order to handle issues on pregnancy and parenting students more effectively?
15. Do you feel that there are gaps in the re-entry policy which should be addressed to make the policy implementation more effective? Please explain.
16. In your own opinion, suggest the intervention strategies that could help implement the re-entry policy guidelines on adolescent mothers in secondary schools more effectively

THANK YOU FOR FILLING THIS QUESTIONNAIRE.

## **APPENDIX I: INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICER**

### **Introduction**

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. I need your support to accomplish this study. Your willingness to take part in this study is very important. Kindly respond to the items freely and honestly. Information obtained will purely be used for academic purposes only and will be treated with uttermost confidentiality.

Thank you for accepting to be interviewed.

1. In your own opinion, is the Re-entry Policy on adolescent mothers being implemented in your sub county as stipulated by the Ministry Of Education?
2. What role is your office playing in relation to the implementation of the re-entry policy guidelines on adolescent mothers in your Sub-County?
3. To what extend are the other stakeholders sensitized by KEMI to understand their roles in implementing the re-entry policy on adolescent mothers in the sub county?
4. Are there funds allocated to your office to facilitate the implementation of the re-entry policy?
5. Does your office conduct visits to secondary schools in the sub county to monitor the implementation of the re-entry policy?
6. If YES to question 4 above, kindly explain how often  
If NO, kindly explain why
7. In your opinion, are students and parents in the sub county aware of the re-entry policy on adolescent mothers and its significance?
8. Are the adolescent mothers and their parents taking advantage of the policy?

9. Does your office keep data showing the implementation of the re-entry policy as far as the re-entry or dropout rates for adolescent mothers in secondary schools in the sub county are concerned?

Kindly comment on your answer above

10. If yes to item 8 above, what is the dropout rate of adolescent mothers in the sub county?
11. Based on your own experience, are there gaps in the re-entry policy that need to be addressed for a more effective implementation of the policy?
12. Kindly give suggestions on intervention strategies that could help to implement the re-entry policy guidelines more effectively.

THANK YOU FOR TAKING PART IN THIS STUDY

**APPENDIX J: INTERVIEW GUIDE FOR ADOLESCENT MOTHERS HOME****Introduction**

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. I need your support to accomplish this study. Your willingness to take part in this study is very important. Kindly respond to the items freely and honestly. Information obtained will purely be used for academic purposes only and will be treated with uttermost confidentiality.

Thank you for accepting to be interviewed.

1. What class were you in when you got your baby?
2. How old were you when you got your baby?
3. Were you in a girls' or in a mixed secondary school?
4. Can you tell me how other people around you reacted to the news of your pregnancy like (Schoolmates, teachers, parents/ guardian, school counselors, administration, relatives and the community).
5. Are you aware of the re-entry policy on adolescent mothers that allows the girls to go back to school after delivery?
6. In your own opinion, suggest some measures that can be put in to place to improve the implementation of the re-entry policy guidelines.

**THANK YOU FOR YOUR TIME AND WILLINGNESS TO BE INTERVIEWED**

## **APPENDIX K: INTERVIEW GUIDE FOR PARENTS OF ADOLESCENT MOTHERS**

### **Introduction**

This study seeks to examine the roles of stakeholders in the implementation of the re-entry policy guidelines on adolescent mothers in Kathiani sub-county. I need your support to accomplish this study. Your willingness to take part in this study is very important. Kindly respond to the items freely and honestly. Information obtained will purely be used for academic purposes only and will be treated with uttermost confidentiality.

Thank you for accepting to be interviewed.

- 1 In which class was your daughter when she became pregnant?
- 2 How old was she?
- 3 Were you and your daughter counseled by the school counselor or administration on the importance of supporting her to go back to school after delivery?
- 4 Are you aware of the re-entry policy on adolescent mothers?  
If YES, who told you about it?
- 5 Was the re-entry policy and its importance explained to you and other parents by the school administration?
- 6 Do you think the policy is important?
- 7 Did your daughter go back to school after delivery?
- 8 What are your recommendations that would improve the implementation of the re-entry policy in secondary schools?

**THANK YOU**