AN EVALUATION OF CHALLENGES TO EFFECTIVE PARENTAL
PARTICIPATION IN TEENAGE MOTHERS' SECONDARY EDUCATION IN
SUB-COUNTY PUBLIC SECONDARY SCHOOLS IN WARENG’ SUB-COUNTY,
UASIN GISHU COUNTY, KENYA

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A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Sociology of Education

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

KISII UNIVERSITY

2014
DECLARATION

DECLARATION BY THE STUDENT

I hereby declare that this is my original work and has not been presented in this or any other university for the award of any degree.

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DEDICATION

I wish to dedicate this thesis to my husband Prof. Timothy Sulo for having inspired me, to my daughters Faith and Mercy, sons Milton and Bethwel for their patience when I was never there for them. To my parents Peter and Sally, thank you for laying the foundation of my education.
ACKNOWLEDGEMENT

I wish to acknowledge the entire staff of the Department of Education Foundations, Psychology and Counseling, Kisii University, for their sincere and honest support since I enrolled for my studies. Special thanks to my University supervisors Dr. Tom Nyang’au and Dr. John K. Chang’ach for their tireless and invaluable effort in guiding and supporting me during the entire research process, from the proposal development to the thesis writing stage. I am heavily indebted to them.

A word of credit is extended to the principals of the schools from which I collected data, especially for taking their time to fill in the questionnaires. I also wish to thank the teenage mothers and their parents for allowing me time to sit with them and provide information that was very valuable in this study.

I also appreciate my fellow colleagues for sharing with me useful ideas during the entire thesis writing. My family members demonstrated unwavering belief in me. Their love and support saw me through the difficult phases. Honour and thanks go to the almighty God for His mercy, care, strength and guidance during the entire period of the postgraduate programme.
ABSTRACT

The Government of Kenya has sought to address the challenges facing the education of the girl child through a range of policy initiatives. The introduction of the re-entry policy in the mid 1990’s for instance was initiated to address the high drop out rate among the girls. In spite of such policies, 10,000 to 13,000 girls are estimated to drop out of school annually due to pregnancy alone. Furthermore, all these efforts that support girl child education are devoid of a parent’s participation who is a key stakeholder in the education of a child. Parent participation in Kenyan schools is still low and seems to be restricted to the provision of finances and basic facilities and serving on mandated school-parent bodies. The purpose of the study was to examine the barriers to effective parental participation in re-admission of teenage mothers in secondary schools in Wareng’ Sub-county. The specific objectives of the study were to: investigate the student-based factors that inhibit parental participation, examine household factors that hinder parental participation and find out school-based factors that influence parental participation in the re-admission process of teenage mothers in sub-county public secondary schools. The study was embedded on Albert Bandura’s Self Efficacy Theory and Hoover-Dempsey and Sandler (1997) Model of Parental Involvement. Data from teenage mothers and other targeted groups were obtained in a descriptive survey design through questionnaires for head teachers and interviews for teenage mothers and their parents. The sample was made up of 74 respondents with 23 teenage mothers, 23 parents of the teenage mothers and 28 head teachers. The study employed saturation sampling technique to select the 28 head teachers who are the major decision makers in teenage mother re-admission. Purposive and snowball sampling techniques were used to enable the selection of both the girls who had recently dropped out of school and their parents in Wareng’ Sub-county. Data were organized and analyzed in tables and percentages and discussed under various themes. The study findings revealed that barriers to parental participation were teenage mothers’ unwillingness to return to school, the schools’ failure to adequately sensitize parents of teenage mothers and lack of follow up on teenage mothers who were at home. Parents’ attributes such as age, education levels, socio-economic status, negative attitude towards the girl child and parents’ health status significantly influenced parental participation in teenage mother education. The study recommends deliberate actions by head teachers to involve parents of the girl from the time a pregnancy is detected by having frequent counseling sessions for the girl and also the parent. Head teachers should also consider setting up gender responsive guidance and counseling programs that target teenage mothers so as to support them from the time they are spotted through the time they will be released to go home. This should make teenage mothers feel accepted and build a high self-esteem that should make them want to come back to school after the delivery of a baby. The Ministry of Education should inform head teachers on the Re-entry policy and highlight on the role of parents in the re-admission process. These recommendations will help in developing policies geared towards active parental involvement in girls’ education.
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.U.W</td>
<td>American Association of University Women</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune-Deficiency Syndrome</td>
</tr>
<tr>
<td>C.D.F</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>F.A.W.E</td>
<td>Forum for Africa Women Educationists</td>
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<td>F.D.S.E</td>
<td>Free Day Secondary Education</td>
</tr>
<tr>
<td>F.P.E</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>G.o.K</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>M.O.E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>M.O.E.S.T</td>
<td>Ministry Of Education, Science and Technology</td>
</tr>
<tr>
<td>NCSET</td>
<td>National Center on Secondary Education and Transition</td>
</tr>
<tr>
<td>NPTA</td>
<td>National Parent Teacher Association</td>
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<tr>
<td>P.T.A</td>
<td>Parents-Teachers Association</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 3.1: Sample Frame of the Respondents .................................................................25
Table 4.1: Head teachers’ opinion on why Teenage Mothers do not seek re-admission ....38
Table 4.2: Head teachers’ opinion about teenage mothers in schools .............................42
Table 4.3: Head teachers’ actions on teenage mothers who are at home .......................46
LIST OF FIGURES

Figure 1: Gender of Parents ......................................................................................30
Figure 2: Occupation of Parents .............................................................................32
Figure 3: Age of Parents .........................................................................................33
Figure 4: Parents’ Educational Level ......................................................................35
Figure 5: Head teachers’ awareness on re-entry policy ...........................................44
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Specific Objectives of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Research Questions</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.8 Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.9 Assumptions of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.10 Theoretical Framework</td>
<td>7</td>
</tr>
<tr>
<td>1.10.1 Self-Efficacy Theory (SET)</td>
<td>7</td>
</tr>
<tr>
<td>1.10.2 The Hoover-Dempsey and Sandler (1997) Model of Parental Involvement</td>
<td>9</td>
</tr>
<tr>
<td>1.11 Operational Definition of Terms</td>
<td>11</td>
</tr>
<tr>
<td>CHAPTER TWO: LITERATURE REVIEW</td>
<td>12</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.2 Student-based factors that Inhibit Parental Involvement</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Household factors that hinder Parental Involvement</td>
<td>17</td>
</tr>
<tr>
<td>2.4 School-based factors that influence Parental Involvement</td>
<td>20</td>
</tr>
<tr>
<td>CHAPTER THREE: METHODOLOGY</td>
<td>23</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>23</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>23</td>
</tr>
</tbody>
</table>
3.3 Study Area.............................................................................................................. 23
3.4 Sampling Size and Sampling Techniques......................................................... 24
3.5 Reliability .............................................................................................................. 25
3.6 Validity ................................................................................................................ 25
3.7 Data Collection Sources .................................................................................... 26
   3.7.1 Primary Sources of Data............................................................................... 26
   3.7.2 Secondary Sources of Data........................................................................... 26
3.8 Data Collection Instruments ............................................................................. 27
3.9 Data Analysis ....................................................................................................... 27
3.10 Data Collection Procedures ............................................................................. 28
3.11 Ethical Considerations ..................................................................................... 29

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS ............................................................ 30
4.1 Introduction .......................................................................................................... 30
4.2 Demographic Information .................................................................................. 30
4.2.1 Gender of Parents Involved .......................................................................... 30
4.2.2 Occupation of Parents .................................................................................. 31
4.2.3 Age of Parents ............................................................................................... 33
4.2.4 Parents’ Educational Level ............................................................................ 34
4.3 Other household characteristics and their influence on teenage mother education... 35
4.4 Student-based factors that Inhibit Parental Participation in Re-admission Process of Teenage Mothers ............................................................. 39
4.5 School-based factors that Influence Parental Participation in Teenage Mother Re-admission........................................................................................................ 43

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ......................................................... 48
5.1 Introduction .......................................................................................................... 48
5.2 Summary of the Findings ................................................................................... 48
   5.2.1 Student-based Factors that inhibit Parental Participation............................. 48
   5.2.2 House-hold factors that hinder Parental Participation ................................. 49
5.2.3 School-based factors that influence Parental Participation .......................... 49
5.3 Conclusions ........................................................................................................... 49
5.4 Recommendations ................................................................................................. 50
5.5 Suggestion for Further Study .............................................................................. 50
REFERENCES ............................................................................................................. 52
APPENDICES ............................................................................................................. 61
APPENDIX 1: INTERVIEW SCHEDULE FOR PARENTS OF TEENAGE MOTHERS ................................................................. 61
APPENDIX 2: TEENAGE MOTHERS INTERVIEW SCHEDULE ....................... 65
APPENDIX 3: QUESTIONNAIRE FOR HEAD TEACHERS ................................. 69
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

In many parts of the world, the number of children attending school has increased tremendously in recent years. Enrolment of both boys and girls has gone up with the gap between the two closing in significantly, for instance in regions such as Latin America and the Caribbean (Muganda & Omondi, 2010).

In spite of the high enrolment, there are higher drop out and lower completion rates among girls (Gathigah, 2010). One of the factors that has contributed to this imbalance is the threat posed by teenage pregnancy among girls (MOE, 2009). It has been found to have a negative effect on the educational performance of both the mother and the infant.

The double role of being a mother and learner at the same time decreases the chances of the teenage mother’s educational success, because of increased responsibility (Davies, 2000). The US has the highest teenage birth (51.1% birth per 1000) compared to other developed countries. This is of a major concern and is a social, public, and health concern (Shaw et al., 2006). About 5% of US teenage girls aged between 15 and 17 give birth each year (Save a Child, 2001). According to Save a Child Report (2000), Sub Saharan Africa has the highest teenage birth in the world (143 per 1000 girls aged 15 to 19), where women tend to marry at an early age. Xinhua (1996) also reported that in Ghana, nearly 33.4% of recorded childbirths occurred to teenagers between ages 13 and 19. In a report released by CSA dubbed ‘Down the Drain’ which assessed the cost of teenage pregnancy and school dropout in Kenya, it is estimated that about 35 percent of girls between the ages of 16 and 20 are still in school, compared to about 50 percent of boys. It also reported that pregnancy accounted for 31% of all drop out cases.

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades (Samal, 2012). In a study carried out by Dawo and Simatwa (2010), all (100 %) respondents (head teachers, teachers, male and female
students) involved in the study suggested that it was important to involve parents in the girl child participation in education. The role of parents in the education of teenage mothers therefore is very instrumental since such girls having dropped out of school go back home and stay with their parents. According to Shaningwa (2007), teenage mothers, who live with a female adult are able to cope with schooling, because they have somebody they trust to take care of their babies while at school.

It is worth noting that schools’ involvement in the education of these girls is minimal, therefore parents should be actively involved in the lives of their daughters at such times so as to ensure that they go back to school and complete secondary education.

Studies on the role of parents has shown a consistent, positive relationship between parents’ engagement in their children’s education and student outcomes, such as lower drop out and truancy rates (National Parent Teacher Association, [NPTA] 2000). According to National Centre on Secondary Education and Transition [NCSET] (2006), middle school and high school students whose parents remain involved tend to, among other things, make better transitions, have increased motivation and better self-esteem, experience lower rates of suspension, have higher graduation rates and advance to post-secondary education. They also have decreased use of drugs and alcohol and fewer instances of violent behaviour. Engle (1989) suggests that students whose parents remained involved through high school were much more likely to complete college. Furthermore, research has also shown that parental attitude and support has a great deal of influence on girls’ participation and level of success attained in education (FAWE, 2009).

Family involvement is a key component of national educational policies. In the USA for instance, a new bill was introduced to the House of Representatives that recognizes the crucial role that families, and particularly parents, have on children’s academic achievement. The goal of the Family Engagement in Education Act of 2011 is to provide incentives for schools and districts to engage parents in children’s education with the
hopes of closing the achievement gap. Kenyan educational policy advocates for parental involvement, although its emphasis is mainly on better quality teaching and greater administrative efficiency (Kimu, 2011). A study by Juma, Waudo, Kamau and Mwirotsi (1999) in secondary schools further reiterates that in many schools in Kenya, the roles of the community and parents seem to be restricted to the provision of finances and facilities. It is worth investigating the barriers to effective parental participation in teenage mothers’ education.

Schools play a significant role in getting parents and family members involved in students’ education. The Hoover-Dempsey and Sandler (1997) Model of Parental Involvement explains that parents decide to participate when they perceive that the child and the school wish them to be involved. Dauber and Epstein (1993) state that the two most important obstacles to parents’ ability to become actively involved in their children’s education include school and teacher practices. NCSET (2006) supports this argument that teacher attitudes may be an obstacle to parental involvement. These studies however focused mainly on obstacles to parental involvement in the performance and achievement of children who are in school.

Research has also indicated that parents tend to be more involved in their children’s education only when the children are younger, especially in elementary school than they are in middle and high school. In part this occurs because teenagers often discourage their parents from coming to school (Eccles & Harold, 1996). Their behaviours therefore deter parents from getting involved. The current study however sought to find out whether teenage mothers who have already dropped of school and are at home, invite parental participation.

Inadequate time in some developed nations such as America and Canada has also been cited as one of the obstacles to parental involvement in school (Roberts, 2005a). Many families are on a tight schedule that allows for few additions to the list of commitments.
The current study however examined whether time is a factor in parental involvement in a teenage mothers’ education in a district in Wareng’ Sub-County.

In this study, parental involvement entailed the following activities: taking care of the teenage mother’s baby, reducing domestic chores to create study time for the teenage mother, paying fees, visiting schools, offering guidance and counseling, providing learning resources and a conducive learning environment at home, enforcing discipline, and being role models. The Free Primary and Secondary Education (FPSE) programmes initiated in 2003 and 2008 respectively were started by the government with the sole purpose of increasing access to education among the Kenyan child. In spite of all these efforts, dropout rates among the girl child are still high leading to high wastage, increased illiteracy and minimal gains. According to Masese (2007), despite the introduction of the re-admission policy of teenage mothers, there has been no major increase in the enrolment of girls in school. In Kenya, low community and parental participation are constraints in the development of education in general (Republic of Kenya, 2001).

1.2 Statement of the Problem

In an attempt to encourage girls’ education, The Ministry of Education in partnership with other stakeholders in Kenya, has put in place several targeted interventions, aimed at promoting girls and women attendance, participation and retention in schools and in education. The Gender Policy in Education is an example of such commitments. The policy addresses a number of gender concerns: making the learning environment conducive to both boys and girls, promoting gender sensitive curriculum, strengthening the capacity of both parents and educational personnel at all levels to address gender issues, strengthening legal and policy instruments to check gender violence, sexual harassment and child abuse, affirmative action in all allocation of bursaries, encouragement of admission of girls to universities, and appointment and promotion of qualified female education managers in schools and administrative levels, re-admission of school age girls who become pregnant while in school, affirmative policy on admission of girls to post-secondary institutions and lastly parity-based recruitment and
deployment in management/decision making positions. Provision of free sanitary towels in schools is also another measure. In spite of all these policies, there is still a higher drop out and lower completion rates among girls. It is estimated that between 10,000 to 13, 0000 girls drop out of school annually due to pregnancy alone. In 2011, for instance, there were 46, 927 male students who sat for the Kenya Certificate of Secondary Education examination more than the girls, with the national percentage ratio of boys to girls standing at 55:45. Overall, there were more boys than girls in 46 counties out 47, Uasin Gishu County where Wareng Sub-county is located was among the 46 counties. Furthermore, all the efforts that support girl child education are devoid of a parent’s participation who is a child’s first teacher, counselor, among other responsibilities. Furthermore, there is little documentation on challenges to parental participation in teenage mother education which is a key component in meeting the objectives of the re-entry policy. It is therefore imperative to investigate the barriers that hinder parental participation in the re-admission process of teenage mothers in secondary education.

1.3 Purpose of the Study

The general objective of this study was to evaluate the challenges of parental participation in promoting the re-admission of teenage mothers in mixed day secondary schools.

1.4 Specific Objectives of the Study

The specific objectives of this study were to:

i. investigate student-based factors that inhibit parental participation in the re-admission of teenage mothers in mixed day secondary schools in Wareng’ Sub-County, Uasin Gishu County.

ii. examine household factors that limit parental participation in the re-admission of teenage mothers in mixed day secondary schools in Wareng’ Sub-County, Uasin Gishu County.
iii. find out school-based factors that influence parental participation in the re-admission of teenage mothers in mixed day secondary schools in Wareng’ Sub-County, Uasin Gishu County.

1.5 Research Questions

The following questions guided the study:

i. What student-based factors inhibit parental involvement in the re-admission of teenage mothers in mixed day secondary schools?

ii. What household factors limit parental involvement in the re-admission of teenage mothers in mixed day secondary schools?

iii. What school-based factors influence parental involvement in the re-admission of teen mothers in mixed day secondary schools?

1.6 Significance of the Study

Findings of this study will have both practical and theoretical implications for the future of parental participation in education in Kenya. The findings will be helpful to parents as they will gain an insight on how important it is for them to be involved in the teenage mothers’ education failure to which dropping out will be inevitable. Similarly, schools will get to know how important it is to encourage the parents to get involved in teenage mothers’ education and also give the necessary guidance to the teenage mothers before and after delivery of the baby.

Additionally, the findings will go a long way in assisting educational policy makers to develop policies that inculcate more parental participation in education, thus minimize educational wastages among learners, especially the girl child. The findings of this study will also help educators understand the relationship between parental participation and teenage mother education. This will provide the basis for further research in girls’ education. Furthermore, the study will make further contribution to the body of knowledge and be used as a source material for further studies and reference.
1.7 Scope of the Study
The study was carried out in 28 mixed day secondary schools located in the rural setting. The respondents included parents of girls who had dropped out of school between 2003 and 2011, teenage mothers who had dropped out at the same period and 28 head teachers, in Wareng’ Sub-county.

1.8 Limitations of the Study
Few challenges were encountered during this study. For instance, the researcher did not have control over such issues as honesty of the respondents, stress, motivation, emotional outbursts and personal biases. However, the researcher created a good rapport with the respondents so as to ensure that they were objective and honest as much as possible. However, this limitation did not seriously diminish the validity of the study.

1.9 Assumptions of the Study
The study assumed that head teachers who were involved in the study were more knowledgeable and understood involvement of parents in their respective schools. The researcher also assumed that all respondents involved in the study would give honest information.

1.10 Theoretical Framework
This study was founded on Albert Bandura’s Self-Efficacy Theory and Hoover-Dempsey and Sandler (1997) Model of Parental Involvement. The theory and model serve as the cornerstone on which the study has been constructed.

1.10.1 Self-Efficacy Theory (SET)
Self-efficacy has been defined as a person’s belief in his or her ability to succeed in a particular situation. These beliefs are described as determinants of how people think, behave, and feel (Bandura, 1977). According to Bandura, there are four major sources of self-efficacy: social modeling, mastery of experiences, social persuasion and
psychological responses. Social persuasion as a source of self-efficacy for instance, states that people could be persuaded to belief that they have the skills and capabilities to succeed. According to this theory, people with a strong sense of self-efficacy develop deeper interest in the activities in which they participate and also form a stronger sense of commitment to their interests and activities. People with a weak sense of self-efficacy on the other hand, believe that difficult tasks and situations are beyond their capabilities and avoid challenging tasks. In regard to the study, parents’ belief that they could participate in a teenage mother’s secondary education was either reinforced or weakened by the school and teacher practices. The school and teacher practices therefore became a motivational or inhibiting factor of self-efficacy. In this study, schools’ failure to invite parents of teenage mothers so as to discuss the welfare of their daughters while at home and counsel and/or encourage them on the importance of supporting their daughters’ education undermined a parent’s sense of self-efficacy or self belief and capacity. In the study, 100% of the schools visited did not invite parents of teen mothers while still at home so as to find out about their welfare. Social persuasion as a source of self-efficacy in this case was lacking. Consequently, this could become an obstacle in the parents’ participation in a teenage mother’s education.

Mastery of experiences as a source of self-efficacy asserts that when people perform a task successfully, it strengthens ones self-efficacy and reinforces them. Failing to adequately deal with a task could equally undermine or weaken ones self-efficacy. In the current study, a parent’s past experiences of their daughters who have once been re-admitted after dropping out of school(as a result of pregnancy), only to get another baby before completing school, proved to be a source of such a parent’s weak self-efficacy thus the unwillingness to get involved in another teenage mother’s education.

Social modeling asserts that seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparable activities to succeed. Previous research accounts for negative parental attitude towards girl child education as one of the major causes of poor education among girls (Maina,
This study aimed at investigating the bottlenecks that parents encounter in the education of teenage mothers in secondary schools. It is apparent that with such negative attitudes and perceptions, parents tend to confirm their fears the moment there are more than one girl dropping out as a result of pregnancy. The end result therefore, is the failure to support teenage mothers in school.

Psychological responses such as our moods, emotional states, physical reactions and stress levels can play an important role in self-efficacy. Bandura also notes "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted". Additionally, by learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy. In this study, most parents got angry when they learned of their daughters’ pregnancy status. In fact some of the teenage mothers during the time of the interview were staying with their relatives because they were terrified by their parents’ hostility towards them. As a result, such parents’ ability to support teenage mother’s re-admission was hindered by the excess resentment they had towards their daughters. This was also an indicator on the schools’ failure to adequately prepare the parents.

However, Bandura’s theory was not exhaustive. Hoover-Dempsey and Sandler (1997) Parental Involvement Model supplemented the theory in that it clarified areas not detailed within Bandura’s theory. For example, the influence of student-based factors on parental participation.

1.10.2 The Hoover-Dempsey and Sandler (1997) Model of Parental Involvement

This model examines the process of parental involvement beginning with parents’ decision to become involved. The model explains that parents decide to participate when they understand that collaboration is part of their role as parents, when they believe they can positively affect their child’s education and when they perceive that the child and the school wish them to be involved. The model suggests that once parents makes the decision to participate, they choose specific activities shaped by their perception of their
own skills and abilities, other demands on their time and energy and specific invitations
to involvement from children, teachers and school. The model suggests that parents’
decision to become involved in their children’s education varies according to the
construction of the parental role, their sense of efficacy for helping their children
succeed, and the invitations, demands and opportunities for involvement presented by the
child and the school. Parental role definition is of primary importance because it
determines what type of activities parents will consider necessary when interacting with
their children. It is affected by their understanding of parental role and their views on
child development, child-rearing and home-support roles. If the school expects little
parental involvement, for example, parents will be less inclined to participate (Epstein
1.11 Operational Definition of Terms

**Challenges** – Socio-economic difficulties that parents face in support of teenage mothers’ education.

**Parent**- Refers to any family member or other adult, for example grandparent, stepparent, or someone standing in who plays an important role in the teenage mothers’ education

**Parental Participation** – A comprehensive and inclusive term that includes all types of parent behaviours at home and at school that promote teenage mothers’ completion of secondary education.

**Re-admission** – Allowing back of teenage mothers to schools to continue with their education.

**Teenage mother** – A girl who ought to be in school but because she got a baby she is now at home.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the study by providing a critique of the studies of other scholars in parental participation in education. The chapter further reviewed literature under the following sub-headings: Student-based factors that hinder Parental Involvement, House-hold factors that limit Parental Involvement and School-based factors that influence Parental Involvement.

Parental involvement and parental participation are used synonymously in studies to refer to the support of parents in school activities in and out of school for the benefit of the pupils (Kgaffe, 2001:9; Lanthu et al., 2003:1). Kimu (2011) describes parental participation as a wide variety of parental behaviours, some of which take place at home while others take place at school. They entail the following: working in the children’s canteen, fulfilling children’s basin needs, providing developmental support for teachers, attending school social activities, supervising children on school excursions, helping with homework, making decisions on the nature of the curriculum amongst others.

For the purpose of this study, parental participation was used to mean a comprehensive and inclusive term that includes all types of parent behaviours at home and at school that promote teenage mothers’ re-admission and completion of secondary education.

A large body of literature asserts that parental involvement benefits children’s learning (Chavkin, 1993; Eccles & Harold, 1993; Epstein, 1989, 1994; Hess & Holloway, 1984; Hobbs et al., 1984; U.S. Department of Education, 1994) and another body contends that the level of parental involvement is related to, or a predictor of, school success (Eccles & Harold, 1993, 1994; Epstein, 1991). Parental participation has also been associated with school success of adolescents. Duncan (1969), for example, compared the attendance, achievement and drop-out rate of two junior high classes. In one class, students’ parents had individual meetings with counselors before their children entered junior high school.
In the other class, students’ parents did not meet with the school counselors. After three years students whose parents had met individually with the school counselors had significantly higher attendance, better grade point averages, and lower drop-out rates. Notwithstanding the existing corpus of research on this topic, further research is needed that examine the challenges of parental participation in teenage mothers’ education.

Traditionally, teaching has been viewed as the exclusive job for the experts in the education sector (Bridgemohan, 2002). As a result, parental involvement which is considered as one of the most important contributors to school completion and success has not been enough (NCSET, 2006). In the recent past, schools have shifted from restricted professionalism to open a debate on actual parental involvement in school life, which has enabled closer ties to be developed between the home and the school, translating into enhanced attendance and higher academic achievement (Kimu, 2011). Many governments now have legislation to ensure that parents are more involved in their children’s education more than before (Naidoo, 2005:28; Friedman, 2011:1). In the USA for instance, a new bill was introduced to the House of Representatives that recognized the crucial role that families, and particularly parents, have on children’s academic achievement. The goal of the Family Engagement in Education Act of 2011 is to provide incentives for schools and districts to engage parents in children’s education with the hopes of closing the achievement gap.

In Kenya various directives that support development of parent-school partnerships have also been issued. A Presidential Directive of 1979 empowered parents to get involved in school activities through Parent-Teachers’ Association (PTA). The Kamunge Report of 1979 urged every school in Kenya to have a PTA with the following responsibilities: create closer relations between teachers and parents; provide a forum for discussions for all aspects concerning the school and its activities; provide opportunities for exchange of views among teachers, parents and Board of Governors; to further parents interests in their children’s education; and provide funds for development and management. This was a bold move that was aimed at bridging the gap between parents and teachers and
strengthening their partnerships. Parental participation in the education of teenage mothers cannot be underestimated either. According to Shaningwa (2007), teenage mothers, who live with a female adult are able to cope with schooling, because they have somebody they trust to take care of their babies while at school. The author further indicated that teenage mothers, who are in boarding schools, succeed mostly, because they are not always in contact with their babies and therefore do have time to study. However, research findings in Kenyan primary and secondary schools reveal minimum levels of parental involvement and parent-teacher partnerships. A study by Juma, Waudo, Kamau and Mwirotsi (1999) in secondary schools suggests that in many schools in Kenya, the roles of the community and parents seem to be restricted to the provision of finances and facilities. It was necessary therefore to investigate the barriers to parental participation and more so in teenage mothers’ secondary education.

In many parts of the world, the number of children attending school has increased tremendously in recent years. In Sub-Saharan Africa, Kenya included, enrolment at primary level is almost the same for both boys and girls. In spite of the high enrolment, there are higher drop out and lower completion rates among girls (Gathigah, 2010). For instance, the number of girls sitting for Kenya Certificate of Secondary Examination (KCSE) has continuously remained lower compared to that of boys. For instance, in the KCSE results of 2011, there were 46,927 male students who sat for the examination more than girls, with the national percentage ratio of boys to girls standing at 55:45. Overall, there were more boys than girls in 46 counties out of 47 (Kenya National Examination Council, 2014). One of the factors that has contributed to this imbalance is the threat posed by teenage pregnancy (MOE, 2009). Teenage pregnancy is one of the major contemporary social problems confronting most countries in the world today. It has been found to have a negative effect on the educational performance of both the mother and the infant. The double role of being a mother and learner at the same time decreases the chances of the teenage mother’s educational success, because of increased responsibility (Davies, 2000) From the first world countries such as the United States to the third world
countries, this problem has been a source of worry for policy makers, social workers and other human service providers due to its negative repercussions on the girl-child (Grunseit, 2007). In 1997, Grunseit found that the USA had the highest rate of adolescent pregnancy compared to any other developed nation. In addition, he stated that every year more teenage girls become pregnant, many younger than 17 years old. Xinhua (1996) also reported that in Ghana, nearly 33.4% of recorded childbirths occurred to teenagers between ages 13 and 19. In a report released by CSA dubbed ‘Down the Drain’ which assessed the cost of teenage pregnancy and school dropout in Kenya, it is estimated that about 35 percent of girls between the ages of 16 and 20 are still in school, compared to about 50 percent of boys. It also reported that pregnancy accounted for 31% of all dropout cases. Cunningham and Boult (1996, in Gyan, 2013) asserted that teenage pregnancy has a lot of social consequences which include school drop-out or interrupted schooling, falling prey to criminal activity, abortion, ostracism, child neglect, school adjustment difficulties for their children, adoption, lack of social security, poverty, repeated pregnancy and negative effects on domestic life. Power et al., (2002) and Whitty (2001) concur that teenage motherhood may disrupt education, and low educational attainment and lower levels of attendance in post-compulsory education are associated with worse employment prospects and lower incomes. Given that teenage pregnancy adversely affects educational attainment of the girl child, it was necessary to investigate the role of the parent and the barriers to their effective participation in the secondary education of teenage mothers, hence the strength of the study.

2.2 Student-based factors that Inhibit Parental Involvement

Student-based factors are likely to play an important role in teenage mothers’ possibility of re-admission in school because once a teenage mother does not want to go back to school, re-admission may never be realized despite the parents’ willingness to take them back to school and the school’s readiness in accepting to re-admit her. Research has shown that some adolescent girls desire to become pregnant. One study showed that 67 per cent of married adolescents in Sub-Saharan African want to be pregnant or are
intentionally pregnant (Guttmacher Institute, 2010). In places where the culture generally idealizes motherhood, pregnancy may be seen by an adolescent as a means of gaining status or becoming an adult. It may also be perceived by girls as a means for escaping abusive families (FAWE, 2009). A study carried by UNFPA among the low-income households and members of a disadvantaged minority in the U.S suggests that some girls may want a baby to love (and to love them). They may believe that a baby will strengthen their ties to their partner. Furthermore, if their peers have babies, they may want one too. They may want to demonstrate that they are responsible and mature enough to be a mother. If they feel they have no other options, they may feel they have nothing to lose and possibly a few things to gain: a baby, a relationship, status (2013). These studies do not reveal the involvement of parents in the education of these girls, hence the strength of this study.

A study by Forum for Africa Women Educationists (FAWE, 2009) on parents’ and community attitudes towards girls’ participation in and access to education and science, mathematics and technology subjects, indicated that gender roles as domestic chores done by girls in the long run undermine their performance in education. This study which was carried out in Ghana, Tanzania and Cameroon only examined the impact of gender roles on performance of science, mathematics and technology subjects. FAWE however does not assess the influence of gender roles in the education of girls who have babies because they fall in the category of students with special needs and are in need of special attention.

A girl’s willingness to go back to school is yet another factor that might contribute to a parent’s lack of participation especially in ensuring that she is re-admitted in school. Without her personal drive and commitment to be re-admitted however, parental participation may be restricted. Kamara (2011) outlined social rejection and psychological torture as one of the challenges facing teenage mothers in secondary schools. It is worth noting that Kamara’s study focused on teenage mothers who were already in school. The current study sought to investigate perceived challenges of teenage
mothers who were at home and did not seek re-admission, hence inhibiting parental participation.

Previous studies have established a correlation between body image and self-esteem among early adolescent age groups. This correlation is even much stronger for girls. It is indicated that for girls, "the way I look" is the most important indicator of self-worth (American Association of University Women, [AAUW] 1994). According to Davidson and McCabe (2006a), a poor body image may hamper adolescents' development of interpersonal skills and positive relations with other boys and girls. Furthermore, during adolescence, there is a possibility of heightened self-awareness and concerns of how an adolescent girl's peers portray her (Davidson et al., 2006b). However, these studies only discuss self-esteem and body image in relation to an adolescent who is basically struggling with the physiological changes that come with this stage. It does not mention teenage mothers who are both adolescent and also dealing with the physiological changes that come with motherhood, hence the strength of this study. The question that one may pause is, what factors among teenage mothers affect parental participation in the re-admission process?

2.3 Household factors that hinder Parental Involvement

The National Parent Teacher Association (NPTA) in the U.S has developed a document that describes barriers that typically keep families from school involvement. They include inadequate time needed to establish effective partnerships, school organizations and practices that do not favour family participation, lack of information on how school staff and parents should work together, differences in educational level, language and cultural styles between parents and school staff, and finally lack of external support for family-school partnerships (NPTA, 2000).

Reviewed literature has shown that the main factors affecting parental participation are parents’ level of education, gender, rural-urban contexts (Christenson, 2004; Keyes, 1995; Wawire, 2006; Katerina, 2001; Teklemarian, 1996). Ndani (2008) also identified
lack of encouragement or invitation, lack of awareness on the need of involvement, unwillingness to interfere with teachers, parents’ unavailability, poverty, sex, academic qualifications, initiation of FDSE, rural-urban settings and feeling of lack of ownership of schools. Stevenson and Baker (1987) also highlighted educational level of parents as a major barrier to the school involvement. Furthermore, Eccles and Harold (1993) also found out that less educated parents shift their attention away from school because they feel inadequate to help their children with homework. Ashby (2006) also found that a parents’ lack of education or skills (academically or socially) could greatly affect their willingness to participate in family-school partnerships. Bemek and Cornely (2002) also came to the same conclusion.

The same views are supported by Hoover-Dempsey (1995) who also found that parents who feel they had inadequate skills or education were also less likely to become involved if they think their efforts will not positively affect their children’s schooling. Also, they may feel the partnerships make them look inadequate alongside well-educated teachers. Dauber (1993) found that there is a significant correlation between parental education and parental reports of involvement in their teens learning at home. Parents who had more formal education were more likely to report being involved with their teens learning at home that were parents who had less formal education. Keith (2002) in her study also found that many parents with higher educational attainment and more income volunteer and support school events more. It is worth noting that most of these studies were biased towards parent partnerships in academic achievement of children who are in school. It was necessary to establish the challenges affecting parents of teenage mothers who were at home.

The gender of the parent(s) and its impact on education has been studied numerously (Radin, 1972; Roopnarine et al., 2006). Research indicates that fathers’ involvement in their children’s education is related to higher intelligence scores (Radin, 1972) and that increased paternal involvement in education is related to increased academic abilities (Roopnarine et al., 2006). Goldman further indicates that fathers’ involvement is
important not only when a child is in primary school but also when they are in secondary school and regardless of the child’s gender (2005). There is further evidence that father’s interest and involvement in their children’s learning is statistically associated with better educational outcomes. Ndani (2008) found that women were more involved in school activities than men although their participation was in activities they were invited for. The current study sought to find out the effect of parents’ gender on teenage mother secondary education.

In South Africa, a study carried by Human Science Research Council (HSRC) in 2009 found that many mothers wanted their teenage daughters to become mothers so that they could have a baby at home again (Chauke, 2013). Another study by Ritcher and Mlambo (2005, in Chauke) in South Africa, found that some parents saw child bearing as a status and encouraged their children to have babies. These studies indicate that parents have a role in teenage pregnancies. The current study sought to find out the role and challenges of parents in teenage mothers’ secondary education.

In 2005, a Kenyan survey found that most teachers and principals attributed the lack of parental involvement to the parents themselves. Parents were not aware of their responsibilities as parents, and they were not concerned about the quality of education provided to their children. Teachers in one school complained: “The government should clarify the role of parents as they are not taking anything the teachers tell them seriously” (Republic of Kenya, 2005:62). The re-entry policy stipulates the role of parents in the re-admission process of teenage mothers. The current study sought to find out whether schools understand these roles and consequently spell them out to parents when they discharge their daughters.

Based on the available information most studies in the USA tend to look at the role of parents within the school and at home, often focusing very closely on links to student academic development (Hoover-Dempsey & Sandler 1997; Epstein, 2001). Similarly, in Canada, Rogers (2009) affirms this by arguing that researchers have been turning ‘with
increasing frequency’ in recent decades to the role of parents in the school achievement of children. It is also worth noting, that most of these researches conducted in USA and other Western jurisdictions such as Canada are done where more supportive structures often exist to facilitate parental participation. The current study however, sought to find out challenges in parental participation in the readmission of teenage mothers in an African setting where most parental roles are geared towards financing education. It was necessary to investigate and establish whether the said factors affect parental participation in teenage mothers’ education in Wareng’ Sub-County.

2.4 School-based factors that influence Parental Involvement

Schools play a significant role in getting parents and family members involved in students’ education. Lucaz, Henze and Donato (1990) established that schools play a central role in determining levels of parent involvement in students’ learning. In a study of six high schools in California and Arizona that were providing an environment in which language minority students and others achieve academic success, the study found out that schools actively encouraged parent involvement. Through newsletters, parent advisory committees, parent nights and student-parent-teacher conferences, the high schools fostered families’ active participation in their teens’ education. Henderson (1988) and Gianzero (2001) further reiterated that when schools work together with families to support learning, children tended to succeed not just in school, but throughout life as well.

International human rights law, to which Kenya is a signatory, stipulates that governments and parents have different obligations, which, when combined, can achieve children’s right to quality education (Kimu, 2011). However, details on how parents should contribute to education are largely left to national policy-makers and decision-makers. Other than getting parents and family members involved in students’ education, schools are also mandated with the implementation of the policies that have been put in place (Action Aid, Uganda 2009). In its efforts to achieve Education For All (EFA), Kenya has enacted various educational legislations in pursuit of this important international convention. One such policy is the educational re-entry policy for girls after
teenage pregnancy. This policy was meant to promote the education of girls and help the
country towards the attainment of education for all Kenyans. This policy was introduced
in 1994 to support young mothers to continue schooling after delivery (Republic of
Kenya, 1994). Through this policy, the government hoped to increase the number of
young mothers who continued schooling after delivery.

Despite the introduction of the re-entry policy there has not been a major increase in
enrolment of girls in schools. This scenario is confirmed by the research carried out by
the Forum for African Women Educationalists which indicates the persistently low levels
of girls’ participation in education as compared to boys (FAWE, 2001). Masese (2007)
also confirms that despite the introduction of re-entry policy, there has been no major
increase in the enrolment of girls in school. The guidelines on re-entry policy include:
Girls who become pregnant should be admitted back to school unconditionally, head
teachers, District and Municipal Education Officers should be directed to assist such girls
to join other schools to avoid psychological and emotional suffering, intensive counseling
should be provided to the affected girls, parents, teachers and other girls in school.
Furthermore, once a girl is sent home, the parents should be summoned to the school and
receive some counseling, thereafter they should take their daughter home. Finally, the
policy directs that parents should seek re-admission of their daughters to school after the
baby is weaned and the head teacher should provide the necessary help in this regard. The
re-entry policy has been reviewed in an attempt to make the policy and its guidelines
more relevant and attract more young mothers back to school. For example, a gender and
education policy developed in 2003 revisited the 1994 policy making provisions for the
re-admission of girls who become pregnant while still in school, and even enabling them
seek a place at a different institution to the one they originally attended to, to avoid being
stigmatized. However, an earlier study carried by FAWE (2001) in Kenya found that
though the re-admission strategy has been pronounced, it has been left to the discretion of
the head teachers and school boards to decide whether to re-admit the girls or not. The
Forum then concluded that in the event that the head teacher or school boards do not
value girls’ education then the girls seeking re-admission suffer. The current study sought
to find out the extend of the implementation of the return-to-school policy and particularly assess the role of a parent when his/her daughter gets pregnant in school.

Research has shown that parents’ expectations of educational outcomes can also determine how much they are willing to participate in their children’s education. Kenya’s curriculum, just like some African nations, is focused on literacy and numeracy, and the mode of evaluation is mass testing (Institute of Education, London and Action Aid, 2009). In a study carried out in four countries namely Burundi, Malawi, Senegal and Uganda, Institute of London and Action Aid found out that parent’s perception that schools were not forming well-rounded, empowered individuals with skills to enter the formal labour market, explained why despite having a positive view of education in general, many questioned the value of sending their children especially girls to school because they felt that what was offered was too oriented towards testing and not practical or relevant enough to improve livelihoods and form rounded individuals. Fewer parents therefore saw the need of engaging in their children’s education. In Kenya however, the over enrolment in primary schools and the ever increasing demand for private schools, colleges and universities is an indicator that parents appreciate education and its impact on the lives of their children. The current study therefore sought to find out whether the content offered in the Kenyan school curriculum was a challenge to parental involvement in as far seeking re-admission for the teenage mothers in Wareng’ Sub-county.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the specific procedures that were used in data collection. The chapter focuses on the research design, study area, sampling procedures and size, reliability, validity, data collection sources, research instrumentation and data analysis and presentation.

3.2 Research Design

The study adopted a descriptive research design. Kothari (2004) has defined research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This type of design is used to describe characteristics or variables in a population by obtaining information on beliefs, variables, or attitudes reported on a survey. In this study, it was appropriate because it was used to get attitudes, views and opinions about events, individuals or procedures. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 2004). Kerlinger (1969), also points out that descriptive surveys are not only restricted to fact finding but may offer result in the formulation of important principles of knowledge and solutions to significant problems. In the current study, the challenges in parental participation in teenage mothers’ education were established and recommendations made. Furthermore, descriptive studies collect information by interviewing or administering a questionnaire to a sample of individuals which, was the case in the current study.

3.3 Study Area

This study was carried out in Wareng Sub-county, in Uasin Gishu County. It lies 40 kilometres along the Eldoret-Nairobi highway to the south and the Kipkaren River from near Burnt Forest Township all the way to the outskirts of Eldoret town. This setting was
preferred because previous research on teenage sexuality revealed that the highest number of teenage pregnancies has been recorded in rural areas more than urban where the majority of the students attend rural schools (Yungungu, 2005; Gichure, 1997; Chege & Okumu, 1993). There was need therefore to investigate the participation of parents in the education of teenage mothers in a rural setting. This implies that district public schools were an appropriate site for carrying out research among teenage mothers in Wareng District as the majority of them fall in rural areas. The households involved were also sampled from the rural setting. Wareng district has twenty eight district public schools, among which sampling was done.

3.4 Sampling Size and Sampling Techniques

Stratified sampling was used to identify County District Schools among the Extra County and private schools. A current list of schools in the Sub-County was obtained from the County Education Office. The mixed day public secondary schools formed 80% of the total schools in the district hence providing an effective sample. The study then utilized saturation (census) sampling technique to select head teachers of the 28 mixed day secondary schools in Wareng Sub-County. This was because the target population was so small to take a sample (Mugenda & Mugenda, 2003). These schools are within the rural set up where a high rate of teenage mothers has been identified by earlier scholars.

Teenage mothers were identified by use of purposive and snowball sampling techniques. This was achieved through the help of the head teachers to reach the girls who had recently dropped out of school who consequently identified other teenage mothers who were at home together with their parents. The techniques enabled the selection of girls and parents who had the requisite information of the study.

Summatively, the sample size consisted of 28 schools, represented by their head teachers, 23 teenage mothers and 23 parents making a total sample size of 74 respondents.
Table 3.1: Sample Frame of the Respondents

<table>
<thead>
<tr>
<th>Name of unit</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of drop out girls</td>
<td>23</td>
</tr>
<tr>
<td>Drop out girls</td>
<td>23</td>
</tr>
<tr>
<td>Head teachers</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

*Source: Author, 2014*

### 3.5 Reliability

Reliability is the measure of the degree to which a research instrument yields similar results after repeated trials (Mugenda & Mugenda, 2003b). The researcher carried out a pilot study among head teachers in three Sub-County schools in Eldoret East Sub-County, a Sub-County similar to the actual area of study. The purpose of the pilot study was to find out the weakness, if any, that might be found in the research instruments and check on the clarity of the questions or the items on the questionnaire. Reliability was sought in using a variety of questions in the interviews to acquire balanced data. There were demographic, knowledge, experience, opinion or value and feeling questions characteristic of qualitative research (Fraenkel & Wallen, 2000). Structured questions from the interview schedule involved prompts that enhance interpersonal communication by encouraging respondents to freely respond to questions.

Reliability was tested qualitatively through the responses from both the girls and their parents. A mark of reliability was confirmed when the parents’ responses tallied with that of their daughters in most issues.

### 3.6 Validity

Validity refers to the extent to which the data collection instruments measures the intended phenomena it was designed to measure. It refers to the extent to which an instrument can measure what it ought to measure (Orodho, 2003).
To achieve validity, the researcher sought assistance from the experts in the department of Education Foundations, Kisii University, who were the supervisors of the study to scrutinize the items in the data collection instruments to ensure it measures what the researcher intends to capture. Their suggestions and clarifications were used to improve the instruments designed. The information collected from the parents and the female students was consistent.

Methodological triangulation was also employed to check the validity of the instruments. Triangulation is a multi-method approach where multiple sources of data or multiple methods are used to confirm the emerging findings (Merriam, 1998). According to Cohen and Manion (1994), one of the advantages of triangulation is that it allows for the collection of the witness’ account of the event, which was very practical in this study.

3.7 Data Collection Sources

The study utilized both primary and secondary sources of data from field and literature review.

3.7.1 Primary Sources of Data

Primary data was collected from selected parents whose daughters had dropped out as a result of pregnancy, and selected drop-out girls who schooled in mixed secondary day schools. The data collected included the parents’ ages, gender, educational levels, parent’s willingness to take teenage mothers back to school, school’s willingness to re-admit the teenage mother, teenage mother’s willingness to go back to school and parent’s marital status. The variables were then analyzed to reveal their influence on teen mother retention in school.

3.7.2 Secondary Sources of Data

Secondary data was obtained from journals, internet, theses, library, newspapers, related studies among other relevant sources. Statistics of female students who attended mixed
day secondary schools and have dropped out was also obtained from the official records of head teachers.

3.8 Data Collection Instruments

Data collection was done using questionnaires and interviews. The personal interviews were appropriate when collecting material from the selected parents as the language of the interview could be adapted to the educational levels of the parents. Furthermore, interviews were deemed appropriate as this allowed the use of probing questions. Interview schedules were also used on the girls to get their feelings, opinions and attitudes. Interviews were also considered appropriate when contacting the girl drop outs as this allowed for personal information to be easily obtained. Demographic, opinion and attitude questions were also used in the interview schedules. Observations were also made to note body language and other gestural cues that lend meaning to the words of the parents and the teenage mothers.

Structured questionnaires were used to collect data from head teachers. Both demographic and knowledge questions were included in the questionnaires. Both quantitative and qualitative data was collected for the purposes of this study.

3.9 Data Analysis

After all data was collected, the researcher conducted data cleaning, which involved identification of inaccurate responses, which were corrected to improve the quality of the responses. Owing to the methodological triangulation in data collection, triangulation in data analysis was found most appropriate. This research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information. The analyzed data were presented as readable narrative descriptions and their accompanying interpretations. In line with Curtis, Gesler, Smith and Washburn (2000) and Kemper, Stringfield and Teddie (2003) suggestions, a thick description, with the provision of a sufficient amount of data in the informants’ own words was used during the reporting of
the results, so that readers would be able to make their own assessments of challenges facing parental involvement in teenage mother education in Kenya. This added validity and conviction to the results (McGrath, 2007). Where possible, a balance of quotes was provided so that no participants were either over quoted or omitted. Furthermore, the editing of interviewees’ responses was kept to a minimum. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. On the other hand, simple descriptive statistics were employed to analyze quantitative data. It included frequency counts and percentages. Some data was also coded and entered in the computer for analysis using Statistical Package for Social Sciences (SPSS) version 17.0. The results of data analysis were presented using frequency bar graphs and pie charts.

3.10 Data Collection Procedures

The researcher visited the selected Sub-County secondary schools where she introduced herself and explained the reason for her visit. The questionnaires were then administered to the head teacher by a direct method which involved the giving out of questionnaires directly to the head teacher and waiting until s/he completed. Preliminary procedure assured respondents of confidentiality since none was compelled to write down his/her name on paper, nor the name of the school. The completed questionnaire were later handed in and checked for errors before collection.

The head teacher was then asked to assist trace the homes of the teenage mothers who had dropped out of school. With the help of other students in the school, the researcher managed to trace the teenage mothers who in turn helped to trace other teenage mothers. Considering the fact that the whole issue of teenage pregnancy is a sensitive and touchy one, the researcher had to create a very good rapport with the parents and their daughters in their homes for them to accept to be interviewed. In two instances, the researcher had to buy milk and sugar for the family because they reported not to have eaten for a while.
Individual interviews as well as direct observations were used to explore parents’ perspectives concerning parental involvement in teenage mother education. Teenage mothers were also interviewed and direct observations made as the researcher sought the information on their parents’ involvement in their re-admission process.

3.11 Ethical Considerations

In this study the privacy, anonymity and confidentiality of participants was assured and maintained at all costs. Participants’ identities were protected and their responses were used for the research purposes only. The information from participants was stored safely and only accessed by the researcher. I had to explain the importance of my research to the parents and their daughters and further sought permission from them to allow me interview them and daughters.

The willingness to adapt and listen to concerns helped to create a stronger link with participants and establish trust between us. For example, my willingness and readiness to listen to the concerns that the young mothers were raising could have made them to trust me and open up and narrate more about their experiences in relation to schoolgirl pregnancy. Silverman (2010) notes that luckily, following ethical guidelines can inadvertently sometimes enhance the analytic coverage of a research study. However, I found myself in a difficult situation of being unable to assist the young mothers realize their dreams of returning to school. This was experienced especially in situations that the girl was willing to go back to school but due the parents’ unwillingness she could not. Furthermore, the teenage mothers had greater expectations and the explanation on the limitations of providing reward or payment for participation in research did not stop them from asking for financial assistance in the form of bursaries to enable them return to school. I had to explain to them the importance of my research in highlighting their plight and in drawing the attention of the policy makers and the government to the role of parents in their re-admission process re-entry policy with the aim of improving it.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the qualitative and quantitatively analyzed data for the study. During the discussions, applicable verbatim quotes extracted from the raw data were used to illustrate important findings. Findings and discussions relating to student-based, household and school-based factors that influence parental participation in teenage mother re-admission are presented while making a comparison of the findings with those of other studies.

4.2 Demographic Information

Demographic characteristics of the respondents were analyzed in terms of gender, occupation, age and educational level. All these characteristics remained fundamental to the discussion and interpretation of socio-economic factors.

4.2.1 Gender of Parents Involved

The majority of the parents interviewed were female. This is indicated in Figure 4.1 where 66.67% of parents were female, while the male represented 33.3%.

Figure 4.1 Gender of Parents
Source: Author, 2014
In households where both parents were present, the males were hesitant in participating in the interview; instead they preferred the female parents to be interviewed. Negative attitude that many male parents had towards the education of girls was evident, more so towards teenage mothers. This was clearly captured in a male parents’ words, “It is better to educate a boy because most girls are very foolish, they get themselves pregnant and bring more mouths to feed...Why should I waste my money?”

This belief was also in the knowledge of the teenage mothers as some parents would out rightly tell them that they could not be sent back to school for fear that they would repeat the same, hence wasting their money. Most African families being patriarchal means that decision making and material support are directed and given by the male. Even where the mother is willing and able to support the teenage mother, her decision and willingness is thwarted by the husband, whose word is always final.

Another reason that explained the lesser representation of males is the fact that most teenage mothers reported being of single families. Seventy percent (70%) of the teenage mothers were daughters of single mothers. These findings are consistent with several other studies (Kim, 2004; Downey, 1994; McLanahan & Sandefur, 1984). According to McLanahan and Sandefur (1984) children who grow up in single-parent families are less likely to complete high school or attend college than children who grow up with both parents. One reason for this is the precarious economic position of their families.

4.2.2 Occupation of Parents

The occupation of parents in this study was varied as summarized in figure 4.2. Majority of the respondents 18 (66.7%) were unemployed, with 6 (19.0 %) self-employed and 4(14.3%) salaried.
Parents’ occupation was very crucial in determining whether the teenage mother would be re-admitted in school or not. It was also evident in the study that the unemployed were involved in activities that would earn them a living, for instance doing menial jobs that they would only earn a wage. Nancy, a teenage mother’s parent shared her experience on how her occupation deprived her daughter the opportunity to seek re-admission:

*I was willing to take her back to school, but one thing that could not allow me to sit at home and watch over her baby was that I had to go out so as to fend for the rest of the family... in fact I don’t have a well paying job. I am a manual labourer. If I had enough money, I would have hired a house help to watch over this baby as the mother goes back to school.*

This view was also supported by teenage mothers who claimed to know other girls who managed to go back to school after getting babies their parents have ‘well-paying jobs’. According to Bandura’s Self-efficacy Theory, which this study is founded on, obstacles often stimulate people with high self-efficacy to greater efforts, where someone with low self-efficacy will tend toward discouragement and giving up. Nancy’s reason for not
supporting the teenage mother is an indication of a parent with low self-efficacy. The low income is by itself an obstacle in the girl’s education.

The nature of a parent’s occupation therefore greatly determined how much time and resources s/he could avail for the nursing of the baby. This observation is in agreement with Zeck et al., (2007) that when possible, parents would take on the responsibility of caring for the grandchildren so that they would by whatever means send their daughter back to school after they had borne a child.

4.2.3 Age of Parents

All the age intervals targeted were represented in the final sample of respondents as shown in figure 4.3. There were 12(42.9%) parents aged 46-55 years and another 12 (42.9%) those over 55 years. Only 4 (14.3%) parents were aged between 30-45 years. Considering the fact that the study was concerned with girl drop outs in secondary schools who were aged between 19 and 23 years old, this is a pointer that the expected age bracket of parents was interviewed.

Figure 4.3 Age of Parents

Source: Author, 2014
A remarkable observation was made on the parents aged 55 years and above. Only 30% of them paid their children’s fees. The remaining 70% had their older sons and daughters pay for the younger ones, who in this case comprised of the teenage mothers who were of significance in this study. In one case where the teenage mother’s parent was willing to baby sit her daughter’s child, the brothers who had been entrusted with the responsibility of paying her school fees were no longer ready to financially support the teenage mother in her education endeavour. Purity*, a victim of her brothers’ tussle mourned:

*My parents are too old and they do not have a stable source of income. In fact they depend on my big brothers for their survival... The same brothers used to pay my fees but they are not interested in my education anymore... though they are wealthy.*

Purity’s* case was even worsened by the fact that she was being supported by her brothers, and most African societies being patriarchal, the brothers’ word just like the father’s seemed to be final. In fact one of the elder brothers had her own daughter who became pregnant while in school, but she managed to go to back to school after delivery of the baby because he was willing to support her. This implied that the likes of Purity who were at the mercies of their guardians, the moment they got children, they were now regarded as their parents’ burdens, and hence their chances of being re-admitted got limited. The lack of goodwill by the brothers therefore meant the end of her secondary education.

### 4.2.4 Parents’ Educational Level

Figure 4.4 presents the educational level of the parents interviewed whereby 4(14.3%) did not have any formal education whereas 13 (47.6%) had attained primary level of education. The figure further indicates that 8 (28.6%) of the parents had secondary education while 3 (9.5%) had at least tertiary education level and above.
It is evident that the majority of the respondents had primary school education as the highest level of academic qualification, which was 47.6%. This implies that the parental participation in teenage mother education in the study area decreases as the level of education of the parent decreases. Educational level of parents therefore represents a crucial factor in their involvement in teenage mother education.

This finding is consistent with several other studies (Eccles & Harold, 1993; Ashby, 2006; Hoover-Dempsey, 1995; Bemek & Cornely, 2002). Ashby (2006) listed educational level of parents as one the major barriers to the school involvement. This is also reflected in the current study with education featuring among the main factors inhibiting parental involvement in teenage mothers’ education.

**4.3 Other household characteristics and their influence on teenage mother education**

The interview data (obtained with open–ended questions) indicated parental involvement in the education of teenage mothers gets more restricted when the family sizes are taken
into consideration. In one special instance where the teenage mother could not be supported by her mother in nursing the baby, the mother had her own children - nine in number - to take care of and complained that she could not take more from ‘another woman’. Family sizes also affected the amount of individualized attention that teenage mothers were accorded. Depending on the number of siblings a teenage mother had, this determined how much support she could receive once out of school. To some, once admitted in school this is an opportunity that should be guarded zealously and should not be lost whatsoever. Beatrice* brought it out well “As much as I wanted to go back to school, my mother kept reminding me that there were other eight children to be attended to in the family...that I had lost my chance.”

This finding that family size affects parental participation in teenage mothers’ education is consistent with the quantity-quality model of fertility introduced by Becker and Lewis (1973) which suggests that greater family size negatively affects parents’ investments in child development through resource dilution. However, the finding is not consistent with Black, Devereux, and Salvanes (2005) based on Norwegian data, which concludes that “there is little if any family size effect on child education”. Other recent studies reporting no effect of family size include Caceres-Delpiano (2006) using data from the US, Angrist, Lavy, and Schlosser (2006) using data from Israel and Slund and Grnqvist (2007) using data from Sweden.

The interview data also indicated that parents expressed anger when they learnt of their daughters’ pregnancy status. Asked how they felt when they were informed of this status, 100 percent of the parents interviewed expressed disappointment. Milka’s father lamented “When I discovered that my daughter was pregnant, I was very angry. I felt disappointed. I wished I could kill her and forget that I once had a child... I felt so much pain...The news was unbearable”. Furthermore, a parent’s realization of the daughters’ status became a serious problem that some could not forgive and accept their daughters thereafter and consequently failed to support their education endeavour. Sarah*, a victim of a parent’s intolerance and unforgiveness mourned:
The reason I am at home today is because my father could not forgive me...before I dropped out of school he would organize with his employer for my fees to be paid and later be deducted from his salary...but after I got the baby he stopped making those kind of arrangements.

This implies that parental participation in the education of teenage mothers goes beyond financial support. When parents expressed uncontrolled anger, some teenage mothers got so scared that they chose to run away from their homes. This observation is similar to Twenge’s (2002) that close family members of teenage mothers do not make it easier for them. Some snap a judgment of immorality on them. In the current study some had engaged in a kind of trial marriage with the father of the child, while others had gone to live with relatives. When asked about factors that could hinder teenage mothers from seeking re-admission, 65% of head teachers, as reflected on table 4.1, agreed that unforgiving parents were to blame.
Table 4.1 Head teachers’ opinions on why teenage mothers do not seek re-admission (n=28)

<table>
<thead>
<tr>
<th>Opinion</th>
<th>SA</th>
<th>A</th>
<th>UND</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial support</td>
<td>6/21.0</td>
<td>11/42.2</td>
<td>2/7.1</td>
<td>8/28.0</td>
<td>1/3.5</td>
</tr>
<tr>
<td>No one to take care of their babies</td>
<td>3/10.7</td>
<td>17/63.0</td>
<td>2/7.1</td>
<td>4/14.8</td>
<td>2/7.4</td>
</tr>
<tr>
<td>Unforgiving parents</td>
<td>5/17.8</td>
<td>13/46.4</td>
<td>2/7.1</td>
<td>8/28.0</td>
<td>0/0</td>
</tr>
<tr>
<td>Unwillingness of teenage mother to come back to school</td>
<td>4/14.8</td>
<td>12/42.9</td>
<td>2/7.1</td>
<td>8/28.0</td>
<td>2/7.4</td>
</tr>
<tr>
<td>Too many siblings in the homestead</td>
<td>6/21.0</td>
<td>12/42.9</td>
<td>4/14.8</td>
<td>6/21.4</td>
<td>0/0</td>
</tr>
<tr>
<td>Lack of awareness among parents on the re-entry policy</td>
<td>12/42.9</td>
<td>14/50.0</td>
<td>14/7.1</td>
<td>2/0</td>
<td>0/0</td>
</tr>
</tbody>
</table>

Key: SA – Strongly Agree, A – Agree, UND – Undecided, D – Disagree, SD – Strongly Agree, f – Frequency

The interview data also revealed that minimal counseling was done by parents even after the daughter’s first pregnancy. In the event of getting another child, teenage mothers were squarely blamed by their parents. This was followed by withdrawal of any financial support which is very crucial in the re-admission of the teenage mother. John*, a parent to one of the teen mothers complained:

*I was ready to take care of her baby the very first time, but before she could go back, the mother informed me that she was pregnant again...this came to me as a shock. I thought she was old enough to have learnt from her earlier experience...I could not pay her fees anymore. This was somebody’s wife!*
Previous studies have cited the failure by most parents in some modern African homes to discuss sexuality matters with their children as a common practice. This has been blamed on the introduction of Western education and religion that has seemingly taken over the traditional way of disseminating this knowledge, which was mostly done through initiation ceremonies. Batwa, (1986) states that such customs have been abandoned and/or banned with no adequate substitute. As indicated in this study, for some parents getting a baby is an indicator that their daughter is old enough to understand issues, hence the failure to counsel and recognize her as a child with special needs. The pregnancy therefore serves as a sharp departure from childhood as some parents now view their daughters as adults taking motherhood roles. These girls are expected to behave like ‘mature’ people far ahead of their actual ages. With this kind of perception, teenage mothers get very little social support which entails guidance and counseling from their parents, more so the fathers. There is a tendency, among the teen mothers to further engage in illicit relationships with the opposite sex as a way of finding solace. This partly explains why some of the teen mothers interviewed had more than one child.

The effects of HIV/AIDS pandemic on families cannot be underestimated in affecting the education of a teen mother. In one special case, the parents’ knowledge of their HIV status had pushed them into a state of hopelessness. With this, the teenage mother’s education was no longer a priority. This situation was well captured in the mother’s words: As for my daughter, she can try her luck in her husband’s home…In this situation, I have so much to worry about in life…This resigned attitude is a clear indication of how the knowledge of HIV status can be an impediment in the education of teenage mothers who require maximum support from their parents

4.4 Student-based factors that Inhibit Parental Participation in Re-admission Process of Teenage Mothers

The first major hurdle to teenage mother re-admission is her own decision to go back to school. A teenage mother’s unwillingness to accept or seek re-admission can be an
impediment to a parent’s involvement. In the study, this was contributed by among other things, the wish by teenage mothers to live with the father of the baby. In fact one of the respondents was interviewed from the ‘husband’s’ home. She had actually run away from her parents’ home to go and stay with him. Jane*(not her real name) brought it out well;

*I think I am in love with the father of my baby ..... I actually feel so bad that I have let my father down...I know he wants me to go back to school...but I cannot. I want to bring up my baby together with his father.*

The parents’ anguish was evident when they acknowledged that they were still willing to take back their daughter and try to convince her to register for the KCSE. As much as the parent was willing and ready to send the daughter back to school, the emotional attachment and the acceptance by the man to live with the teenage mother aided the girl’s decision not to seek re-admission hence compromising her education. The scenario was further complicated by the fact that the girl had already left home. It was a difficult task for the parent to counsel and support her since the daughter was already in the hands of other people. Based on the study questions, the study sought to establish the student-based factors that hinder parental participation in the re-admission process of teenage mothers. It is actually clear that that the parents’ commitment was hampered by the girl’s unwillingness. According to Hoover-Dempsey and Sandler’s (1997) Parental Involvement Model, a parents’ decision to become involved in their child’s education is influenced by, among other factors, the invitations for involvement presented by the child. In this case, the teenage mother’s choice to leave home was a communication to the parents that they were not invited to offer any help to her.

Teenage mothers also confessed to have been reluctant to go back to school for fear of being taunted by their peers. Mary*(not real name) exposed:

*I felt embarrassed to go back to school... I actually decided not to go back. I wondered what my friends would say about me...No one really restricted me. I have myself to blame. I wish someone counseled me at that time!*
Mary’s* case is a clear indication of how the feeling of guilt and shame can undermine parents’ involvement in the re-admission process of teenage mothers. Asked about who their friends were while in school, 70% of the teenage mothers said that they had classmates as their friends in the schools where they schooled before they dropped out. During teen years, Huebscher (2010) points out that, adolescents strive to belong, to have a connection with someone and to be with others who may have the same general interests. This implies that a teenage mother’s perception that she is now a mother and therefore different from the rest can deter her from wanting to go back to school where she will find her peers whom she identifies with. This therefore becomes a challenge to a willing parent.

The same notion was shared by 78% of the head teachers – Table 4.2, who agreed that teenage mothers are likely to be teased by other students.
Table 4.2: Head Teachers’ opinion about teenage mothers in schools (n=28)

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Agreed</th>
<th></th>
<th>Disagreed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>They are likely to become bad example</td>
<td>12</td>
<td>42.9</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>to other students in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are perpetual fee defaulters</td>
<td>10</td>
<td>35.7</td>
<td>18</td>
<td>64.3</td>
</tr>
<tr>
<td>It is difficult to integrate them into the school</td>
<td>12</td>
<td>42.9</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>They are likely to become indiscipline</td>
<td>10</td>
<td>35.7</td>
<td>18</td>
<td>64.3</td>
</tr>
<tr>
<td>They are likely to be teased by other students</td>
<td>22</td>
<td>78.5</td>
<td>6</td>
<td>21.5</td>
</tr>
<tr>
<td>Their parents are uncooperative</td>
<td>18</td>
<td>64.3</td>
<td>10</td>
<td>35.7</td>
</tr>
</tbody>
</table>

Source: Author, 2014

Another obstacle that contributes to a teenage mother’s unwillingness to go back to school emanates from the worry over their self-image. Asked over her worries having learnt that she was pregnant, Alice* (not real name), confessed:

*Sincerely speaking, I hated to carry the title ‘mother’ ....to me this meant being shapeless, having big breasts, and looking old... I imagined none of my friends would wish to associate with a ‘mother’.*
Research has shown that during the adolescent stage, individuals can become preoccupied with their own appearance and assume that others are very aware of it as well, hence making them uncomfortable (Davidson & McCabe, 2006c). This discomfort therefore, makes the teenage mother have false awareness of their friends’ perception. Furthermore, others confessed having witnessed girls in their circumstances being ostracized while they were still in school.

4.5 School-based factors that Influence Parental Participation in Teenage Mother Re-admission

The success in re-admission of teenage mothers is pegged on a teenage mother’s willingness and a parent’s support. However, the role of the head teacher in this process cannot be underestimated. In the study the head teacher’s awareness on the re-admission policy was wanting. This was revealed in the study, where 71% claimed not to have received any information at all in their schools on the re-admission policy against 29% who claimed to have received information on teenage mother re-admission and were therefore able to list the role of teen mother’ parent. This finding is in agreement with Manduku’s (2011) views where the research established that head teachers in Eldoret West District had not implemented the girls’ readmission policy to the expectation as reflected in the poor discharge of administrative, counseling and support roles. This unawareness meant that those head teachers may not have the technical know-how regarding the process of sending and re-admitting teenage mothers. This is an indication therefore, that re-entry policy guidelines have not been received in most schools. Furthermore, this confirmed Carter and O’Neill’s (1995) argument that policy makers rarely develop a process for implementation of their policy formulations – the people at the receiving end of the policy are simply expected to make it work in practice.
Figure 5: Head teachers’ awareness on re-entry policy

Source: Author 2014

Asked about reasons why teenage mothers did not seek re-admission, 92.9% of the head teachers as revealed in Figure 5, associated it with the parents’ lack of awareness on the re-entry policy. This was a shocking revelation considering the fact that the same head teachers ought to be the implementers of the policy.

Although 85% of the head teachers invited parents of teenage mothers to inform them of their daughters’ status, it is worrying the kind of preparation they made in relation to the re-admission process, bearing in mind the fact that only a small percentage – 29% – had information from the Ministry of Education regarding the role of the teenage mother’s parent. According to Albert Bandura’s Self-Efficacy Theory, one of the sources of self-efficacy is social persuasion. It generally manifests as direct encouragement or discouragement from another person. In this regard therefore, most of these schools could have failed to persuade parents that they can still help their daughters by supporting their re-admission.
Though 85.71% of the head teachers agreed to admitting teenage mothers who seek re-admission, 71.43% preferred the teenage mother to seek re-admission in a new school. This finding is consistent with Wanyama and Simatwa’s findings (2011), where 100% of the sampled head teachers interviewed in Emuhaya district preferred teenage mothers to seek re-admission in a different school from the one originally attended. Though most head teachers in the current study seemed to justify this preference, for instance, that it would help the teenage mother hide her past, avoid being ridiculed, mocked and any other form of intimidation, the head teacher’s ownership of this group of students is unsatisfactory. Consequently, the willingness to follow up on the ones at home is inadequate.

The school’s actions in relation to the teenage mothers who were at home also confirmed to parents that their daughters were either still expected in school or not. Asked how they handled teenage mothers when they spot them, 90% percent of the head teachers agreed to have invited the parents of teenage mothers to school and informing them of their daughters’ status, thereafter releasing them to go home.

However, 93% as indicated in Table 4.3 did not invite these parents back to school to find out the welfare of the teenage mothers while at home. Furthermore, 78.6% did not involve teachers in their schools to follow up teenage mothers who are at home. This coincides with many of the teenage mothers’ claims that none of them received a teacher from their schools who came to check on them.
Table 4.3: Head teachers’ actions on teenage mothers who are at home (n=28)

<table>
<thead>
<tr>
<th>School’s Actions</th>
<th>SA</th>
<th>A</th>
<th>UND</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>The school usually invites parents so as to discuss welfare of teen mothers while at home</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The school sends teachers to find out on the welfare of the teen mothers at home</td>
<td>0</td>
<td>0</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>The school invites parents of teen mothers to school to inform the school when their daughters are ready to come back to school</td>
<td>3.6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>The school organizes for special days for teen mothers who are home and their parents.</td>
<td>0</td>
<td>0</td>
<td>7.1</td>
<td>2</td>
<td>21.4</td>
</tr>
</tbody>
</table>

Key: SA –Strongly Agree  A- Agree  UND –Undecided D- Disagree  SD – Strongly Agree  f – Frequency

Source: Author, 2014

The school’s failure to reach out to parents and their daughters the moment they are out of school left the re-admission process to participants who were already demoralized and discouraged. As noted earlier in this study, most parents were disappointed when they learnt of their daughters’ status. For the school not to follow up on such girls, it implied that the whole process would fail as different parents had different levels of motivation to do so. Jael*, a teenage mother’s parent confessed “Actually, I never went back to school to seek re-admission for my daughter... I was embarrassed...”

The experience that a teenage mother encountered in a school environment once she decided to return to school, determined whether she would complete her secondary
education or not. One girl whose parents had succeeded in sending her back to school dropped out because of the unfriendly conditions in her school. Other than physical barriers, teenage mothers encountered emotional barriers such as bullying, shame, teasing and intimidation. This was a challenge as supported by Nyassy (2007). Ruth*, a teen mother lamented:

*I was taken back to school by my parents, but nobody wanted me there, I was laughed at by other students ...nobody wanted to sit next to me not even my old friends. They gossiped that I was stinking of breast milk...*

The treatment that teenage mothers received from friends, class mates and to a certain extent their educators caused them to develop a negative attitude towards school. The chances of success at school were often limited by the reception they got from the others as they would expect to be treated with special care and delicacy, but unfortunately they receive the opposite. This observation is similar to Shaningwa’s (2007) that teenage mothers did not see the school as a welcoming environment, because of the hurtful and harmful comments by both fellow learners and educators. They were no longer called by their names, but were now called elderly women by their peers.

It is important therefore that schools act decisively to assist teenage mothers who have managed to come to school by creating conducive environment so as to help them continue and complete their secondary education.

It is important to note that parental involvement in some cases was influenced by more than one factor. Therefore it is not always true to conclude that parental involvement at any given time is hampered by one unique factor. The study then attempted to illustrate the factors that are likely to influence parental involvement in general, more so in Wareng’ Sub-county, Uasin Gishu County, Kenya.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The findings of this study are further summarized here with a view to crystallize the key findings in relation to the research objectives. The chapter further presents the conclusions and recommendations of the study undertaken and suggestions for further studies. The information presented was obtained from the research to satisfy the objectives earlier designed in chapter one with a view to achieving the study’s aims.

5.2 Summary of the Findings

The study investigated the barriers to effective parental participation in teenage mothers’ secondary education in Wareng’ Sub-County of Uasin Gishu County. The studies have indicated a variety of background demographic characteristics of the respondents. This include: gender, age, occupation status and educational level of parents. Furthermore, the chapter discusses the study findings thematically in line with the objectives and in reference to existing literature. Three thematic issues were analyzed. These included, student-based factors that inhibit parental participation in teenage mother education in Wareng’ Sub-county, household factors that hinder parental participation in teenage mother education in Wareng’ Sub-county and school-based factors that influence parental participation in Wareng’ Sub-county. The responses to these research objectives are provided through the analysis of the collected data. Consequently, the following findings were made:

5.2.1 Student-based Factors that inhibit Parental Participation

Regarding the student-based factors that inhibit parental participation, the study established that teenage mothers themselves discourage their parents from supporting them in the re-admission process. The decision to go away from home and stay with the
biological father of her child, the fear to be embarrassed in school and the worries over once self-image are some of the factors that hindered parental participation. The study therefore concluded that there is sufficient evidence to suggest that teenage mothers themselves are a hindrance to their parents’ involvement in their education.

5.2.2 House-hold factors that hinder Parental Participation

Regarding the house-hold factors that hinder parental participation, the following key factors were identified: family’s economic status, family size, parents’ intolerance towards teenage mothers, parents’ failure to counsel teenage mothers after getting baby, negative attitude held by male parents towards teenage mothers, HIV/AIDS, parents’ ages and parents’ educational levels.

5.2.3 School-based factors that influence Parental Participation

Regarding the schools-based factors that hindered parental participation in Wareng’ Sub-county, the study established the following factors: schools’ failure to adequately prepare parents of teenage mothers, lack of follow-up by schools on teenage mothers who were at home and schools’ failure to counsel students who were in school so as to be able to accept and accommodate teenage mothers when they were re-admitted. A parents’ effort in supporting a teenage mothers’ secondary education could be thwarted by an unfriendly school environment.

5.3 Conclusions

This study sought to investigate the challenges of parental participation in teenage mothers’ education. Findings from this study have clearly shown that parental participation though very important in teenage mothers’ education in Wareng’ Sub-county, it faces a number of challenges. It can be concluded that teenage mothers are by themselves a hindrance to their parents’ participation. Furthermore, house hold factors were also found to inhibit parental participation in teenage mother education.
In addition it can also be concluded that school-based factors also influence parental participation. All these factors were found to be key in influencing parental participation and should therefore be considered when developing strategies for improving retention of teenage mothers hence minimize educational wastages especially among the girl child.

### 5.4 Recommendations

Based on the findings of this study, the following recommendations are offered to improve parental participation in teenage mother secondary education:

1. Head teachers should consider setting up gender responsive guidance and counseling programs that target teenage mothers so as to support them from the time they are spotted through the time they will be released to go home. This should make teenage mothers feel accepted and build a high self-esteem that should make them want to come back to school after the delivery of a baby.

2. The study also recommends deliberate actions by head teachers to involve parents of the girl from the time a pregnancy is detected by having frequent counseling sessions for the girl and also the parent. This should help ease the tension between the parent and daughter and hopefully give room for support which is very essential after the baby is born.

3. The Ministry of Education should inform head teachers on the Re-entry policy and highlight on the role of parents in the re-admission process.

### 5.5 Suggestion for Further Study

This study makes a contribution to the knowledge and literature on the challenges to effective parental participation in teenage mothers’ secondary education. This study has not been exhaustive; there are some areas in which the researcher believes more research is needed to gain more insight into this area. It is necessary to carry out more research on the following:
The study examined parental participation in teenage mothers’ secondary school education. The study recommends further study to be done with an aim of investigating parental participation in teenage mother education at the primary level of education.

The research was restricted to challenges in parental participation in teenage mothers’ education in one Sub-County of Kenya. It is advisable that further research be done on the other counties in Kenya to secure more knowledge on the topic.
REFERENCES


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APPENDICES

APPENDIX 1 - INTERVIEW SCHEDULE FOR PARENTS OF TEENAGE MOTHERS

Introduction

I am a student at Kisii University, Department of Education Foundations, Psychology and Counseling. I am currently carrying out research on parental participation on teenage mothers. Your response to these questions will be a great contribution to research in this area. Please answer as genuinely and as freely as possible. All information will be handled with confidentiality.

QUESTIONNAIRE SERIAL NUMBER -----------------------------

Date of interview ------------------------------------------

Enumerator’ name ------------------------------------------

Division --------------------------------------------------
### Section A: BACKGROUND INFORMATION

This section asks questions in regard to general information. Tick appropriately on the scale provided.

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Educational level</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-45 years</td>
<td>Male</td>
<td>None</td>
<td>a) Unemployed</td>
</tr>
<tr>
<td>46-55 years</td>
<td>Female</td>
<td>Primary incomplete</td>
<td>(e.g. manual labourers)</td>
</tr>
<tr>
<td>Over 55 years</td>
<td></td>
<td>Primary complete</td>
<td>b) Self-employed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary incomplete</td>
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<td>Secondary complete</td>
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<td>Middle level college</td>
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<td></td>
<td></td>
<td>University</td>
<td>c) Salaried and self employed</td>
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<td></td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
1. I understand your daughter dropped out of school when she got a baby, when did it happen?

2. When she got the baby, what was the situation then/ how did you feel/what came into your mind?

3. [a] These days, parents/guardians sometimes do take their daughters back to school after getting a baby, are you aware of this?

   [b] Did you go back to school to request the school to re-admit her?

4. Why didn’t you go to school?

   *If answer is ‘Lack of fees’ ask question 5.*

5. Why did it become difficult to pay fees at this time yet you managed to keep your daughter in school before she got the baby?

6. Did the school allow your daughter back?

7. What reasons did the school give you for not accepting to re-admit your daughter?

8. If why didn’t she go back to school?

9. Did your daughter ever suggest to you that she would like to go back to school?

10. Did you tell your daughter that you were going to talk to her head teacher so as to allow her back to school?

11. What was her response?

12. Had the school accepted your daughter, would you have taken care of her baby?

13. Why would you not?

14. In your opinion, do you think it is important to educate girls?

15. What are some of the benefits, if any, do you associate with education?

16. Do you know girls who have benefited from education in the past?
17. Do you know of other parents who have successfully taken their daughters back to school, after getting a baby?
18. How do you think they managed to do it?

Thank you
APPENDIX 2- TEENAGE MOTHERS INTERVIEW SCHEDULE

I am a student at Kisii University, Department of Education Foundations, Psychology and Counseling. I am currently carrying out research on parental participation on teenage mothers. Your response to these questions will be a great contribution to research in this area. Please answer as genuinely and as freely as possible. All information will be handled with confidentiality.

QUESTIONNAIRE SERIAL NUMBER -------------------------------------

Date of interview -----------------------------------------------

Enumerator’ name -----------------------------------------------

FEMALE’S AGE -----------------------------------------[YEARS]

SECTION A: PARENTS’ PERSONAL INFORMATION

Age 30- 45 years [ ] 46 -55 years [ ] Over 55 years [ ]

Occupation (Tick appropriately)

Unemployed [ ]

Self employed [ ]

Salaried and self employed [ ]

Parents’ educational level (tick as appropriate)

None [ ]

Primary incomplete [ ]

Primary complete [ ]
Secondary incomplete [ ]
Secondary complete [ ]
Middle level college [ ]
University [ ]

a) Type of family you stayed with while in school [Tick appropriately]

Single parent/mother present [ ]
Single parent/father present [ ]
Both parents [ ]
Step parents [ ]
Relatives [ ]

b) Person paying fees while you were in school [Tick appropriately]

Parents [ ]
Relatives [ ]
Sponsorship [ ]
Government bursaries [ ]
Any of the above categories combined [ ]
c) **Who were mostly your friends while you were in school?**

Classmates in school

Age mates from other classes

Age mates from other schools

Church member-

Age in years --------------------------

1. I understand you dropped out school. When did this happen?
2. Who paid your fees while in school (before you) dropped out?
3. After you dropped out, what was the situation at home, how did your parents take it, how did you feel yourself?
4. What were some of your worries at that time? (Prompts) did you worry over people’s reactions/your parents/boyfriend/ teachers/your classmates?
5. Do you sometimes meet with teen mother who have gone back to school? What are their experiences while in school?
6. After you dropped out of school, did your parent ever go back to school to request the school to re-admit you? (prompts) What are some of the reasons as to why your parent did not go to school?
7. Did the head teacher re-admit you? (prompts). Having been re-admitted, why didn’t you go back to school?
8. Do you think your parent could have been able to ensure that you go back to school? Yes [ ] No [ ]
9. What are some of the things that you think s/he could have done for you to enable you complete secondary education?
10. What then do you think restricted him/her from doing so?
11. Had the school re-admitted you, would your parent accept to take care of your baby? (prompts) why?
12. How would you explain your relationship with your parents(s) after the birth of your child?
13. Have you ever been visited by a teacher or any one officially send by the school to check on you, ever since you left school?

Thank you for participating in the study.
APPENDIX 3 - QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

I am a student at Kisi University College, Department of Education Foundations and currently carrying out research on schooling teenage mothers. Your response to these questions will be a great contribution to research in this area. Please respond as genuinely and as freely as possible. All information will be handled confidentially.

1. Do you have female students who have dropped out in your school between the years 2008-2011? [Tick the appropriate answer]

Yes [ ] No [ ]

2. What is/are the major cause[s] for the drop out? [Tick from the list]

   Teenage pregnancy
   Lack of school fees
   Low achievement in academics

3. How would you describe most occupations of the parents in your school?
   Unemployed
   Self-employed, for example, farming
   Self-employed and salaried

A) TYPE OF SCHOOL (Tick appropriately)

   Provincial Private School [ ]
   District Private School [ ]
   District Public School [ ]
   Provincial Public School [ ]

b) Number of Streams
c) Has your school ever received any information regarding teen mothers from the Ministry of Education?
   Yes [ ]
   No [ ]
   Not sure [ ]

If ‘Yes’ answer (d), (e) and (f) below:

d) by what means?
   Seminars [ ]
   Circulars [ ]
   Hearsay [ ]
   Media [ ]

e) Does the information spell out the role of the parent of the teenage mother?
   Yes [ ]
   No [ ]
   Not Sure [ ]

(f) What are some of these roles? (Please list them below)

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(g) Do you re-admit teenage mothers who come back to school to seek re-admission?
   Yes [ ] No [ ] Not always [ ]

h) The following are feelings often expressed by people about teenage mothers in schools. Tick appropriately in the given grid what you feel about these opinions. The initials SA, A, UND, D and SD represent the following responses: SA=Strongly Agree, A= Agree UND= Undecided, D=Disagree, SD=Strongly Disagree

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70
They are likely to become bad example to other students in the school.

They are perpetual fee defaulters.

It is difficult to integrate them into the school system.

They are likely to become indiscipline.

They are likely to be teased by other students

Their parents are uncooperative

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>UND</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial support</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Nobody to take care of their babies</td>
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<tr>
<td>Unforgiving parents</td>
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<tr>
<td>Unwillingness of the teen mother to come back to school</td>
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<tr>
<td>Too many siblings in the homesteads</td>
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<tr>
<td>Lack of awareness among parents on the ‘Return –to school policy’</td>
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</tbody>
</table>

Any other reason

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d) Those who drop out and never come back to seek re-admission, in your opinion what do you think could be the hindering factors? [Tick appropriately in the given grid what you think could be the reason. The initials SA, A, UND, D and SD represent the following responses: SA=Strongly Agree, A= Agree UND= Undecided, D=Disagree, SD=Strongly Disagree.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
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<th>D</th>
<th>SD</th>
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</table>

e). How does your school prepare teenage mothers during their release after being spotted to be pregnant? Tick the most appropriate statement that best explains your school’s mode of action (Use the following responses: SA= Strongly Agree, A= Agree, UND= Undecided, D= Disagree, SD= Strongly Disagree)
The parent is invited to school and informed of his/her daughters’ status and then they are both released to go home.

The affected student is called and told of her status and then released to go home.

The school takes the affected student back home.

The parents are invited to clear fee balances (if any) and take their daughter with them.

Any other mode of action

f) Please use the scale to tick the box that best describes your school’s actions in regard to teenage mothers who are at home. Use the following responses:

SA= strongly Agree  A= Agree  UND= undecided  D= Disagree  SD= Strongly Disagree

<table>
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<tr>
<th>School’s Actions</th>
<th>SA</th>
<th>A</th>
<th>UND</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>1. The school usually invites parents so as to discuss welfare of teenage mothers at home.</td>
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<td>2. The school sends teachers to find out on the welfare of the teenage mothers at home.</td>
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<td>3. The school invites parents of teenage mothers to school to inform the school when their daughters are ready to come back to school.</td>
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<td>4. The school counsels parents of teenage mothers before re-admitting their daughters.</td>
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<td>5. The school usually organizes for special days for teenage mothers who are home and their parents.</td>
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</tbody>
</table>
6. The school, before re-admitting teenage mothers, it usually invites their parents to school.

7. The school usually informs parents to create study time for the teenage mothers by reducing their domestic chores at home.

g) In your opinion, should a teenage mother be re-admitted in her previous school (where she was studying before the pregnancy) or in a new school?

Thank you for your participation and cooperation in the study.
AUTHORITY