Exploring stakeholders’ views on the implementation of the re-entry policy of 1994 on teenage mothers: a case study of a mixed public secondary school in Kisumu East sub-county.

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EXPLORING STAKEHOLDERS’ VIEWS ON THE IMPLEMENTATION OF THE RE-ENTRY POLICY OF 1994 ON TEENAGE MOTHERS: A CASE STUDY OF A MIXED PUBLIC SECONDARY SCHOOL IN KISUMU EAST SUB-COUNTY.

BY

JANE AOKO OGOLA
A research project submitted to Aga Khan University, Institute for Educational Development, and East Africa in Partial Fulfillment of the requirements for the Degree of Master of Education (Educational Leadership and Management)

Dar es salaam, Tanzania

29th November 2021
I hereby give my permission for the research project of the above-named student, for Whom I have been acting as supervisor, to proceed to examination.

DR. MWERU MWINGI

(Research Project Supervisor)

Date: 6/12/2021

The members of the Research Project Evaluation Committee appointed to examine the research project of the above-named student finds it satisfactory and recommend that it be accepted.

Dr. NICHOLAS WACHIRA

(Internal Examiner)

Date: 31-5-2022
DEDICATION

I dedicate this great achievement to God Almighty; I have seen your mighty hand of power in my life throughout this journey. Whenever it seemed impossible you made it possible. You are worthy of my praises.

My late parents, Mr. & Mrs. Major Simeon Ogola Olore

It was from you that I learned resilience. Baba, you taught me that life was about knowing what you want and going for it. Thank you. Mama Nora, your motto was: for whatever you want work hard. It was hard work here. Thank you.

My late husband, Silas Opiyo Omondi

You should have been here to celebrate this with me. I know what joy that would have been.

My exemplary children, Shirley, Wilfred, and Phrenny

For believing in my course, thank you. For paying my fees, thank you. For my air tickets to Dar es Salaam, thank you. For my upkeep and many demands which you provided ungrudgingly, thank you. This is our achievement. It wouldn’t have been realized without your finances, prayers, and emotional support. May God supply all your needs abundantly.

My only sister, Rose Ogola

While I was away you ran two homes. You made sure my compound was kept clean, and not overgrown with grass. It was not easy, but you did it. Thank you. God grant you good health and strength.

My Aga Khan children

Gordon, Owino, Bull, Kepher, Ewasu, Caumba Boy and Patrick. This achievement is ours. You know how it went. May God shower you with more technological knowledge. Thank you.

My prayer warrior.

Sister Tabitha Dorcas Omina, you made me know and trust God much more than I ever thought I could. I can’t remember the number of times you asked me’ Have you told God that you can’t do that work?’ God’s presence was revealed each time we knelt to pray. Thank you for the spiritual support which made me go through this course. May God grant you more Grace to serve Him.
ABSTRACT

School girls in Kenya face myriad challenges among them teenage pregnancy. In 1994, the Kenyan government introduced the re-entry policy to give girls who get pregnant a chance to return to school after delivery to finish their schooling. Even after the introduction of the re-entry policy, many girls who fall pregnant do not return to school after they give birth. This study sought to explore the views of the stakeholders on the implementation of the Re-entry Policy of 1994. The study was carried out in one mixed day secondary school in Kisumu East Sub-County. Qualitative case study was used. Data collection was done through semi-structured interviews, analysis of documents, field notes and FGD. This was to help understand the policy’s application through the views of the principal, the GNC teacher, the teenage mother, the B.O.M member, and the FGD. Collected data was analyzed through transcription, coding, categorization, and theme establishment. The research findings revealed that the Re-entry Policy implementation had several weaknesses, the teenage mothers faced a lot of challenges. The study findings concluded that in terms of practice, a lot more needed to be done by the policy makers. Implementation is not well addressed since the policy guidelines are not available in learning institutions. Absence of clarity on the guidelines has forced the headteachers and principals, who are the implementers to use their own discretion. However, there was one notable success of the return to school policy, it offered the adolescent mothers a chance to complete their education. The recommendations include policy makers to come up with clear and inclusive policy, a budget should be provided for the teenage mothers who opt to return to school. There is need for qualified trained guidance and counselling teachers to provide quality services to the teenage mothers. Such teachers should solely provide the counselling services and not perform other duties in the school, so that there can be quality service provision in the schools. Finally, students, parents, and the communities need comprehensive sensitization on the Re-entry Policy. Future research should consider examining the impact of childcare provision to the academic performance of the teenage mothers. Since this provision would eliminate lateness and absenteeism which is rampant amongst teen mothers as they take their babies for clinics.
and health checkups. The successful practice of the return to school policy hinges on robust Guidance and Counselling service provision as the study discovered.

ACKNOWLEDGEMENT

I thank God for His abundant grace during the entire period of study. Surely, it was a tough intellectual journey. It took the mighty hands of God to make it a reality. All glory and honor to my father above for the unmerited favor He has bestowed upon me. This achievement to the best of my knowledge is a miracle.

My sincere appreciation goes to Dr Mweru Mwingi for having been a thorough and detailed supervisor. She was patient and tolerant, whenever I wouldn’t meet deadlines. Your constant guidance on this academic journey touched my life differently. Thank you for your unwavering assistance and inspiration.

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Notable thanks to NACOSTI for the provision of the research permit, Kisumu County Director of Education and County Commissioner Kisumu for allowing me to carry out the research.
DECLARATION OF ORIGINALITY

I, JANE AOKO OGOLA do declare that this dissertation is my original work. It is a personal effort and has not been presented for examination in any other institution of learning. This paper has been aided by other scholarly works that are duly acknowledged in accordance with plagiarism regulations.

Signature: [Signature]

Date: 6/12/2021
# TABLE OF CONTENTS

*APPROVAL PAGE* ................................................................................................................................. ii
*DEDICATION* ........................................................................................................................................ iii
*ABSTRACT* ............................................................................................................................................. iv
*ACKNOWLEDGEMENT* ......................................................................................................................... v
*DECLARATION OF ORIGINALITY* ....................................................................................................... vi
*TABLE OF CONTENTS* ......................................................................................................................... vii
*ACRONYMN*S* ....................................................................................................................................... xi
*LIST OF FIGURES* ............................................................................................................................... xii
*LIST OF TABLES* .................................................................................................................................... xiii

**CHAPTER ONE** ................................................................................................................................. 1

**INTRODUCTION** ............................................................................................................................... 1

  1.0 Introduction ..................................................................................................................................... 1
  1.1 Background of the study .................................................................................................................. 1
  1.2 Statement of the problem ................................................................................................................ 3
  1.3 Rationale of the study .................................................................................................................... 4
  1.4 Significance of the study ................................................................................................................ 4
  1.5 Purpose of the study ....................................................................................................................... 5
  1.6 Research Questions ....................................................................................................................... 5
    1.6.1 Subsidiary Questions ............................................................................................................... 5
  1.7 Limitations of the study .................................................................................................................. 5
  1.8 Assumptions of the study .............................................................................................................. 6
  1.9 Definitions of key terms ............................................................................................................... 6
  1.10 Overview of the dissertation ...................................................................................................... 7

**CHAPTER TWO:** ............................................................................................................................... 8

**LITERATURE REVIEW** ...................................................................................................................... 8

  2.0 Introduction ..................................................................................................................................... 8
  2.1 Education Re-entry Policy of 1994 on teenage pregnancy in Kenya.............................................. 8
  2.2 Return to school policy practice in the United States of America................................................. 10
  2.3 Implementation of the Re-entry Policy in England........................................................................ 11
2.4 Implementation of Re-entry policy in South Africa .......................................................... 11
2.5 Re-entry policy of teenage mothers in Tanzania ............................................................. 12
2.6 Implementation of the Kenya Re-entry policy of 1994 ..................................................... 13
  2.6.1 Contradiction on policy ................................................................................................. 14
2.7 The Importance of Stakeholders views on the implementation of the Re-entry policy ..... 14
2.8 Factors that hinder stakeholder’s effective implementation of the Re-entry Policy .......... 15
  2.8.1 Workload and lack of professionalism amongst the GNC teachers ............................ 15
  2.8.2 Stakeholders’ lack of preparedness and ignorance of roles on the implementation of Re-entry Policy of 1994 ................................................................. 16
  2.8.3 Cultural and traditional beliefs and norms ..................................................................... 16
2.9 The role of stakeholders in the implementation of the Re-entry policy ............................ 16
2.10 Support accorded to teenage student mothers ................................................................. 17
  2.10.1 Support at school ......................................................................................................... 17
  2.10.2 Support at home and in the community ...................................................................... 18
2.11 Critical analysis of policy implementation in schools: discretion and supervision of the principals ................................................................. 19
2.12 Conceptual framework .................................................................................................... 19
CHAPTER THREE .................................................................................................................. 21
METHODOLOGY .................................................................................................................. 21
  3.0 Introduction ...................................................................................................................... 21
  3.1 Research approach .......................................................................................................... 21
  3.2 Case Study Design .......................................................................................................... 22
  3.3 Target population ............................................................................................................ 22
Table 1: Summary of the target population ........................................................................ 23
  3.4 Sample and sampling procedure .................................................................................... 24
  3.5 Research site ................................................................................................................... 24
Table 2: Research participants pseudonyms .................................................................... 24
  3.7 Data collection procedure .............................................................................................. 25
  3.8 One on one semi-structured interviews ........................................................................ 25
    3.8.1 Focus group discussion ............................................................................................. 26
    3.8.2 Document analysis .................................................................................................... 27
  3.9 Data analysis and presentation ....................................................................................... 27
  3.10 Rigour and trustworthiness ......................................................................................... 27
  3.11 Limitations .................................................................................................................... 28
  3.12 Assumptions ................................................................................................................ 28
  3.13 Ethical Considerations ................................................................................................ 28
  3.14 Conclusion .................................................................................................................... 29
CHAPTER FOUR ................................................................................................................... 30
PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS ................................................. 30

4.0 Introduction .................................................................................................................. 30
4.1 Divergent perspectives of the stakeholders ............................................................... 30
   4.1.1 Stakeholders’ lack of preparedness and ignorance of roles ..................................... 30
   4.1.2 Implementation of the Re-entry Policy is turning schools into maternities .................. 31
4.2 The actual implementation process of the Re-entry Policy in schools ....................... 31
4.3 The extent of support accorded the teenage mothers .................................................. 33
   4.3.1 Support accorded the teenage mothers at home .................................................. 33
   4.3.2 Support accorded the teenage mother at school .................................................. 33
4.4 Challenges facing the implementation of the Re-entry Policy of 1994 .......................... 34
   4.4.1 Challenges at school: workload and lack of professionalism amongst GNC teachers .... 34
   4.4.2 Lack of preparedness amongst stakeholders ....................................................... 35
   4.4.3 The shame of being a teenage mother at school .................................................. 36
   4.4.4 Challenges at home: Cultural and traditional beliefs and practices amongst the parents and community ................................................................. 36
5.0 Effect of COVID-19 pandemic on the school enrolment ........................................... 38
   5.1 COVID-19 Pandemic ............................................................................................... 38
5.2 Conclusion .................................................................................................................... 39

CHAPTER FIVE .................................................................................................................. 40

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .......................... 40

5.0 Introduction .................................................................................................................. 40

5.1 Summary of key findings ............................................................................................ 40
   5.1.1 Divergent views of the stakeholders ................................................................... 40
   5.1.2 Extent of support accorded the teenage mothers ................................................ 40
   5.1.3 Challenges faced in the implementation of the Re-entry Policy ......................... 41
   5.1.4 The effect of COVID-19 pandemic on the implementation of Re-entry Policy ....... 41
5.2 Conclusion .................................................................................................................... 42
   5.2.1 Recommendations .............................................................................................. 42
   5.2.2 Suggestion for future research ......................................................................... 43

REFERENCES ................................................................................................................... 44

APPENDICES .................................................................................................................... 55

Appendix A1: Interview guide for student mother ............................................................. 55
Appendix A2: Interview guide for GNC teacher ................................................................. 56
Appendix A3: FGD guide for continuing students ............................................................ 57
Appendix A4: Interview guide for the BOM member ......................................................... 58
Appendix A5: Interview guide for the principal ............................................................... 59
Appendix A6: Document analysis protocol ....................................................................... 60
Appendix B: Aga Khan University – IED Ethical Review Committee clearance ............... 61
Appendix C: Republic of Kenya (NACOSTI) research clearance permit ......................................................... 62
Appendix D1: Authorization from County Director of Education Kisumu County ............................... 64
Appendix D2: Authorization from the County Commissioner ................................................................. 65
Appendix E: Research site negotiation ...................................................................................................... 66
Appendix F: Participant information sheet .................................................................................................. 68
Appendix G: Informed consent form for dissertation research project ................................................. 69
Appendix H: Consent Form ......................................................................................................................... 70
Appendix I: Participants assent form for student mothers and continuing students ....................... 71
<table>
<thead>
<tr>
<th>ACRONYMNS</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKU-IED</td>
<td>Aga Khan University, Institute for Educational Development</td>
</tr>
<tr>
<td>UDHR</td>
<td>Universal Declaration on Human Rights</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific, and cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Elimination of all forms of Discrimination Against women</td>
</tr>
<tr>
<td>CRC</td>
<td>Conventions on the Rights of a child</td>
</tr>
<tr>
<td>CSA</td>
<td>Centre for Study of Adolescence</td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic Health Survey</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for women Educationist</td>
</tr>
<tr>
<td>FGD</td>
<td>Focused Group Discussion</td>
</tr>
<tr>
<td>GNC</td>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>KDHS</td>
<td>Kenya Demographic and Health Survey</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
</tr>
<tr>
<td>NSHP</td>
<td>National Social and Health Policy</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Fig 1: Conceptual Framework................................................................................pg 19
LIST OF TABLES

Table 1: Summary of Research Participants……………………………………………………pg 23

Table 2: Research Participants Pseudonyms……………………………………………………pg 24
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study that sought to explore stakeholders' views on the implementation of the Re-entry Policy. It further discussed the rationale for the study, the significance of the study, research questions, limitations of the study, assumptions of the study, definitions of key terms, and finally the dissertation outline.

1.1 Background of the study

Millennium Development Goal 4 enforces Quality Education for all; (Moyne & Tilbury, 2007). Kenya in its commitment to this goal, passed a school Re-entry Policy to make education free and accessible to all. Every child in Kenya has a Right to education, this is contained in the Kenya Education Act (2013) and equally in the Constitution of Kenya (Grant & Hallman, 2006; Wordu & James, 2020). The Convention on the Rights of the Child (CRC, 1989) and many other international conventions and conferences recognize education as a Basic Human Rights and specify that each child has a right to education, and appropriate measures should be taken to enrol, retain, and transit children the full cycle of learning. In many parts of Kenya, girls are culturally and socially disadvantaged educationally. Girls easily drop out of school more than boys for various reasons including teenage pregnancy, early marriage, sexual harassment, and traditional violence. Implementing the Re-entry Policy is a way of giving teenage mothers a second chance at education. Through this policy, pregnant girls can seek re-admission at school and fully participate in education (Chauke, 2013).

Pregnancy among teenage girls aged 13-19 years is a serious health and social problem (Mchunu et al., 2012). Many of these pregnancies are unplanned and always bring disruptions in the lives of young girls. In the year 2020, for example, Kenya Health Information Management Systems (KHIS) reported that a total of 151, 433 teenage girls were pregnant for the period January- May 2020 (Kahurani, 2020). It is not on record how many resumed schoolings after giving birth.
Teenage pregnancies pose a major challenge for socio-economic development for girls within the Sub-Saharan Africa because it deprives them of the opportunity to further their education and achieve their career aspirations (Chiyota, 2020). Teenage pregnancies are not a phenomenon for African countries only. Adolescent pregnancy is still a concern for education stakeholders and other agencies in developed countries such as the United States of America due to the negative effects of premature motherhood on teenage mothers’ schooling (Karimi, 2015). In the USA, the rate of teenage motherhood is estimated at five percent where adolescent girls ranging between 15-17 years deliver every year resulting into school dropouts because of the complexity of motherhood (Wanyama et al., 2018).

In the African continent, teenage pregnancy rates are the highest globally. Every year thousands of girls become pregnant at a time they should be learning (Ebrahim et al., 2019). Early and unwanted pregnancies place significant social and financial difficulties in the way of adolescent girls pursuing their formal education. Children in impoverished countries encounter several obstacles when it comes to learning. As a result, adolescent females who become pregnant unexpectedly confront the difficult task of managing the pregnancy while also ensuring that they do not drop out due to their new parenthood position and identity (Chiyota & Marishane, 2020). Teenage pregnancy is the leading factor that contributes to gender disparity in education in Sub-Saharan Africa (Chauke, 2013). This is because early maternal obligations are incompatible with school attendance (Chiyota & Marishane, 2020). Girls’ attendance in school, according to Nyariro (2018), is a key factor in delaying early marriage and childbearing. Pregnancy, on the other hand, has been highlighted as a major cause of dropout and exclusion among females in Sub-Saharan Africa's primary and secondary schools.

According to Zuilkowski et al. (2019a), in South Africa, an estimate of above 30 percent of adolescent girls had delivered for the first time and were not in school. Chiyota (2020) also recorded that adolescent motherhood is one of the main reasons of school dropout since many female teenage parents forfeit school once they deliver their babies. The rights of girls to education are contained in the many international conventions and treaties such as the Convention on the Elimination of All
Forms of Discrimination Against Women Zuilkowski et al. (2019a). Therefore, regular attendance should be emphasized in schools and dropout rates minimized.

According to Karimi (2015), in Kenya 7 out of 10 girls become sexually active before adulthood. In addition, they have no access to reproductive health knowledge thus resulting in underage pregnancies which hampers their education, a fact affirmed by (Nyariro 2018). A report from the Centre for the Study of Adolescence (CSA) states that out of the 13,000 girls who annually fall pregnant and exit learning, only 1,200 girls resume learning post-delivery. Girls who are stigmatized within their social networks rarely get any support either at home or at school. Moreover, they face frequent criticisms and judgement (Hatuugari, 2019) leading to school dropout. (CSA 2008) concurs with these sentiments while observing that most headteachers do not allow pregnant adolescents in the schools fearing they may contaminate the continuing students. Given the foregoing, this study sought to find out the views and the roles of the stakeholders on the implementation of the Re-entry Policy of 1994.

1.2 Statement of the problem

The Re-Entry Policy for pregnant girls was introduced in 1994 by the government of Kenya through the Ministry of Education to give girls who become pregnant in schools a second chance at education after delivery (Omwancha, 2012). Ideally, this was meant to address the school dropout rate amongst girls which in turn leads to gender disparities in education. A report by UNDP (2010) on a study by the Centre of Study of Adolescence (CSA) 2008 established that approximately 13,000 girls exit school yearly due to adolescent pregnancy. The 2014 Kenya Demographic Health Survey (KDHS) revealed that 1 in 5 (18%) adolescent girls aged between 15-19 years were either pregnant or had already given birth. Educating girls make them lead long and healthy lives, knowledgeable, gives them access to adequate resources needed for a decent standard of living, and makes them participants in community life (Chege & Sifuna, 2006). However, the negative views held by the stakeholders towards the Re-entry Policy have made its implementation weak and elusive (Chebet et al., 2019). Research has been done on the implementation of the Re-entry Policy of 1994 giving results on experiences of schooling teenage mothers. The views of the stakeholders on the same is scarce. It is
on this background that my study sought to explore the views of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers.

1.3 Rationale of the study

Despite the introduction of the re-admission strategy in Kenya in 1994, studies still show that adolescent mothers continue to dropout of secondary schools in many parts of Kenya because of teenage motherhood (Kurgat, 2016). Undie (2016) posits that awareness on the return to school policy must be intensified. Ad hoc studies done in several Kenyan counties (Kiambu, Nakuru, Homa Bay, Bungoma, and Migori) have established that education agents and the clientele lack sensitization on the strategy and its practices. Nyariro (2018), for example, discovered that parenting adolescents are continually barred from schools because principals and boards of management are ignorant and insensitive to the provisions of the re-admission strategy of 1994 on teenage mothers.

According to Phiri & Machila (2019), stakeholders are one of the key factors affecting the implementation of the Re-entry Policy of 1994 on teenage mothers. Researchers have carried out studies on the Re-entry Policy on various aspects, such as exploring the adolescent mothers’ schooling encounters on return to high school, but the views of the stakeholders have not been touched. This study seeks to explore this important aspect.

1.4 Significance of the study

Omwancha (2012) pointed out the absence of the strategy guidelines, fear of the community ostracizing the school, and the fear of the girls being discriminated against by the peers as the main obstacles hindering the practice of re-entry strategy by the headteachers. Consequently, this study sought to find out the views of the stakeholders on the implementation of the re-admission strategy on adolescent mothers. The study was fruitful because it brought to fore divergent views of stakeholders on the implementation of the Re-entry Policy on teenage mothers within Kisumu East Sub-County of Kisumu County.
The findings of this study are expected to be useful to policymakers in the field of gender and education. They may reconsider an improvement on the policy given the views of the stakeholders on the implementation of the Re-entry Policy of 1994.

1.5 Purpose of the study

To investigate the views of the stakeholders on the implementation of the return to school policy of 1994 on teenage mothers in a secondary school in Kisumu East Sub-County, Kisumu County. The implementation of the Re-entry Policy in this secondary school enhanced the elimination of gender disparities in education because of school dropout caused by teenage pregnancy.

1.6 Research Questions

This study was guided by the following question:

How do stakeholders view the implementation of the Re-entry Policy of 1994 on teenage mothers?

1.6.1 Subsidiary Questions

1. What are the views of the stakeholders on the implementation of the Re-entry Policy?

2. What are the roles of stakeholders in the implementation of the Re-entry Policy?

3. What challenges do stakeholders' perspectives pose to practicing this policy?

1.7 Limitations of the study

This study did not fare well in following the trail on the Re-entry Policy implementation process in Montana school because the intended documentary evidence from the school was missing. The researcher had hoped to analyze the return to school documents such as the leave and re-entry forms that validate the exit and re-admission of the teenage mothers back to school. That wasn’t achieved.
1.8 Assumptions of the study

The researcher assumed that the research site had the Re-entry Policy documents such as the leave and re-entry forms since it was practicing the Re-entry Policy. The school did not have the documents. These documents could have provided a better trail on the re-entry implementation process at Montana mixed-day secondary school. Secondly, the researcher hoped that the respondents would be truthful and open minded in their responses. This was achieved after the respondents were assured of confidentiality and the right of withdrawal whenever they felt uncomfortable answering the questions.

1.9 Definitions of key terms

Teenage mother: For this study, a teenage mother refers to a young woman who is aged between 13-19 years who has delivered. The term teenage mother will be used interchangeably with student mother, and adolescent mother.

Re-entry Policy: An Educational Policy in the Ministry of Education that allows pregnant teenage mothers to return to school after delivery in Kenya.

Gender Equality: The Elimination of all forms of discrimination based on gender, so that girls and women, boys and men have equal opportunities and benefits.

Gender Equity: Giving equal access to enrolment and other educational opportunities (Favors, 2018).

Inclusion: This is the process of responding to the diversity of needs among learners, which can be done through increasing participation in learning cultures, and communities and reducing exclusion from and within education.

Stakeholders: Refers to persons that have interest, concerns, and shared responsibility, contribution, or obligation towards the implementation of the Re-entry Policy guidelines on the teenage mother.

School dropouts Are teenage mothers who leave school before completion due to pregnancy or motherhood.
1.10 Overview of the dissertation

This dissertation has five chapters. In the first chapter, the introduction, research questions, and rationale for the study are presented. The second chapter discusses existing literature related to the study. In chapter three, the researcher presents the methodology used, the research approach and the sampling and data collection procedures. Finally, the chapter looks at the ethical considerations and reviews the trustworthiness of the study. The fourth chapter presents the findings of the study. The fifth chapter deals with the conclusion while providing recommendations and suggestions for further research. The following chapter will be on literature review.
CHAPTER TWO:
LITERATURE REVIEW

2.0 Introduction

This chapter focused on the research work revolving around the views of the stakeholders on the practice of the Return to School policy of 994 on the teenage mothers. The review is underscored by focus of investigation in the study which included; views of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers in one public mixed secondary school in Kisumu East Sub-County; roles of stakeholders in the implementation of the Re-entry Policy of 1994 on teenage mothers in one mixed public school in Kisumu East Sub-County; challenges faced by stakeholders in the implementation of the Re-entry Policy of 1994 on teenage mothers in one mixed public secondary school in Kisumu East Sub-County. The research questions were:

1. What are the views of the stakeholders on the implementation of the Re-entry Policy 1994 on teenage mothers?

2. What are the roles of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers?

3. What are the challenges faced by stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers?

The chapter is organised in sub sections as follows:

2.1 Education Re-entry Policy of 1994 on teenage pregnancy in Kenya.

Underage pregnancy is a major hindrance to girls' education globally, as it usually leads to dropout and early marriage, the situation is even worse in low-income nations (World Health Organization, 2014). Teen parents find it difficult to return to mainstream learning after delivering and are unable to reach their fullest potential particularly in Sub-Saharan Africa due to high incidence of
teenage pregnancies and poor policies (Lloyd, 2011). Failure to complete their education reduces their chances of finding fulfilling work in adulthood and reaching socioeconomic independence.

Education is globally recognized as a key to national development. The 1948 Universal Declaration on Human Rights development recognized it as a fundamental human right. It determines the attainment of gender equality in society. Kenya is a signatory to the international conventions and treaties which support the concept of gender equality in education. These include the Convention on the Rights of the Child (Barsh, 1989). The Convention on the Elimination of All Forms of Discrimination Against Women Zuilkowski et al. (2019a). United Nations Human Rights (1979), the World Declaration on Education for All held in Jomtien (1990), and the Beijing Declaration (1995). In the Sub-Saharan Africa girl’s education is still not prioritized, as girls are viewed as a source of wealth in some African countries. Taking girls to school is therefore viewed as delaying the acquisition of wealth by the parents of the girls.

All the international conventions and treaties emphasized the elimination of gender disparities in education to achieve gender equality (Mbugua, 2017). However, there is evidence that girls have been disadvantaged in terms of access and retention in education. To resolve the pregnancy-related school dropouts, different governments initiated the Re-entry Policy to give girls a second chance at education after they have given birth (Muthikwa, 2020). This provision of second chance to girls was inclined on the understanding that education was key to all (boys and girls).

Kenya in its quest to narrow the gender disparity gap in education implemented the Re-entry Policy in 1994 to give teenage mothers a second chance at education. A meeting held in Mauritius by the Forum of Women Educationists in 1994 deliberated on the need to allow teenage mothers access to education after delivery (Wamahiu & Isole, 2020). According to FAWE, one of the factors influencing the implementation of the return to school policy is stakeholders’ views and participation. A report by S'lungile et al. (2021) in Kabwe District in Zambia noted that the stakeholders were in favour of the Re-entry Policy, which made its implementation strong and effective. Moyo (2021) documented in a study conducted in Zambia's Kabwe District noted that policy supporters played critical roles in policy
implementation. Officials from the Ministry of Education were educating school administrators about the Re-entry Policy and visiting schools to gather feedback on its implementation. This shows that in Zambia’s Kabwe District tracer system is in place to help follow up on girls who return to school.

2.2 Return to school policy practice in the United States of America

The issue of adolescent mothers is an international phenomenon. According to many research findings, the USA is not immune to school dropouts because of adolescent pregnancies. The country has the highest percentage of teenage births among developed countries (Jozkowski & Crawford, 2016).

Since pregnant students were being excluded, the United States of America implemented a regulation that allows them to attend school. The Educational Amendment Act of 1972, sometimes known as Title 1X, and the Women's Educational Equity Act (WEEA) of 1975 were enacted because of this. The Act’s major goal was to promote the education of adolescent mothers as equals in schools (Nolan et al., 2017).

The United States anticipated or required learners to attend school through the eighth month of pregnancy due to educational statutes and other applicable legislative legislation (Adler et al., 1985). Due to these favourable measures, formerly pregnant students in schools increased from 6 percent before the law's introduction to 55 percent by 1985 (Burdell, 1998). Because of the educational acts and other relevant statutory legislature, school children were compelled to attend school until eighth month of pregnancy (Adler et al., 1985). Teen mothers were given tuition while on maternity leave and favourable conditions of learning were given to them.

Because this study deals with a comparable educational strategy affecting young mothers in Kenyan schools, the history on teenage mothers and schooling in the United States is relevant. One important finding in the program's execution is that many school officials did not follow the legislation in implementing the policy and continued to dissuade teenage mothers from returning to school. This discovery aided the researcher in understanding how a policy allowing adolescent mothers to return to school was implemented in a developed country.
2.3 Implementation of the Re-entry Policy in England

The treatment of pregnant learners and young mothers in England is like that of expectant learners and teenage mothers around the world (Hosie, 2007). This is supported by findings from academics like Lall (2007) who conducted thorough qualitative study on learners' expulsion from schools in England. The study discovered that learners are frequently marginalized in public educational institutions. It was remarkable that stigmatization persisted even after the government introduced several new legislative efforts in 1997 Selman (2003), Hosie (2007) reaffirmed this when they stated:

"Another issue is that some schools are hesitant to allow young mothers to stay with them during their pregnancy and parenting”

Given the general picture of England, adolescent mothers face educational challenges when rules are in place, painting a bleak picture of what is happening in many parts of the country. The context is important for this current study of re-entry implementation in the same phenomenon. However, the data come from a developed country with considerably more developed institutions and infrastructures than Kenya.

2.4 Implementation of Re-entry policy in South Africa

The Re-entry Policy was implemented in South Africa in 1996, two years after it was implemented in Kenya. The South African republic passed the Schools Act (No. 84) in 1996, which established an educational policy. This was a watershed moment in the transformation of the education system because of the wide constitutional commitment to gender equality in schools Easterbrooks et al. (2016), which meant that prior to the Act, there was no gender equality in schools. Easterbrooks et al. (2016) study was taken into consideration because it looked at how the Re-entry Policy was executed in South Africa. The study found that the national policy was able to achieve its goals.

Easterbrooks et al. (2016) further discovered that certain school officials continued to stigmatize and marginalize pregnant and parenting students, therefore legitimizing their exclusion and marginalization as students. The study's principal finding is that the re-entry strategy, which was a
national program, failed to achieve its goals because meanings and belief systems hampered execution. School authorities in charge of enforcing policies provided meanings and belief systems that hampered execution.

The re-entry strategy is implemented in schools where teenage mothers and expectant learners are intended to learn, whether in a developing or developed country. As a result, the educational environment must be friendly to pregnant students and teenage mothers. Because teen mothers were stigmatized, the strategy fell short of the government's goal of encouraging equality and participation. This flaw was discovered not only in the areas where the research was conducted, but throughout South Africa, where the Act contained gaps that were detected (Easterbrooks et al., 2016). This study is relevant to the researcher's research since in Kenya, the school officials oversee the implementation of the return plan. Their failure indicates that the government's approach has failed. Easterbrooks et al. (2016) and the current study are comparable in that they both investigate how the Re-entry Policy is implemented in the two countries.

Secondary schools in South Africa and Kenya have varied socioeconomic, cultural, and educational ideals and histories. As a result, different surroundings may have different effects on the same research, thus the study's focus study.

2.5 Re-entry policy of teenage mothers in Tanzania

The return to school policy exists in nations like Tanzania on draft, however it is not being implemented. Students who fall pregnant while in Tanzanian high schools are currently dismissed with no option of returning. Principals and head teachers cite the Regulation contained in the 2002 modification to the Education Act as the legal foundation for expelling expectant teenagers from institutions of learning (Education Act 2002, Section4).

In Tanzania, around 68,000 primary school students and 66,000 secondary school students dropped out before the end of the school year in 2010. Over 7,000 females discontinued primary and secondary schools when they fell pregnant in the same year (URT, 2010-2011). The high rate of school dropout among Tanzanian girls has had a significant influence on females' educational and social
mobility in Tanzania. Teenage mothers who attempted to return to school in Tanzania faced several challenges, according to Nkwemu et al. (2019), including negative attitudes among peers, a lack of childcare assistance, a stable social support network within and outside the schools as they grapple with the dual roles of schooling and motherhood.

Due to a lack of coping methods Grant and Hallman (2006) and absolute rejection from school, young mothers in Tanzania are unable to complete high school. According to Vincent (2009) pregnant and parenting students were made to feel like they didn't belong by emphasizing how she was different from her non-pregnant friends to make her feel out of place and lose interest in school.

2.6 Implementation of the Kenya Re-entry Policy of 1994

Teenage pregnancy as noted by Achoka and Njeru (2012) is one of the leading causes of school dropout amongst girls in Kenya. While promoting education for both boys and girls, men, and women, it is necessary to remember the country's substantial female population. According to the results of Kenya's 2019 population census, females outnumber males by 225,181 (Kenya National Bureau of Statistics, 2010). However, this difference in number is not reflected in educational school enrolments, especially in secondary schools, where the boys out number girls. This is an indication that there may be some school aged girls that are left out in education. Scholastically girls tend to drop out of school in larger numbers as compared to boys. This may mean that girls who drop out of school due to teenage pregnancy are denied chances to further their education. This leads to a negative effect in the girl child’s future growth and development since education is a prerequisite for upward mobility. To resolve the pregnancy related school dropouts, government of Kenya initiated the Re-entry Policy to give girls a second chance at education after delivery (Muthikwa, 2020).

Kenya's school Re-entry Policy for females was passed in 1994 Undie et al. (2015c), and in 2009, the Ministry of Education (MOE) released the National School Health Policy in partnership with the Ministry of Public Health and Sanitation (Wamai, 2009) to make the Re-entry Policy more attractive and appealing to the readmission of teenage mothers. Despite the existence of these policies that aim at protecting education for pregnant and parenting students, teenage mothers still dropout of
school because of pregnancy related issues. These policies stress allowing pregnant students to return to school after childbirth and allowing females who fall pregnant in school to carry on with their education. A baseline study carried out in Homabay County revealed that high school dropout rates among the teenage mothers is still high despite this supportive legislative environment for teenage mothers (Undie et al., 2015b).

2.6.1 Contradiction on policy

Re-entry Policies necessitate for a period of disengagement with schooling and allow for readmission after a given period for delivery of the baby and lactation (Chilisa 2002). In Kenya, while the Re-entry Policy guidelines provide for pregnant students to dropout from school to give birth and return to continue with schooling when appropriate, the National School Health policy (2009) stipulates that pregnant teenage girl should be left in school as long as possible. However, the Re-entry Policy and the National School Health policy (NSHP) are silent and unclear on stating specifically at what stage should a pregnant teenage student dropout and after how long should she resume learning after giving birth. This policy contradiction has led to the weak implementation of the re-entry policy, where different principals and headteachers use their own discretion to define “when appropriate”.

2.7 The Importance of Stakeholders views on the implementation of the Re-entry Policy

In this study literature reviewed was related to the importance of the stakeholders’ views on the implementation of the Re-entry Policy of 1994 on teenage mothers. The key stakeholders in this study are the principal, the guidance and counseling teacher, the BOM member, the teenage mother, and the continuing students who formed the FGD. Stakeholders’ views on the implementation of the Re-entry Policy borrows much from the local knowledge and the traditional practices and beliefs held by various communities (Baafi, 2020). In terms of readmission practice, some school administrators, including principals, have been sceptical of readmitting young mothers or allowing pregnant girls to remain in school. Birungi et al. (2015) opined that readmitting teenage mothers taints the school’s image and promotes promiscuity among other schoolgirls. Such negative views consequently promote
school dropout for teenage mothers despite the existence of the Re-entry Policy. Baafi (2020) further opined that, the success or failure of the Re-entry Policy is critically dependent on the views of the stakeholders.

A study by S’lungile et al. (2021) in Kabwe District in Zambia noted that when stakeholders are in favor of the Re-entry Policy, implementing it becomes strong and effective. Moyo (2021) reporting on the importance of the stakeholders’ views, notes that stakeholders’ views play critical roles in policy implementation.

From the above views we can insinuate that due to the negative perception by various stakeholders, it is hard to achieve objectives of the Re-entry Policy. The policy requires that teenage mothers are accorded emotional, social, and material support before, during and after delivery to enable them to follow their education with ease (MOE, 2011)

2.8 Factors that hinder stakeholder’s effective implementation of the Re-entry Policy.

The Kenya Re-entry Policy stipulates that teenage mother should be allowed back to school after delivery (Bariham et al., 2017). However, those who opt to re-enter school face a range of impediments which sometimes make them drop out of school completely (Miriti & Mutua, 2019). The study identified Workload and lack of professionalism amongst the GNC teachers, Stakeholders lack of preparedness and ignorance of roles and the Cultural and traditional beliefs and practices as some of the factors that hinder the effective implementation of the Re-entry Policy

2.8.1 Workload and lack of professionalism amongst the GNC teachers

Due to the challenge of teacher shortage in Kenya, the guidance and counseling teacher may have other responsibilities hence this may compromise the attention they give to the guiding and counseling department especially if they are not professional counselors. According to Onyango et al. (2015) teacher counselors have teaching obligation during the day just like other teachers, these results to limited counseling hours with the teenage mothers. The workload and lack of expertise knowledge amongst the teacher counselors jeopardizes their performance as GNC providers to the teenage mothers within the schools (Mulenga and Mukaba, 2018).
The foregoing evidence depicts that guidance and counseling services in Kenya experiences some challenges, and therefore is hindering the effective practice of the Re-entry Policy.

2.8.2 Stakeholders’ lack of preparedness and ignorance of roles on the implementation of Re-entry Policy of 1994

The Re-entry Policy of 1994 is not only timely, but also thoughtful and viable. However, there is evidence of lack of preparedness and ignorance of roles amongst the stakeholders to effectively implement the Re-entry Policy. Huffman et al. (2018), opines that many parents fail to support their adolescent mothers because they are ignorant or harbor negative attitudes towards the implementation of the Re-entry Policy. This view is evidence that stakeholders are not prepared and are ignorant of their roles on the implementation of the Re-entry Policy.

2.8.3 Cultural and traditional beliefs and norms

According to Undie et al.(2015c), there is a perception that girls who become pregnant or give birth while still in school have broken the rules of morality and therefore immoral. This view leans heavily on the cultural and traditional beliefs of several African Communities that designate sex exclusively for married people. Parents who subscribe to such cultural and traditional beliefs are bound to oppose the implementation of the Re-entry Policy and as such declare the young mothers who return to school as a public embarrassment (Onyango et al., 2015). This attitude from parents translates into a hindrance to the continuity of the teenage mothers’ education. According to Achoka& Njeru, (2012), parents support is key to the success of the Re-entry Policy, lack of which teenage mother can drop out of school completely.

2.9 The role of stakeholders in the implementation of the Re-entry Policy

The Roles of stakeholders in the implementation of the Re-entry Policy as stipulated in the Policy guidelines in accordance with the constitution of Kenya 2010, the Basic Education Act (2013) and Pricilah et al. (2014), state that: Parents should: take back the teenage mothers to school after they have given birth, pay school fees for the teenage mothers, take care of the teenage mother’s child, and reduce domestic chores to create study time for the teenage mother. The principal and teachers are the
major decision makers in the process of readmission of the teenage mothers. They should: unconditionally readmit the teenage mother, avoid stigmatization and encourage the teenage mother to stay in school, create a conducive learning environment for the adolescent mother, and ensure provision of GNC services to the teenage mother.

The school Board of Management should support the Re-entry Policy by ensuring the continuous engagement of parents and guardians during the learning cycle, establishing, and strengthening effective GNC services as well as mentorship for the teenage mother, and monitoring the Re-entry Policy programme and the continuity of the students after readmission (Basic Education Act, 2013). Ad-hoc studies have shown that several stakeholders have decided to ignore their roles and thus hinder the successful implementation of the Re-entry Policy.

2.10 Support accorded to teenage student mothers

Teenage mothers need support from home and school for them to continue schooling.

2.10.1 Support at school

The inconsistencies of the policy and its implementation can be realised from the disconnect between its intents and the actual situations within the school and related community (Setwin & Rachel, 2019). As they try to manage their duties as mothers and learners, the young-mother learners face stigmatization and discrimination. The difficult tasks of parenting, as well as the social contempt these young-mother learners face, frequently traumatize them. Teachers, parents, classmates, and society could all be making fun of you (Apondi et al., 2011). This unfavourable treatment creates emotional scars on the young mothers in school, as well as a bleak future to confront. According to Zuilkowski et al. (2019b), school assistance is a critical component in determining whether a teenage mother can continue her education. This is confirmed by Karimi (2015), who claim that a fundamental consideration for support is the school administration's readiness to accommodate and encourage young mothers’ learners.
Because pregnancy and motherhood are traumatic experiences for teenage mothers, the most important thing they require upon re-admission is counselling (Mardi et al., 2018). In most cases, schools do not provide this service as frequently as it is required. Guidance and counselling teachers frequently cite their workload in terms of classes to attend as a justification for not providing this much needed support. Gao (2021) observed that most schools lack robust systems on guidance and counselling which is due to the factors that hamper their practice. Her study further reiterated that the shortage of guidance and counselling facilities and lack of interest from heads of schools and stakeholders has contributed to the ineffective implementation of the return to school policy. Gao (2021) further elucidated the mediocrity of the counseling services offered in the schools and the teen mothers’ helpless position and needs.

2.10.2 Support at home and in the community

Karimi (2015), discovered that adolescent mothers’ education was mostly at the hands of their parents, particularly their fathers. According to her, if the parents wish to marry off their daughter, they will use her pregnancy as an excuse; this is in line with the findings of (Orakci et al., 2016) and (Chiyota & Marishane, 2020). However, (Karimi, 2015) observes that most parents are motivated to support young mothers’ who are academically promising to help them continue their education, while Pricilah et al. (2014), argue that young mothers’ willingness to return to school is also a major determinant factor.

In communities where teenage pregnancy is seen as a shameful act for the families, the teenage mother might not get any support. As is echoed by Phiri and Machila (2019) the teenage mothers do not have any self-value because of the hostility coming from the community members. The teenage mothers lack individual and institutional support and considering that they are in themselves children, this must be a psychological torture to their developing minds. Breheny and Stephens (2007) in their study noted that regardless of the age of a mother when she gives birth or her status in the social strata, being a mother is still a challenge in which one needs all the support they can get. Considering the foregoing, it is prudent to say that support for teenage mothers is not sufficient at home nor at the community level to encourage their resumption of studies after giving birth.
2.11 Critical analysis of policy implementation in schools: discretion and supervision of the principals

The implementers of policies in schools have utilized their administrative discretion in the implementation of policy initiatives in the schools. According to Farooq and Forbes (2010), Street Level Bureaucrats like headteachers, principals and managers of schools have the discretion and autonomy to effectively implement a policy or not. For example, a pregnant teenage student can either be allowed to continue learning or sent home depending on the principals’ decision because of the discretion and autonomy which the headteachers enjoy.

For a policy to be effectively implemented in an educational institution, there is need for functional monitoring and evaluation, empowered support by the school stakeholders and close monitoring and supervision of the policy implementation (Jaffer, K 2010)

2.12 Conceptual framework

Figure 1.0 Conceptual framework
The implementation of the Re-entry Policy will determine its success. Implementation ensures that the stated objectives are met by inputs such as: stakeholders views; actual policy gaps and provisions; and other factors such as policy success or failure as shown in Figure 1.0. These inputs or factors interact to influence the Re-entry Policy guidelines' implementation. The success of the implementation will be determined by how these factors are addressed.

The idea that some of the causes for implementation success or failure are understood informs this conceptual framework, however the proof so far is only anecdotal. The goal of this study is to determine whether these statements are correct, and to what extent they are correct.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section discusses the methods employed in carrying out the research. The chapter provides the rationale for the choice of the qualitative case study approach. It also outlines the target population, sample size, and sampling methods as well as the data collection procedure. It explains the data analysis procedures and the data collection instruments as well as the ethical considerations that were employed. Rigor and trustworthiness of the study are also discussed.

3.1 Research approach

The research was conducted qualitatively. Qualitative research begins with assumptions that are tested through the interpretation of people's responses to a problem under investigation Astroth and Chung (2018). The study is based on a questioning process in which the researcher gathers information in a legitimate setting that is responsive to the respondents and area under investigation (Astroth & Chung, 2018). This way, the information gathered is based on the respondents' thoughts on the topic under investigation. The research presumed that the return to school policy of 1994 on adolescent mothers was being implemented following the stipulations of the document. To get answers, the study used a qualitative approach to thoroughly analyse this hypothesis and understand respondents’ thoughts and opinions on the study premise.

Lune and Berg (2017) assert that qualitative research allows one to acquire rich information which is directly tied to the respondents by seeing, observing, and conversing with them. Additionally, the design was relevant for this research since it was able to execute several methods and participants’ multiple perspectives and meanings that enhance a comprehensive and exploratory research. (Astroth & Chung, 2018). For adequate evaluation of the views of the stakeholders on the 1994 Re-entry Policy, it became necessary to employ varied methods of data collection to obtain a wholistic account on the study phenomena (Patton, 2002). Furthermore, because of the design's flexibility, the researcher was able to do member checks while producing the report (Guetterman & Fetters, 2018). The objective
was to inquire among other things the awareness on the existence of the policy, the stakeholders’ roles and the challenges surrounding the practice of the return to school policy.

3.2 Case Study Design

The case study design allowed the researcher to collect extensive contextualized data from a selected number of people. A case study, according to Creswell et al. (2007) is a strategy in which a researcher discusses a situation over a period utilizing data collection methods that provide in-depth information and several data tools. Luck et al. (2006) proposes another definition of a case study as an investigation of the case and the result of the investigation. The researcher employed this research technique to get detailed information on stakeholders’ perspectives on the implementation of the 1994 Re-entry Policy on teenage mothers in Kisumu East Sub-County. The researcher’s strategy (the case study) was to gain an accurate and thorough picture of how stakeholders view the opportunities and challenges those young parents face as they return to school following pregnancy, as well as how the Re-entry Policy was implemented. According to van den Berg et al. (2001) case study as an approach involves organized means of acquiring appropriate data on a specific individual, community background, event, or group to allow the researcher to successfully understand the phenomenon.

This case study as a strategy has the advantage of being intensive and assisting the researcher in gathering rich data for the study. Case studies can also take place in a real setting (Cronin, 2014). The setting for this case study was one mixed public secondary school in Kisumu East Sub-County. This school was chosen because of its practice of enrolling teenage mothers returning to school. A case study is flexible, and it gives the participants room for further explanation during the discussion. It allows for collection of thick data as the researcher can collect nonverbal cues and gestures from the participants.

3.3 Target population

The researcher targeted one principal of one secondary school that has implemented the Re-entry Policy of 1994, one guidance and counselling teacher who works in the school, one parent who is a member of the Board of Management of the school, one teenage mother who has been re-admitted in
the school because of the Re-entry Policy and six continuing students in the school. The principal as
the major implementor of the Re-entry Policy on teenage mothers was in a better position to provide
information on the views of the parents, teachers, sponsors, and the B.O.M members on the
implementation of the Re-entry Policy on teenage mothers. She was also able to shed light on whether
the proposal to have TSC recruit specific teacher counsellors was carried out, and if so, did it meet the
requirements of the policy.

The GNC teacher was targeted because the policy stipulates that the position of the GNC
teacher for the provision of the psycho-social support needed for the re-admitted teenage mother is
crucial for the mental wellness of the teenage mother, that counselling remains the only available
support the teenage mother receives in school. It was, therefore, important to get their views,
experiences, challenges they face concerning the implementation of the policy.

The member of the Board of Management (B.O.M) was targeted to give the views of the larger
community where the teenage mother belongs and relates with after school. Her input played an
integral role in informing this study of the position of the Board as far as the implementation of the Re-
entry Policy on teenage mothers is concerned. The six continuing students were targeted because it
was important to get their views since the policy expects them to give the teenage mother emotional
and educational support once she is re-admitted back to school. Their perspective on the Re-entry
Policy can determine the reception they accord the teenage mother, which may, in turn, determine
whether the teenage mother stays in school or leaves never to return.

Table 1: Summary of the target population

<table>
<thead>
<tr>
<th>Data collection method</th>
<th>Research participants</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face – face semi structured</td>
<td>Principal</td>
<td>1(female)</td>
</tr>
<tr>
<td>Interviews</td>
<td>GNC teacher</td>
<td>1(female)</td>
</tr>
<tr>
<td></td>
<td>Teenage mother</td>
<td>1(female 18 yrs)</td>
</tr>
<tr>
<td></td>
<td>B.O.M member</td>
<td>1(female)</td>
</tr>
<tr>
<td></td>
<td>Continuing students</td>
<td>3 boys, 3 girls</td>
</tr>
</tbody>
</table>
3.4 Sample and sampling procedure

A sample, according to Aloo (2018) is a subset of the population chosen for observation and study. A sample, according to Rotich et al. (2014) is a smaller group or sub-group drawn from the available population, whereas sampling is a process of selecting subjects for a study in such a way that everyone chosen represents the broader group from which they were drawn. Any assertion made about the sample will apply to the entire population, however, it is generally agreed that the larger the sample, the lower the sampling error.

Sampling is the procedure of selecting members of a research sample from an accessible population which ensures that the conclusion from the study can be comprehensive to the study population (Çoban, 2020). This study targeted one public mixed day secondary school in Kisumu East sub-county. According to Corrigan and Onwuegbuzie (2020), purposive sampling purposively targets a group of people believed to be information-rich in the study.

3.5 Research site

The study was carried out in Montana (pseudonym) secondary school, which is in low resource urban setting in Kisumu East sub-county, in Kenya. This is a public mixed Day secondary school with average performance. The research site sits in an area that is predominantly Christian, which has a big impact in the region concerning norms, practices, and beliefs. Montana secondary is sponsored by the Anglican Church of Kenya. In this region teenage pregnancy is against the customs and traditions, but if it occurs, the girl is married off disregarding her age to conceal the shame and stigma associated with teenage motherhood. The school was purposively sampled because it implements the Re-entry Policy of 1994.

<table>
<thead>
<tr>
<th>Title</th>
<th>Position</th>
<th>pseudonym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Montana) Secondary School</td>
<td>Principal</td>
<td>Montana</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>GNC teacher</td>
<td>Montana GNC</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Teenage mother</td>
<td>Montana faith</td>
<td>18 yrs.</td>
</tr>
<tr>
<td></td>
<td>B.O.M member</td>
<td>Montana parent</td>
<td>Female</td>
</tr>
</tbody>
</table>
3.7 Data collection procedure

Multiple sources of evidence are required for data collecting in a case study (da Silva et al., 2019). The study used a variety of data collection methods, including interviews, focus group discussions, and document analysis, to improve data triangulation and corroboration and so increase the validity of the conclusions (Vonderwell, 2003). When multiple sources of data collection methods are combined, they paint a complete picture of a phenomenon. The researcher began the data collection procedure well aware that she was also a data collection tool, and that the success of the overall process was greatly dependent on her research abilities.

3.8 One on one semi-structured interviews

Semi-structured interviews one on one were conducted with the principal of the school, the teenage mother, the guidance and counselling teacher, a member of the board of management, and six continuing students who formed the FDG. The study preferred the one-on-one questioning as a way of gathering information because of its flexibility and adjustability. Further, one-on-one questioning allows the researcher to gain or access the non-verbal cues from the respondents. (Cronin, 2014). The study aimed to explore the views, thoughts, attitudes, and values of stakeholders on the practice of the 1994 Re-entry Policy of teenage mothers. For the researcher to get appropriate responses that answered the research questions, interview guides became appropriate. The interview guides steered the interviews back on track as respondents seemed to go off the topic of discussion. Qasem and Zayid (2019) define a protocol or interview guide as a written list of questions that guide an interview process. The interviews were more of guided conversations which gave the respondents room for a change of words, explanation, and any other necessary alteration on the questions. This method works well as it gives room for clarifications as it gives the respondents space to go in-depth in their responses (Nisa, 2014).

Before embarking on the interviews, the researcher first visited the school to build a rapport with the respondents. I ensured the availability of the teenage mother, being the major respondent in this study. The other respondents were equally found, and a session of familiarization was held. I requested the interview appointments for different days for every one of the informants. Through the
school principal, I explained the purpose of the research and the subsequent use of the research data to
the participants, who were also informed of their right to willingly participate in the interviews but
could withdraw anytime they so wished. The respondents gave their verbal and written consent by
signing the forms. The interviews were held after classes in the evening to avoid inconveniencing the
participants during their class hours. Each interview session took between 35-40 minutes. During the
interviews, non-verbal cues were observed. The interview with the student's mother gave data on what
motivated her to seek re-admission after she delivered. Who takes care of her baby while she comes to
school? How she relates with the continuing students, whether she is socially accepted by her peers if
she suffers from stigmatization from any corner of the school community.

The researcher was flexible and adjusted accordingly to accommodate the various feelings and
emotions which at times ran high, especially with the teenage mother, who felt left alone with the
burden of the child whose father she did not know. The aim of interviewing the B.O.M member was to
find out the views of the parents whose children were learning with the teenage mother in the same
class, the perception of the religious leaders who are the sponsors of the school. The study was
interested in finding out if the parents were aware that the successful implementation of the Re-entry
Policy depended on their active involvement and participation.

During the interviews, I used the digital audio recorder to get the original verbal information as
it occurred during the conversations. Digital Audio Recorder helps even in capturing the participants'
emotional cues which could easily contradict the verbal allegations (Dahlin & Schroeder, 2021).
Important key aspects which were not captured in the audio recorder were taken as field notes in my
notebook. All the protocols of the COVID 19 were followed at all the interviews held.

3.8.1 Focus group discussion

The researcher formed one focus group discussion composed of both boys and girls from the
same class with the student's mother. The student mother was not part of the FDG, she was
interviewed alone. I planned to gather information regarding the interface between the student mother
and the continuing students. This group of students agreed to take part in the group discussions. The
focused group discussion was purposively made up of both genders to get the views and attitudes of the fellow students towards teenage pregnancy and teenage mothers. Schoolboys were included because this was a mixed school, and there were chances that some of them could be the fathers of the children born, bringing them on board could go a long way to ensure the teenage mothers have the support and assistance they need to go back to school.

3.8.2 Document analysis

Guidance and Counselling records were analyzed to establish whether the process was carried out consistently, more so to the adolescent mothers. The researcher analyzed the data collected by using the analysis protocol. (Zhou & Creswell, 2012). Nonetheless, the researcher was not able to analyze the policy document on the return to school policy of 1994 because it was not available.

3.9 Data analysis and presentation

For examination of the research to identify common idea’s themes and patterns of meanings that repeatedly came up, the study employed thematic analysis. (Samah et al., 2012). Collected data from FGD and interviews were transcribed into word transcripts. The transcribed interviews were read numerous times and cross-referenced with some of the participants’ documentation such as the guidance and counselling schedule. Consistent patterns, themes, and concepts related to the research topics were identified through critical reading and analysis. Finally, they were presented in a descriptive narrative format with literary references. Morse and McEvoy (2014), recommend a lengthy description since it clarifies the study's context, making the findings more reliable and valid.

3.10 Rigour and trustworthiness

The rigor and trustworthiness of the study depended on the various methods used. (Katzman et al., 2018) states that using multiple instruments to collect data helps a researcher to triangulate and corroborate information to accumulate evidence to support ideas from the data. This is what I did.
3.11 Limitations

The study had one major limitation. The intended documentary evidence from the school was not available, thus the researcher was not able to analyze Re-entry Policy documents such as the leave and re-entry forms and part of the counselling records. It was not easy to verify how often the teenage mothers were counselled alone away from the general counselling done for the classes.

3.12 Assumptions

The purpose of this study was to explore the stakeholders' views on the implementation of the Re-entry Policy of 1994 on teenage mothers. This study assumed that the Re-entry Policy of 1994 on teenage mothers was being implemented following the stipulations of the policy document. It was evident from the principal's confession that implementation was being done anyhow without proper guidelines and laid down procedure.

3.13 Ethical Considerations

According to Zhou and Creswell (2012), the researcher should get an institutional review and board approval before collecting data. The researcher followed all the Aga Khan University-IED, EA Ethical Review Committee's processes, and requirements. Following acceptance, the researcher sought permission from Kenya's National Commission for Science, Technology, and Innovation (NACOSTI) to begin collecting data. According to Keith et al. (2012), researchers should always obtain permission from relevant authorities before doing any type of research. The Kisumu County Director of Education, as well as the Kisumu Sub-County Director of Education, gave their consent. The research participants, the principal, the GNC teacher, the student mother, the B.O.M member, and the six continuing students who made up the FGD all gave their consent. This was in keeping with Khan et al. (2012), who recommend that researchers obtain permission from persons who would be involved in the study. Consent was given both orally and in writing on hard copies. The participants were informed that they were under no obligation whatsoever to answer the questions and that they could end the interview whenever they so wished. To avoid any disruptions to participants' normal schedules, interviews were scheduled according to their convenience. In all this, the researcher endeavoured to build rapport with the participants.
To maintain confidentiality, the researcher employed pseudonyms for both individuals and their institutions in the paper (Khan et al., 2012). Finally, during data collecting in Kenya, the researcher followed all COVID-19 standards to safeguard the safety of respondents.

3.14 Conclusion

The researcher was able to get appropriate answers to the research questions by using a descriptive qualitative approach and case study design. This way, adequate data was collected from the field. The collected data was triangulated, and the analysis is presented in Chapter Four.
CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyses, and discusses findings from the study that sought to investigate the views of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers. To explore these views the study looked at the roles of selected stakeholders in the implementation of the Re-entry guidelines and the challenges faced during the implementation of the Re-entry Policy. And finally, I looked at the COVID-19 pandemic and its impact on the Re-entry Policy implementation on teenage mothers’ education.

As stated in the last chapter, I used the research questions to identify trends and patterns in the data to draw out themes. The emerging themes were divergent perspectives of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers. The extent of support accorded the teenage mothers, challenges faced during the implementation of the policy by the stakeholders' views.

Therefore, in this section I present the themes and discuss the findings on the views of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers.

4.1 Divergent perspectives of the stakeholders

Under this theme, I discussed the various views of the stakeholders, who are categorized as the principal, the GNC teacher, the BOM member, a student mother, and six continuing students.

4.1.1 Stakeholders’ lack of preparedness and ignorance of roles

The stakeholders had several views which shed light on their stand on the implementation of the Re-entry Policy. Lack of preparedness among the stakeholders and ignorance on their roles seem to negatively affect the implementation of the Re-entry Policy. The principal of Montana ascertained that she lacked adequate orientation on the implementation of the Re-entry Policy. She lamented on lack of capacity building specifically concerning teenage motherhood and its implications. The verbatim below is her response:
We are not given any training pertaining to the implementation of the policy. We only receive circulars asking us to allow the pregnant adolescents in school and offer readmission if they come back after giving birth to pursue education. (Montana School principal, 10th September 2021)

The sentiments of Montana principal affirm the views of Psaki (2016) who opined that lack of preparedness amongst the stakeholders may be a key pointer to poor implementation of the Re-entry Policy.

The BOM on the other hand felt that parents lack emotional preparedness to manage the trauma and shock that come with the realization of a teenagers’ pregnancy.

Parents need thorough sensitization and counselling to prepare them to continue playing their roles of supporting their teenage daughter both emotionally and financially during her pregnancy and even after giving birth (BOM member, Montana school, 20th September 2021).

4.1.2 Implementation of the Re-entry Policy is turning schools into maternities

The community has not understood why pregnant girls are allowed to come to school. The study sought to establish the view of the community concerning the Re-entry Policy. The principal recalls how members of the community ridicule the school saying that the principal had turned the school into some sort of a maternity because they see pregnant schoolgirls wearing the school’s uniform. Below is her illustration.

We have had parents coming in to ask why they see pregnant girls in the school uniform going home and coming back to school. This Re-entry Policy has not been embraced by many parents around here. (Principal Montana school, 10th September 2021). Parents have not been sensitized enough to acknowledge the Re-entry Policy.

4.2 The actual implementation process of the Re-entry Policy in schools

This section examines the actual implementation process in schools.
The principal of Montana strongly feels that without the document guidelines, effective implementation of the Re-entry Policy may not be possible as in the verbatim below:

The policy should clearly state at what time to stop coming for the pregnant student, and what time to resume for the teenage mother. As it is presently, it is my discretion I use to advise the parent to keep the pregnant student at home and conversely bring the teenage mother for re-admission. (Montana Principal, 10th September 2021).

When the BOM member was asked to give her view on the implementation of the Re-entry Policy, she said that the implementation is not very effective as evidenced below:

The implementation is not effective. Many of the girls get pregnant, but only a few come back. That means either they are not aware of this policy, or their parents have refused to bring them back (B.O.M member Montana school, 20th September 2021).

In her view on the return of a teenage mother after delivery, the GNC teacher believed that implementing the policy gave wrong signals to the other students in the school as demonstrated below:

"…coming back is not bad, but it sends some wrong communication that it is sort of just okay to get pregnant, it is okay to deliver, and it is okay to come back. Looking at the girls who have come back I also feel most of them are not sorry for what they have done." (GNC teacher, Montana school, 13th September 2021).

The teenage mother being the main beneficiary of the Re-entry Policy in her view felt that teenage mothers should be allowed to return to school if they show interest. She dispelled contrary perceptions that portray teenage mothers as bad influence on the rest of the girls in the school, instead she feels they can peer educate the girls on how to keep safe as demonstrated below:

I tell girls who have not given birth to abstain and stop peer groups because this peer grouping brings people to danger. I would advise girls not to stay around risk places (Montana Faith, 14th September 2021).
The student mother seems to suggest that although they are regarded as a bad influence by the society, they should be given a chance to prove them otherwise. The principal of Montana School, however, thinks differently, she says that when these girls come back you must be very careful with what they tell the girls around them.

4.3 The extent of support accorded the teenage mothers

Under this sub-theme, I established the amount of support the student mothers were accorded both at home and at school.

4.3.1 Support accorded the teenage mothers at home

The role of the parent for the successful implementation of the Re-entry Policy to be realized is to show support to the adolescent mother by paying school fees, providing child support for the baby to facilitate re-entry, ensure safe and conducive environment for the teenage student and minimize interruptions caused by domestic chores (MOE, 2011). The study sought to find out how much support Faith Montana receives from home. She admits that she gets minimal support from her mother who offers to stay with her baby while she is at school, but she needs financial support to get basic needs for her child and herself. Below is her illustration:

I need someone to take care of my baby as I go to school, money to buy baby clothing.

I need food to eat so that I can breastfeed well, and I also need school fees (Montana Faith, 14th September 2021).

The illustration from Faith Montana vividly asserts the findings of Kiptanui (2015) of how the implementation of the Re-entry Policy is dependent on the support from home. Without support from home the young mothers are not able to continue with education.

4.3.2 Support accorded the teenage mother at school

When asked if there is support for the pregnant girl or the teenage mother at the school the GNC teacher stated that as soon as they establish that a girl is pregnant, the girls are called in and they embark on guidance and counseling at once as her response below further demonstrates:
"...as soon as we establish that a girl is expectant, we call them in because we start our counselling sessions from there to get the full circumstances surrounding the pregnancy."

(GNC teacher Montana school, 13th September 2021).

On how she manages her academic and parenthood responsibilities, Faith Montana said she recovers her lost lessons through her classmates, who usually give her the notes which she follows up with making further inquiries from the subject teachers concerned as in the verbatim below:

"I recover my lost lessons by asking my friends what they learned yesterday and then I look at their notes and then I ask the teacher the parts that I don't understand." (Faith Montana,14th September 2021).

The GNC head of department lamented over her workload which occasionally jeopardizes her service delivery to the students. She is blaming her lack of time on a tight schedule, huge workload, and other responsibilities assigned to her by the school. Omwancha (2012) states that once a pregnancy has been established guidance and counselling should commence immediately to help the student manage the emotional challenges that come with pregnancy. The findings indicate that there is little psychosocial support the young mothers receive in school as opposed to Omwancha (2012) assertions.

4.4 Challenges facing the implementation of the Re-entry Policy of 1994

Study findings in this section looked at the challenges facing the implementation of Re-entry Policy.

4.4.1 Challenges at school: workload and lack of professionalism amongst GNC teachers

Lack of professional GNC teachers and heavy workload for the existing GNC teachers in secondary schools where teenage pregnancy is rampant is a challenge facing the implementation of the Re-entry Policy. For the teenage parents to reclaim their lost self-esteem and face the discrimination, stigmatization and ridicule from their peers and the school community they should be well equipped psychosocially. Teenage parents who do not receive the coping mechanisms may opt to dropout completely or take transfers to other schools (Omwancha,2012).
The GNC teacher attested to the above claim when she confirmed of a student who just disappeared when she discovered she was having a second pregnancy and there was no time to have a talk with her because of the tight schedule in the school as demonstrated in the verbatim below:

Because of my tight schedule I was not able to talk to that girl, her friends came to report that she could not withstand the jeers of her peers as they talked about her second pregnancy. As the days went by, we realized she had left school completely (GNC teacher, 13th September 2021)

The above submission concurs with Kitooke (2021) who said that teenage mothers who opt to re-enter school usually face a range of challenges, which sometimes make them drop out completely. This also corroborated Phiri and Machila (2019) who posted that adolescent mother face unmerited difficulties as they receive little support from school and their homes.

4.4.2 Lack of preparedness amongst stakeholders

Stakeholders are the implementers of the Re-entry Policy. The policy guidelines by the (MOE, 2011) states the expected roles of different stakeholders and the level of their preparedness for the implementation of the Re-entry Policy. The study sought to find out how prepared the different stakeholders are at various levels. The principal being the main implementer acknowledged her lack of preparedness blaming the higher authorities for laxity and lack of goodwill to enhance effective implementation of the Re-entry Policy. She cited absence of orientations for capacity building towards the implications of teenage parenthood and schooling as illustrated below:

Principals are never prepared in any way on how to implement this policy. We are given instructions through circulars to allow the pregnant teenagers to stay in school, and to readmit them after they have given birth. We do not have the document guidelines to get directions from. The whole exercise is left at the principal’s discretion that is why we get different results of the implementation (Montana principal, 10th September 2021).

The study enquired from the GNC teacher the kind of preparation she gets to enhance the mental wellness of the teenage parents. Her response painted the dark picture on the lack of preparedness she
suffers as she dispenses her guidance duties to the students. The trainings she attends are topic based and there is no professional preparation she has received to enable her to handle the teenage parenthood in a special manner as the verbatim below explains:

The trainings we attend are topic based, it could be peer education, HIV/AIDS, and things like that. It entirely depends on which organization has organized the training. What we do is quite different from being prepared to handle a specific phenomenon as adolescent parenthood and schooling (GNC teacher, Montana school, 13th September 2021).

Evidently lack of preparedness amongst stakeholders has promoted poor implementation results as noted by Psaki (2016).

4.4.3 The shame of being a teenage mother at school

The teenage mother expressed being ashamed of her pregnancy and the feeling of loneliness. She illustrated her experience in the verbatim below:

I felt embarrassed and ashamed of myself and this pregnancy. I don’t know how it came about. I have ashamed my father and he is disappointed. It was just like rape and the boys and girls in school they talk about you, they laugh it is very bad (Faith Montana, 14th September 2021).

The above experience from the teenage mother agrees with Phiri and Machila (2019) who noted that labelling statements, ridicule, and jeering damages the adolescent mother’s self-worth.

4.4.4 Challenges at home: Cultural and traditional beliefs and practices amongst the parents and community

The socio-cultural factors surrounding the re-entry of teenage mothers is traditionally rooted in customary gendered practices (Bafi, 2020). It is therefore prudent to say that families with deeply rooted cultural perceptions may enforce stigmatization and jeopardize the re-entry process for the adolescent student. According to the BOM member the return to school policy is surrounded by the cultural perceptions regardless of the teenage mother’s standpoint. The BOM member said she encountered a case where the teenage mother indicated interest in coming back to school, but the
father said tradition did not allow the girl to stay with him in the same house after she had given birth, the only solution was for her to get married to the father of the baby, the girl was only 16 years old.

Below is her explanation:

We had a case of a 16-year-old girl who got pregnant in form two. The girl really wanted to come back to school, but the father held on old cultural belief that restricted a parenting unmarried teenage girl from staying with the parents in the same house (BOM member, Montana school, 20th September 2021).

From all the respondents interviewed, stigmatization and discrimination from the peers was rampant within the community. Parenting young mothers face all types of ridicule including name calling from their agemates and former classmates within the neighborhood. This behavior leads to high rates of dropouts as compared to limited returns.

The research showed that Faith Montana decided to stay away from all her friends. She realized that the same neighbours she regarded as the friends of their family were the same people spreading the rumour of her pregnancy. A respondent who is a neighbour to Montana Faith said her father gave her a strict warning not to walk with Montana again she narrated:

"Yes, my parent warned me and told me, I don't want to see you with the daughter of somebody who is spoilt. She will teach you bad things." (FGD Montana, 20th September 2021).

The GNC teacher confirmed the difficult time's teenage mothers go through at home because of stigmatization. She talked of a teenage mother who had decided to leave school because neighbours were always pointing at her. Faith said her mother told her to ignore the gossipers and pretend they are not there for her to continue schooling. She illustrated as in the below excerpt:

When my stomach became big, I could not tack in my shirt I used to wear the school sweater from morning till evening so that nobody would notice the bulge. Our neighbors would laugh and point at me whenever I passed by (Montana Faith, 14th September 2021).
The above findings concur with Okwany and Kamusiime (2017) who said that student mothers are only identified by their conditions and therefore suffer the various community acts of stigmatization when they decide to return to educational institutions. Okwany and Kamusiime (2017) added their view by saying that teenage mothers do not have any self-value because of the hostility they are facing within the community.

5.0 Effect of COVID-19 pandemic on the school enrolment

The emergence of COVID-19 pandemic made schools to be closed for almost seven months in Kenya (From March 2019-September 2019). When schools opened many girls didn’t resume schooling activities because of different reasons. Montana secondary school in Kisumu East Sub-County was one such school. Many girls left, some because of teenage pregnancy.

5.1 COVID-19 Pandemic

There was a concern over the number of girls who left school because of pregnancy-related issues during the lockdown because of the coronavirus. COVID-19 pandemic has dealt a big blow to all the gains made by the implementation of the Re-entry Policy of 1994 on teenage mothers' education. While the Re-entry Policy of 1994 on teenage mothers and the Kenya Educational Sector Support Program (KESSPP) 2005-2010, has seen much improvement in the provision of education to girls and women Njoka et al. (2012) the emergence of the COVID-19 pandemic has in less than a year removed unimaginable number of girls from schools in Kenya.

Among the schools in Kisumu that felt the blow of the COVID 19 pandemic was Montana secondary school. The absence of the girls in Montana school has increased gender disparities in the enrolment of the school, which has caused a decline in the number of girls enrolled in the classes as opposed to that of boys. The principal lamented and said:

"There was a very negative effect, particularly on the girls. The number of girls who got pregnant went up." (Principal Montana,10th September 2021)

Because of the COVID-19 pandemic, Kisumu recorded 3,500 cases of teen pregnancies between January and May 2020, while in the same year Kenya Health Information Management
Systems (KHIS) reported that a total of 151,433 teenage girls were pregnant for the same period in Kenya (Kahurani, 2020). Drawing from the trend of poor implementation of the Re-entry Policy, some of these girls will not complete their schooling cycle. As Baa-Poku (2016) puts it, teenage motherhood is disruptive to schooling. The education of those girls has been disrupted, their lives and those of their children have been subjected to a vicious cycle of poverty which goes from one generation to another Chiyota (2020) because of teenage pregnancy and motherhood.

**5.2 Conclusion**

For policy implementers and beneficiaries, stakeholder engagement in the creation and implementation of public policy is critical. Because there are no policy standards in schools, the Re-entry Policy is not adequately implemented, forcing stakeholders to apply it in their own unique ways. Different outcomes have occurred from Kenyan schools' differing implementation practices. However, the findings demonstrated that the Re-entry Policy had some notable achievements though minimal. It offers the teenage mothers a chance to return to school which can keep them from getting second pregnancy, and it also gives the teenage mothers a chance to improve their chances of developing into useful and reliable members of the society.

The lack of a Re-entry Policy guidelines, as well as skilled counseling officers in schools, has a negative impact on the policy's implementation and renders it lame. Even though the policy was enacted, it had several flaws, including a lack of policy guidelines and parental awareness. Despite the implementation of the Re-entry Policy, important aspects of the policy were not addressed, areas such as who would take care of the baby while the student mother was at school. Motherhood and schooling are two things that have financial implications, the policy did not include this budget in the implementation of the policy. These and many other challenges hinder the effective implementation of the Re-entry Policy.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes findings of the study conducted on the views of the stakeholders on the implementation of the Re-entry Policy of 1994 on teenage mothers at Montana secondary school in Kisumu East Sub-County. The study aimed to find out factors that influence the implementation of the Re-entry Policy and found that the implementation is not practiced as per the policy guidelines. The implementation process is hindered by several factors that come from the stakeholders’ views. This section presents a summary of the findings, conclusion, recommendations, and suggested areas of future research.

5.1 Summary of key findings

The Re-entry Policy is a policy that has not received adequate support from the stakeholders, in this case the principals, who are the main implementers of the policy. Implementation practice across secondary schools within Kisumu East Sub-County seems to indicate varied patterns being applied during the practice. Different principals use their own criteria to re-admit or discontinue the teenage mothers.

5.1.1 Divergent views of the stakeholders

Stakeholders varied views are inclined on the poor implementation of the Re-entry policy. Lack of preparedness amongst the stakeholders seems to stagnate the implementation process. Parents who should take the lead in the implementation seem to uphold their cultural values over the Re-entry policy. Principals and teachers view the policy as a threat to the discipline of the schools.

5.1.2 Extent of support accorded the teenage mothers

The Ministry of Education stipulated the roles of different stakeholders. Parents and guardians are to provide childcare support for the young mothers to facilitate implementation of the Re-entry Policy. Some parents felt let down, their dreams dashed, and this deterred them from returning their children to school. Others may have placed a low value on their daughters' education and used this as an excuse
for not returning the girl to school. Some parents simply refuse to take the girl back to school, pay her fees, or take care of the baby as the girl continues her studies. Taking a teenage mother back to school is usually an added financial strain to the parents of the girl. Parents who are financially stable will easily accord their daughter the needed support to return to school. The support teenage mothers get is usually determined by the family economic background. Some parents are therefore unable to return their daughters to school after they have delivered babies. Such parents may not afford to get someone to stay with the baby as the girl returns to school. In such a case the girl will drop out and so increase the gender disparity that exists in secondary schools in Kenya.

5.1.3 Challenges faced in the implementation of the Re-entry Policy

Because of the Re-entry Policy and the national school’s health policy it is easy to imagine that pregnant girls would be allowed to continue learning until they are ready to give birth. While the teenage mothers would be re-admitted in schools without conditions. The policy makers have demonstrated lack of fore knowledge in assuming that teenage mothers only needed the policy to make them return to school. The intents of the Re-entry Policy are not being achieved because the teenage mothers are making effort to return to school, but they are not retained in the schools. It is important to note, that after a girl has delivered a baby, her financial, physical, and emotional needs have increased. The achievement of the MDGs depends on the attainment of education in girls. The opportunities that come with the education of girls include, among others poverty reduction, substantial decrease in child death rates and disease, good family nourishment and wellbeing and decrease of fertility rates. Such benefits should inspire the parents, teachers, teenage mothers, and other stakeholders to implement the Re-entry Policy.

5.1.4 The effect of COVID-19 pandemic on the implementation of Re-entry Policy

According to health reports a total of 151,433 girls became pregnant in the period January-May 2020 in Kenya. Kisumu County had 3,500 girls counted in that number. When schools opened after the lockdown, Montana secondary school within Kisumu East had several girls dropping out of school, although there are no records showing the reasons for the drop out, most probable reason was pregnancy This means that several girls dropped out at once impacting negatively on the schools’
enrolment at Montana secondary school. Once again girls have been forced to drop out to give birth, while boys have been retained and the status quo has been maintained. The baby fathers will stay in school, while the mothers drop out to give birth and may not return to complete their education.

Parents who are aware of the Re-entry Policy and are financially able, may return their daughters to school to continue learning. For the poor parents, the girls will be married off or simply drop out of school.

5.2 Conclusion

The present research has revealed that the Re-entry Policy has some grand provisions such as unconditional readmission of teenage mothers and admission to a different school in case of stigma in their former schools. It lacks professional guidance and counseling to the teenage mothers, their parents, and teachers to equip them with the psychological support to deal with the impact of teenage pregnancy.

However, the aim of the Re-entry Policy which was to enhance gender equality and quality education for all hasn’t been achieved. Its inconsistence and weak implementation patterns have brought negative implications on the attainment of gender equality and education for all.

5.2.1 Recommendations

Based on evidence from the study the following recommendations have been suggested to guide policy awareness and implementation to reduce school dropout among teenage mothers.

Policy makers should come up with a clear and an inclusive policy, stipulating the guidelines and procedures of dropout and re-entry. The objectives, purpose, implementation strategies, monitoring and evaluation strategies should be clearly stated and established. To reduce the burden of parenthood and schooling the government should provide a budgetary allocation to teenage mothers willing to go for re-entry. For effective guidance and counselling, professionally qualified counselling officials should be sourced by the TSC to give adequate and effective guidance services to the teenage mothers. The teaching loads for the guidance and counselling teachers presently should be reduced to strengthen and expand the services.
5.2.2 Suggestion for future research

The researcher proposes that the following topics be investigated for future research.

What is the role of guidance and counselling in secondary schools for effective implementation of the Re-entry Policy? Investigating the role of guidance and counselling is relevant to this study, as it will help answer the question of adequate and effective psychosocial support offered to the teenage mothers. One of the reasons the implementation of the Re-entry Policy is termed as weak is because guidance and counselling is not being carried out professionally, and yet teenage mothers are expected to continue schooling amidst the existing challenges.

Examine the impact of childcare services to the academic performance of the teenage mothers. This study established that the academic performance of the teenage mothers is hampered by lateness and absenteeism. On many occasions they are either late or absent as they take their babies for clinics and checkups because they lack people who can help them in that regard. Investigating this topic will enhance effective implementation of the Re-entry Policy as it will guide the policy makers on weighing the possibility of policy amendment to include childcare services.

Offering childcare services to the teenage mothers would give them the emotional stability necessary for class concentration which yields quality performance. Since school retention is usually associated with good performance, teenage mothers would complete the whole school cycle if they were performing well, thus promoting acquisition of quality education for all and gender equality.
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APPENDICES

Appendix A1: Interview guide for student mother

1. Tell me a little bit about yourself. (Age, class, when you returned to school)

2. How old were you when you got the baby? You were in which school?

3. Would like to tell me how you felt on discovering that you were pregnant?

4. Who informed your parents of your pregnancy?

5. Kindly, share with me the reaction of your teachers about your pregnancy.

6. Why is it necessary for you to return to school?

7. While you are at school, what happens to your baby?

8. Upon re-entry in school, what kind of support were you expecting?

9. Share with me the challenges you encounter at school, and at home being a teenage mother.

10. How often do you receive G&C services at school?

11. Looking at your experiences as a teenage mother, any advice for the teenagers who are not mothers.

12. What do you think teachers can do to protect teenagers against adolescent pregnancies?

13. What do you wish parents would do to support you now as a student and a mother?
Appendix A2: Interview guide for GNC teacher

1. What is the criteria for being a GNC teacher in a school like this one?

2. Kindly, share with me what you know about the Re-entry policy

3. What are your views on the re-entry policy?

4. Being a GNC teacher, how is your workload in relation to other subjects?

5. What are the responsibilities that come with your position as a GNC teacher?

6. How does the school create awareness of the existence of the re-entry policy to the students?

7. Why do you think the implementation of the re-entry policy is referred to as weak?

8. Please, suggest to me how else students could benefit more from G&C services offered here.

9. In which ways does G&C accord the teenage mother support to enhance her schooling?

10. I am wondering, what about the father of the baby, has she ever mentioned his name?
Appendix A3: FGD guide for continuing students

1. What do you know about the re-entry policy?

2. Is the re-entry policy necessary?
   If yes, tell me why
   If No, tell me why

3. How did you react on the news of your peer returning to school?

4. How is your relationship with your peer since she returned to school?

5. Kindly, tell me some of the causes of teenage pregnancy amongst schoolgirls.

6. What assistance does your peer get from you ever since she returned to school?

7. What do you think motivated your peer to return to school?

8. Does your peer talk to you about her baby regularly while at school?

9. If you got a chance to counsel a teenage mother, what will you tell her?

10. Share with me one observation about the re-entry policy.
Appendix A4: Interview guide for the BOM member

1. Tell me about yourself, why you are a B. O. M member, for how long you have been a member.

2. May, you kindly tell me what you know about the re-entry policy.

3. In your opinion, how necessary is the re-entry policy?

4. Being a stakeholder in this school, how much do you think the re-entry policy has benefited the students?

5. What is the procedure for re-admitting a teenage mother in this school?

6. How do you feel to have your child learning together with a teenage mother?

7. What advice would you give principals as far as re-admission of teenage mothers is concerned?

8. When a teenage mother is re-admitted in this school, what kind of support is she accorded by the school?

9. Do you have any recommendations for the policy makers as far as the re-entry policy is concerned?

10. One word about the re-entry policy to the parents from you would be...................?
Appendix A5: Interview guide for the principal

1. Kindly tell me a little bit about yourself, your name and any other information you would want us to know about yourself.

2. How much do you know about the re-entry policy of 1994 – about teenage mothers?

3. On coming back to school (re-admission) what does the school require from the student-mother?

4. For how long do the girls stay home before resuming classes after delivery?

5. On re-admission what kind of support does the school accord the student mother?

6. How do the continuing students relate with the re-admitted student mother?

7. What is your greatest worry or concern about the re-admitted student mother as she resumes learning?

8. What is your recommendation to the policy makers about the re-entry policy of 1994 implementation process?

9. What is the class performance of the re-admitted student mothers?

10. Do you carry out sensitisation to the students about the existence of the re-entry policy of 1994 being the main beneficiaries?

11. For how long have you been implementing this policy of 1994 on teenage mothers?

12. Do the teenage mothers attend school regularly as compared to their nonparent students do?

13. How did the schools’ closure during the COVID 19 outbreak impact on the teenage pregnancy rate in your school?
## Appendix A6: Document analysis protocol

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<tr>
<th>DOCUMENT</th>
<th>AREAS TO LOOK FOR</th>
<th>COMMENTS</th>
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<tbody>
<tr>
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<td>Policy guidelines</td>
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<tr>
<td>Guidance and counselling schedule</td>
<td>Guidance and counselling schedule. How often does counselling take place? Who is guided? Any records on progress</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Aga Khan University – IED Ethical Review Committee clearance

THE AGA KHAN UNIVERSITY

Ref.: AKU-IED, EA/2021/168/FB  Date: August 16th, 2021

Jane Aoko Ogola,
Aga Khan University,
Institute for Educational Development East Africa (IED EA), P.O Box 125,
Dar es Salaam,
Tanzania.

ETHICAL CLEARANCE CERTIFICATE

This is to acknowledge that your application for ethical clearance for a research study entitled
“EXPLORATION OF STAKEHOLDERS VIEWS ON RE-ENTRY POLICY: A CASE OF A PUBLIC
SECONDARY SCHOOL IN KOLWA EAST, KISUMU COUNTY ” was received and reviewed by the
Aga Khan University, Ethical Review Committee, East Africa (AKU-ERC, EA),

We would like to inform you that the committee has approved your proposal and advise you to
proceed with your research project in line with the Aga Khan University policies, laws and
regulations and ethical guidelines.

I wish you all the success in your research.

Yours Sincerely,

[Signature]

Dr. Fortidas Bakuza
Assistant Professor
Chair, Ethical Review Committee

CC: National Institute for Medical Research
Appendix C: Republic of Kenya (NACOSTI) research clearance permit
THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The Licensee’s rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, clearing and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The Licensee does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licenced research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation

P.O. Box 30623, Nairobi, KENYA

Landline: 020 4807800, 020 2281348, 020 3110571, 020 8081477
Mobile: 0713 765 765 / 0735 488 245
E-mail: dsp@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

63
Ministry of Education
State Department of Early Learning and Basic Education

County Director of Education
Kisumu County

All Principals;
Secondary Schools
Kisumu East Sub County

Through

The Sub County Director of Education
Kisumu East Sub County

Re: Authority to Conduct Research in Public Secondary Schools Within Kisumu East Sub County of Kisumu County - Jane Aoko Ongada - NACOSTI/P/23/12671

The above matter refers:

This is to certify that the above named person has been granted permission to conduct research on the topic “An Exploration of Stakeholders’ Views on the Re-Entry Policy. A Case Study of Public Secondary Schools in Koiwa East, Kisumu East Sub County” for the period ending 6th September 2022.

The authority is strictly under the following guidelines:

1. Covid-19 protocols are strictly observed
2. Normal learning time for the learners is not disrupted
3. The researcher reports to the Sub County Director of Education before proceeding to the sampled schools.

Isaac N. Atete, H.E.
County Director of Education
Kisumu County
Appendix D2: Authorization from the County Commissioner

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ekisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

CC/KC/RES/1/G/VOL.IV (59)

7th September, 2021

Deputy County Commissioners
KISUMU EAST SUB COUNTY

RESEARCH AUTHORIZATION: MS JANE AOXO OGOLO

Reference is made to a letter from NACOSTI ref NACOSTI/P/21/12671 dated 6th September, 2021 on the above subject matter.

The above named student of Aga Khan University, has been authorized to carry out a research on "An Exploration of Stakeholders’ views on the Re-Entry Policy, A case Study of a Public Secondary school in Kolwa East- Kisumu County”. The research ends on 6th September, 2022.

Kindly accord her any assistance that he may need.

JOSEPHINE OUKO
COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:
Ms Jane Aoko Ogola
Aga Khan University
Appendix E: Research site negotiation

Jane Aoko Ogola
Aga Khan University-IEDA
P O Box 125
Dar es salaam
29th July 2021.

The Principal,

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

Dear Sir/ Madam

RE: REQUEST TO CONDUCT A RESEARCH IN YOUR INSTITUTION

I am a Master of Education student at Aga khan University, Institute for Educational Development East Africa. I intend to carry out research on The Exploration of stakeholders’ views on the re-entry policy. The purpose of this study is to find out, what the stakeholders are saying about the re-entry policy, to what do they attribute the views, and to find out the impact of those views on the students, who are the direct beneficiaries of the re-entry policy. Your school has been sampled for this important exercise. This letter is to humbly request you to grant me the chance to carry out the research in your institution.

For the study to be successful, I need to conduct one on one semi-structured interviews with the principal, guidance, and counselling teacher, one member of the B. O. M, and a teenage mother. I will also conduct a focused group discussion with 6 continuing students and do document analysis on re-entry policy and guiding and counselling schedule. There will be need to audio record the interviews, the focused group discussions and take brief field notes. Answering questions by all participants is voluntary and they can withdraw at any time. Data collection period will commence in September 2021.

The information gathered will only be used for the sole purpose of this study and pseudonyms will be used to conceal identities of the participants. I am looking forward to your permission to conduct my study in your esteemed institution.

Kind regards.

For further information kindly contact

Jane Aoko Ogola.
Cell phone: +254395794

E-mail address: janeogolla63@gmail.com/jane.ogola@aku.edu
Appendix F: Participant information sheet
AGA KHAN UNIVERSITY
Institute for educational development East Africa
P. O. BOX 125,
Dar es salaam

Researcher name: Jane Aoko Ogola
Contact +254722395794
E-mail address: janeogolla63@gmail.com/jane.ogola@aku.edu

Research Title: Exploration of Stakeholders Views on The Re-entry Policy- A Case of a public secondary school in Kolwa East, Kisumu County, Kenya

Nature of participation and duration
This is going to be a qualitative study that will take approximately 40 minutes one on one semi structured interviews with the student mother, Guidance and counselling teacher, a member of the board and the continuing students. I will strive to get a copy of the re-entry policy on teenage pregnancy and the guidance and counselling schedule. It is envisaged that the study will take approximately four weeks. The research participants taking part in this study will be duly informed verbally and in writing and signed consent will be sought thereafter. A report of the study findings will be availed upon completion for the participants to review and adapt suggestions for their own use.

I……………………………………………………………………………………………………
…………am fully aware and understand the nature, purpose, Qand requirements of this study,

(Position)
……………………………………………………………………………………………………
…………
……………………………………………………………………………………………………

Signature…………………………………………
Date……………………………………..
Appendix G: Informed consent form for dissertation research project

I, JANE AOKO OGOLA, undertaking a research project entitled EXPLORATION OF STAKEHOLDERS VIEWS ON THE RE-ENTRY POLICY: A CASE OF A PUBLIC SECONDARY SCHOOL IN KOLWA EAST, KISUMU COUNTY, KENYA, as a part of my dissertation project in the Master of Education programme at Aga Khan University Institute for Educational Development East Africa. A description of the research project is attached. Data collection would be the period of September 2021 and would include the following:

- Audio-tape recording of interviews
- Document analysis
- Field notes

I write to seek your permission to allow me to collect data as noted above, and to use the data for teaching, publication, and conference presentations as appropriate. I agree to adhere to the following conditions:

As far as possible confidentiality of data and anonymity of participants identity would be maintained.

It would be ensured that no harm comes to the participants. Should you agree, please sign the consent form below.

Name: JANE AOKO OGOLA Signature

Date: 

M. Ed. Course participant
Appendix H: Consent Form

I have given my consent to allow the data to be used for teaching, publications, dissemination including conference presentations as appropriate. I am also informed that withdrawal of consent at any stage will not result in any adverse consequences for me.

Name of the Research Participant:

Institution............................................

Signature.........................................

Date..................................................

In the unlikely event of a breach of ethics or any other emerging issues, inform the Chair Ethics Review Committee of Aga khan University Tanzania, Dr Fortidas Bakuza.

P. O. Box 125, Dar es salaam. Tel: + 255-22-215229/2150051 Fax: + 255-22-2150875

Email: fortidas.bakuza@aku.edu or jdea@aku.edu
Appendix I: Participants assent form for student mothers and continuing students

The nature and purpose of the study has been explained to me by JANE AOKO OGOLA a Master of Education Student at Aga Khan University, Institute of Educational Development East Africa.

(Tick as appropriate)

☐ That the study focuses on THE STAKEHOLDERS’ VIEWS ON THE RE-ENTRY POLICY.

☐ I will not be judged by the responses that I give.

☐ I have the right to decline to any questions that make me uncomfortable.

☐ My identity and that of my school are concealed and will not be used in the study or in the report findings.

☐ I have the right to withdraw from the study at any point should I feel uneasy about the study.

☐ I will be audio recorded during the interviews.

☐ I express willingness to participate in the study by signing this form.

Name: ..............................................................................................................

Age: .................................................................................................................

Class: ...............................................................................................................

Date: .................................................................................................................

In the unlikely event of a breach of ethics or any other emerging issues, kindly inform Chairperson Ethical Review Committee of Aga Khan University Tanzania, Dr Fortidas Bakuza, Salama House Urambo Street- Plot 10, P. O, Box 125, Dar es salaam.

Tel: +255-22-215229/2150051 Fax: + 255-22-2150875 E-mail: fortidas.bakuza@aku.edu or iedu@aku.edu