



THE HUMAN FACTOR IN DEVELOPMENT: REFLECTION
ON
RE-ENTRY INTO SCHOOL BY THE SCHOOLGIRL MOTHER
IN
LUGARI DIVISION, LUGARI DISTRICT - KENYA.

BY

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ABSTRACT

Teenage pregnancy and its implications on the education of the girl child is a problem in Kenya. While a number of girls who become pregnant while still in school continue with their schooling after delivery, there are many who do not. This means under exploitation of their academic potential which limits their contribution to development. The focus of this study was to investigate the extent to which the family structure, the income levels of the family, the school environment, and the education level of parents influence the re-entry by the schoolgirl mother into school after delivery. As a basis for understanding how these factors influence re-entry, the study utilized the self-concept theory and Max Weber's theory of rationality. It is hoped that the findings of this study will serve as an eye opener to various stakeholders in their endeavor to facilitate re-entry.

The study was a social survey that included 75 schoolgirl mothers in Lugar-i Division, Lugari District. The sample studied was picked through snowball sampling method. Quantitative data was collected through a questionnaire, whereas key informant interviews, observation, case studies and focused group discussions were used to collect qualitative data. Quantitative data was analyzed using descriptive statistics namely, frequencies and cross tabulations to draw conclusions while qualitative data was used to confirm, amend, explain or complement the findings of the questionnaire survey.

The study found out that though free primary education has enhanced the re-entry of schoolgirl mothers, a significant number of them do not continue with their education after delivery. The factors found to contribute to this include: limited family income, an unfavourable school environment, a disabling family structure and low literacy levels among parents.

It is, therefore, recommended that to enhance re-entry of schoolgirl mothers after delivery, the government should do the following: issue unconditional education bursaries to all schoolgirl mothers; as much as possible compel the perpetrators to take material responsibility over the SGMs; devise a way of compelling parents to support the SGM after delivery; encourage local education authorities to put in place societies charged with guiding and counseling the SGM with a view to encourage them to continue with their education after delivery, educate parents and guardians to appreciate the benefits of educating the SGM after delivery. School authorities should devise ways of discouraging stigmatization by teachers and students. Finally, the government should devise a mechanism to enforce the education policy on SGMs to avoid discrimination and to reduce educational wastage.