ADEQUACY OF SCHOOL MECHANISMS IN THE SOCIALIZATION OF TEEN MOTHERS IN SECONDARY SCHOOLS: A CASE OF TRANS-NZOIA WEST SUB-COUNTY, TRANS-NZOIA COUNTY, KENYA

BY

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DECLARATION

DECLARATION BY CANDIDATE

This research thesis is my original work and has not been presented for a degree in any university.

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DEDICATION

This thesis is dedicated to my husband Humphrey and children Arnold, Abigail, Angela and Anderson for their love and support.

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ABSTRACT

This study sought to establish the adequacy of school mechanisms in the socialization of teen mothers in secondary schools. School mechanism are factors in the school which help teen mothers to fit and cope with their schooling upon their return to school while socialization of teen mothers refers to all effort in terms of care, support, advice, encouragement, guidance and counseling, mentoring, modeling extended to teen mothers among others in schools, so as to help them to adjust and function well in school. The objective of the study was to evaluate school mechanisms used in the socialization of teen mothers in secondary schools. The study was based on the Liberal Feminist theory and adopted a descriptive design. The study was conducted in 10 out of 34 (29.4%) Sub-County secondary schools in Trans-Nzoia West Sub-County. The study population consisted of 26 teen mothers, 10 head teachers, 10 guidance and counseling masters and 20 class teachers of teen mothers in secondary schools. The Sub-County, schools and respondents were selected using purposive and snowball sampling techniques. Data was collected using questionnaires, focus group discussions, interviews and document analysis. The validity and reliability of the research instruments was enhanced through a pilot study in one of the secondary schools which was not included in the study and advice of supervisors in developing the research instruments. Data collected was coded and organized to create emerging themes and later analyzed using both quantitative and qualitative data techniques. The Scientific Package for Social Scientists (SPSS) was used. The study findings revealed that school environment, teacher encouragement, guidance and counseling, acceptance by other learners, arrival and departure time, teacher parenting, attitude of the school principal and opportunity to serve were mechanisms used to socialize teen mothers in secondary schools. The study findings are crucial to the Ministry of Education, school administrators and educational planners and trainers in making policy reviews regarding the education of teen mothers in schools. The study recommended the government to acknowledge schools which support and enable a greater number of teen mothers complete their secondary education; school administrators to rally teachers to support teen mothers and communities, religious groups and other well wishers to be sensitized to support teen mother socialization in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

CSA – Center for Studies of Adolescents

CU – Christian Union

FGD – Focus Group Discussion

G & C- Guidance and Counseling

KCSE - Kenya Certificate of Secondary Education

MOE- Ministry of Education

NACOSTI - National Commission for Science Technology and Innovation

PPD- Post Partum Depression

SA- South Africa

SPSS – Scientific Package for Social Scientists

TM – Teen Mother

TMs- Teen Mothers

UNDP- United Nations Development Programme

USA- United States of America

UNESCO- United Nations Educational Scientific & Cultural Organization

UNFPA- United Nations Funds for Population Activities

WHO - World Health Organization

YCS – Young Catholic Students

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter gives the background to the study on adequacy of school mechanisms in the socialization of teen mothers in secondary schools in Kenya, by explaining statement of the problem, purpose of the study, significance of the study, the justification, the research objectives and the research questions that guided the study. The chapter also describes the scope and limitations of the study as well as the assumptions on which the study was based on. Finally, the chapter gives a theoretical framework and conceptual framework and definition of terms as used in the study.

1.1 Background to the Study

Teenage pregnancy and resulting motherhood is a global phenomena affecting both developed and developing countries (Treffers, 2003). Globally 16 million girls aged between 15-19 years give birth annually and out of these approximately 5.5 million are in Sub-Saharan Africa (WHO, 2009). In the United States despite recent declines in teenage pregnancy rates of girls aged 15-19 years, most teenage pregnancies occur among young people who have low educational attainment. In addition to being pregnant and later having a baby, the education of the young mothers is curtailed (Host & Henshaw, 2012).

A study by Porta (2010), found out that 53% of the girls in Sub-Saharan Africa are already TMs by the age of 18 years. Another most recent research indicates that developing countries have the highest rates of teen pregnancy since 7.3 million girls

under the age of 18 are reported to give birth annually (UNFPA, 2013). This high rate of teen pregnancy in these countries is a clear indication that, teenage pregnancy is a reality and a major impediment to the educational success of girls in Sub-Saharan Africa and more than often it marks the end of schooling for the TMs, (Grant & Hallman, 2006). Therefore, this points out to the fact that there are factors that which influence whether or not a TM is able to continue schooling after the birth of a baby, where most of the factors depend on the girls' ability to manage logistics and finances associated with mothering and schooling simultaneously in accordance to Kaufman, De Wet and Stadler, (2001).

The continuation of education among TMs is not only important to Kenyan government but has been a major global concern in achieving equitable and quality education in the face of gender equality (MOE, 2007). If this is to be achieved, the retention of TMs in schools should be seriously given attention since research shows that many girls still drop out of school to look after their babies even after successful re-admission (Mulama, 2009). The possibility of TMs remaining in school becomes very narrow if they are accepted back to school but not guided and supported accordingly so as to help them adjust their schooling and motherhood so as to complete school and realize their academic dreams (Zondo, 2006).

The re-entry policy first passed in 1994 allowed TMs to be readmitted back to school unconditionally and be accorded necessary help by head teachers in consultation with District Education Boards in case of any challenges (MOE, 1998). The policy remains a bold step towards promoting achievement of basic education for TMs. Other

policies like the Gender Policy in Education (MOE, 2007) and the National School Health Policy (GOK, 2009) were also put in place to support the re-entry policy. The Gender Policy in Education for example re-affirmed on the re-admission of TMs in schools as an on-going initiative in addressing gender disparities in education and recommended community strategies such as lobbying, empowerment programs and advocacy to be employed to facilitate the retention of TMs in schools (MOE, 2007). Similarly, the National School Health Policy points out on the practices that should be observed in the event of re-admission as equal treatment of TMs , providing adequate counseling services to them and adherence to professionalism and confidentiality while handling them in school (MOE, 2009).

Despite the policies being a window of opportunity that allows the young mothers re-entry into education, it is acknowledged that very few of them do return to formal schooling (Lloyd & Mensch 2008: CSA, 2008). This indicates the inadequacy of school re-entry policies as the only measure to encourage TMs to return and remain in school. Ogutu (2008) in agreement states that the re-entry policy lacks legal backing to support its success, and this makes its implementation weak and inconsistent. As a result, other measures to ensure TMs remain in school and are supported towards their school completion need to be explored.

Teen motherhood is a social factor which makes the girl to be a special child/learner since these girls are in a crucial phase of their lives. They are emotional, intuitive and needing approval and at this critical point in their lives, their life courses may be shaped towards stability and productivity or towards poverty and dependency

(Chavalier and Viitanen, 2001). According to Yardley (2008), the society does not approve teen motherhood and therefore, teen mothers are frowned at and viewed as immoral and outcasts who do not fit in their society. This makes teenage motherhood to be seen negatively and often be accompanied by stigma from the society which manifests itself through components such as labeling, stereotyping, separation, status loss and discrimination (Phelan, 2001).

Teenage motherhood is therefore viewed as a disorder by the society and as they return to school, teen mothers already face despair after pregnancy and child birth and this leads to self persecution that sometimes recurs even after re-admission in schools (Kegode, 2004). As a result, teen mothers are reported to have negative attitudes towards themselves, being unsatisfied and view themselves as bad and worthless people, (Meadows *et al.* 2007). According to Seitz and Apfel (1999), the challenge of keeping TMs in school has consistently been more successfully met by school based programs. It is still not clear how schools deal with the self and societal condemnation that teen mothers undergo while they return to school. The schools which ought to accept the teen mother unconditionally as per the re-entry policy have fear to the fact that their return would trigger a multiplier effect among other girls (Chege and Sifuna, 2006). As a result some head teachers admit the girls with rigid conditions to intimidate the teen mother while others recommend their transfers (Oyaro, 2009).

Consequently, even when they are allowed to continue with their education after giving birth, TMs still face massive challenges that are socially constructed and this makes them not to enjoy schooling while parenting (Mcambi, 2010). Moreso, the

societal perceptions and identities directed on TMs create unfavourable conditions for young mothers to adapt to their changed circumstances. Eventually, TMs experience significantly higher levels of mal-adjustment than their non parenting counterparts in school (Mokoena, 2002), and this influences their stay and successful completion of school.

Motherhood is known to be stressful under normal circumstances and it can be even more stressful for TMs since they are not ready for motherhood (Mokoena, 2002). According to Chigona and Chetty (2007), there are no strong policies to deal with mockery, teasing, or marginalizing of TMs in schools yet such situations present a non friendly environment that teen mothers have to endure in order for them to remain in school. TMs need a school that fosters their connection to school, reinforces their motivation to succeed academically and provide college advisement (Smith Battle, 2006). Denying TMs the support they need at such a crucial phase when they need education to rebuild their future condemns them and their babies to a vicious circle of poverty and ignorance (Kunio & Suno, 1996).

At present, girls' chances of completing secondary school once they become pregnant is very low since they get demoralized due to criticisms (Association of Women Educators, 2004). Once in school teen mothers are framed as deviant students whose effort would not yield much (Chevalier & Viitanen, 2001; Mulongo, 2005). This casting of teen mothers as `poor students' has the implication on their academic experiences by lowering their academic expectations as well as reducing the academic

support that teachers are willing to extend to them as they are already deemed incapable (Chigona and Chetty, 2007 : CSA, 2008).

Trans-Nzoia County is one of the forty seven counties in Kenya. In the year 2013, shocking news in the Standard Newspaper on 25th November by Osinde Obare of twelve (12) girls aged between 14 to 16 years from a primary school in the county were reported to have been impregnated in a single term and forced to drop out of school. Another recent report in the Daily Nation Newspaper on 22nd May 2016 by Philip Bwayo indicated eleven (11) girls in two schools in Trans-Nzoia County were suspended due to teenage pregnancies and the worrying rising cases of teenage pregnancies were blamed on boda boda riders and parents who asked money from the perpetrators to obstruct justice. This incidences points to the fact that teenage pregnancy is a challenge in the county and there was need to look into how the teen mothers are socialized in schools once they get the opportunity to be re-admitted in secondary school, after giving birth.

It is therefore important that TMs are supported to remain in school, to avoid another pregnancy or school dropout through a successful integration and academic success. The present study is inspired by the above trend with a conviction that if socialization mechanisms for TMs in secondary school would be scaled up, the attraction, retention and academic success of teen mothers could be improved.

1.2 Statement of the Problem

Teenage motherhood is a hindrance to educational achievement of teen mothers. The study is concerned with the fact that the Ministry of Education policies firmly indicates the conditions and practices that should be observed in the event of re-admission of teen mothers in school. Despite the enactment of the policies in education to ensure the teen mothers' dream of acquiring a secondary education becomes a reality, it is still a challenge to sustain these girls in school even after a successful re-admission. The school mechanisms put in place by schools therefore becomes important in supporting TMs to inspire them to value education, manage motherhood responsibilities and schooling, overcome school and society's challenges and complete their secondary education successfully. Lack of adequate school mechanisms for socialization of teen mothers may result in the young girls giving up on education. The studies previously conducted in this area have not adequately addressed the support, care, guidance and counseling, encouragement and general help extended to TMs in secondary schools. Without proper socialization of teen mothers, consequences such as stigmatization, fear, social isolation among others seriously affect their academic progress.

1.3 Purpose of the Study

This study sought to investigate the adequacy of school mechanisms in the socialization of TMs in secondary schools with a view of helping them to adjust in school, promoting their success while schooling and increasing their completion rates once they are re-admitted.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

i. To determine school mechanisms in the socialization of TMs in secondary schools.
ii. To investigate the extent to which secondary schools employ school mechanisms in the socialization of TMs.
iii. To evaluate the sufficiency of school mechanisms in the socialization of TMs in secondary schools.

1.5 Research Questions

The study was guided by the following research questions:

i. What school mechanisms are used in the socialization of TMs in secondary schools?
ii. How are secondary schools employing school mechanisms in the socialization of TMs?
iii. How sufficient are school mechanisms in the socialization of TMs in secondary schools?

1.6 Justification to the Study

Education is a basic human right, not a privilege and should be accessed by all including TMs (UNESCO, 2003). The right to education for TMs is entrenched in other United Nations Conventions such as the African Charter on the Rights and the Welfare of the child passed 1990, that affirms in Article 11(6) that, `state parties shall

take all appropriate measures to ensure that girls who become pregnant before completing education are able to continue with education' as cited in (Wekesa, 2010). Other research findings reiterate that investing in girls and women education is the best possible investment for development that will enhance future labour returns for, TMs, their babies and the society by lifting them out of poverty (Heward, 1999; Unterhalter 2007).

The study on adequacy of school mechanisms in the socialization of TMs in secondary schools therefore becomes crucial in achieving the above mentioned international and regional goals and other policies enacted in the country to promote the education of the girls and women. These goals and policies can only be achieved if TMs go back to school after delivery and are accepted and encouraged to complete their schooling successfully. This research aims to reach out to the TMs to evaluate how they are guided and supported when they are re-admitted with a view to reducing encounters that often disrupt their educational progress and make them perform below their expectation or drop out of school reluctantly.

In Kenya previous researches have studied teenage pregnancy and teenage motherhood which mainly focused on: causes and prevention of teen pregnancy, challenges, impacts of teen pregnancy on the girls and schooling and the effectiveness of re-entry & educational gender policies, (Gichure, 1997, Kegode, 2004, Yungungu, 2005, Kamara, 2011). These previous studies have not adequately addressed the challenge of socializing TMs and little is known about school mechanisms that help them fit in school and cope with learning after being re-admitted. It is therefore,

important to unravel the adequacy of school mechanisms in the socialization of TMs in secondary school which can be instrumental in supporting them adequately to encourage them to cope with schooling and succeed in their secondary education.

1.7 Significance of the Study

The findings of this study are crucial to the Ministry of Education (MOE) in policy review regarding TM education, so as to improve their retention and completion rates in schooling as expressed in the re-entry policy and Ministry of Education gender policy of 2007.

The study findings are important in influencing school administrators and guidance and counseling departments to intervene and enhance school mechanisms crucial in the socialization of TMs in order to retain them in schools, help them achieve their academic dreams by providing a conducive, supportive and socially friendly school environment and enhance their socialization in schools.

The findings are crucial to other stake holders in education such as the family, communities, school sponsors, non-governmental organizations and other well wishers to support the education of teen mothers by providing resource persons who are professionally skilled in various disciplines to guide, encourage and financially support TMs in their education. The research will contribute to more knowledge in sociology of education and hopefully elicit further research in sociological issues in education.

1.8 Scope and Limitation of the Study

The study was limited to TMs in Sub-County secondary schools within Trans-Nzoia West Sub-County. The schools were sampled out on the basis of the presence of TMs in the schools, a situation common in previous researches on teen mothers (Gichure, 1997, Yungungu, 2005, Kamara 2011). The research also reached out to head teachers, guidance and counseling department in schools and class teachers as resource persons who interact with TMs.

Most Sub-County secondary schools are day schools and as they open for a new term, serious learning takes time to pick up since learners are sent home for fees arrears. Teen mothers are major fees defaulters hence most of them were absent and the researcher was required to make several trips to a single school to meet them since most of them stayed away from school for weeks until they had gotten part of the money to bring to school.

The research was conducted in third term and immediately after the 2015 (September-October) teachers strike that ended two weeks before Kenya Certificate of Secondary Education (KCSE) began. As a result there was tension in schools and some head teachers were reluctant to allow the form fours to participate in the study. After consultations through the guidance and counseling teachers, the researcher was allowed to collect data in other classes but for the form four TMs, it was agreed that the researcher leaves the Questionnaires with the G & C teachers, to distribute to TMs at an appropriate time.

Despite these challenges, the research went on well and the interviews and the focus group discussions were conducted towards the of the form four national examination, in the afternoon. The sample size was limited to TMs in the selected schools, who were in school at the time of the study. This might have locked out potential contributions from TMs who had dropped out school after their successful re-admission.

1.9 Assumptions of the Study

The study was based on the following assumptions;

a) There are TMs in secondary schools and they would share their experiences.

b) All Participants will respond and give their views regarding school socialization mechanisms of TMs in secondary schools.

1.10 Theoretical Framework

The study was guided by the Liberal Feminist theory as adopted by Naomi Wolf 1993. Liberal Feminist theory owes its origin to Feminism which is an outgrowth of movements and ideologies aimed at empowering women worldwide by seeking to establish equal opportunities for women in education and employment. Feminist theories therefore emerged from feminism movements and their aim is to understand the nature of gender inequality in a variety of fields including education, sociology, economics by examining women's social roles, experience, interests, and feminist's politics in those fields.

Liberal Feminist theory is an individualistic form of feminism theory which focuses on the women's ability to show and maintain equality through their own actions and choices. Liberal Feminists argue that our society's belief that women are by nature, less intellectually and physically capable than men is false and tends to discriminate against women. Bryson (2003) in agreement suggests that women as individuals are equal to men and should therefore be given equal opportunities as men to pursue their own interests.

The liberal feminists believe that female subordination is rooted in a set of customary and legal constraints that block women entrance to and success in the so called `public world' and insist that gender equality should be achieved through the state and the systems existing within the society like political, economic and education. Their strategies in achieving equality of opportunity in education for both male and female involve altering socialization practices, changing attitudes and making use of relevant legislation.

Wolf clearly (1993) states that, liberal Feminism is not a list of articles of beliefs, but actions and choices that can be used instrumentally and opportunistically by women to overcome female moral inferiority or passivity. Epure (2014) argues that liberal feminism has been a key theory in explaining and providing the society with non-discriminatory laws and legal rights hence paving way for achieving gender equality.

The main ideas of liberal feminist theory that is; the individualistic nature, equality, empowerment and the role of systems in a state in enhancing equality were useful in

the study. Teen mother as individuals from the larger society are capable persons who have the ability to maintain equality through their own action and choice of continuing with education. This choice should be supported by enhancing school factors that support their socialization. Since they have the capacity of asserting and attaining equality through education, they need to be given equal opportunities by enhancing school factors that support their retention and success in education while limiting the school factors that make them feel discriminated.

The idea that gender equity should be achieved through the state and existing systems without altering their structures was important in the study as it promotes the notion that TMs should be accommodated in school as mothers and learners and also be given equal opportunities to pursue their goals. By doing so the school (as a state system) empowers the TMs to further achieve more equality in other spheres like higher education, career, economy and politics.

The theory was applicable to the study since TMs require equal opportunities in education like other students .The teen mother's decision to go back to school after giving birth is an action and a choice that needs to be applauded as women's ability to show and maintain their equality and the school needs to encourage them as capable learners. This can be done by changing the attitudes towards the socialization of TMs, instituting laws towards their socialization, to pave way for legal actions against those contravening the laws.

1.11 Conceptual Framework

A conceptual framework is an illustration in functional form of how the independent variable affects the dependent variable.

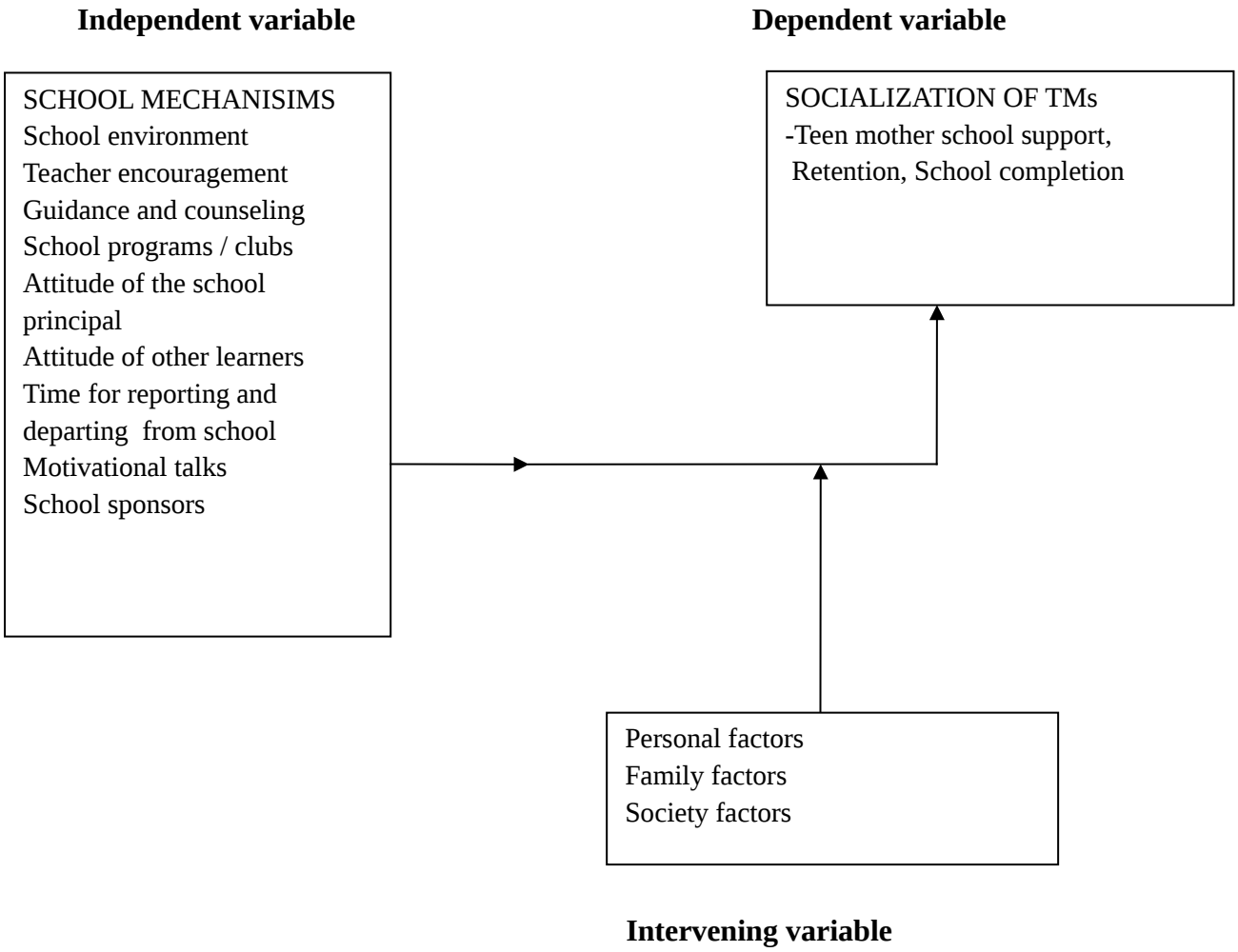

Figure 1:1 A Conceptual Framework on Adequacy of School Mechanisms in the Socialization of TMs in Secondary Schools

Figure1.1 illustrates the relationship between the independent and dependent variables. In the conceptual model, the school mechanism for teen mothers in secondary schools is the independent variable. This variable was measured by the school factors that enhance the socialization of teen mothers and help them to adjust and cope with schooling to achieve a secondary education. The dependent variable

was represented by the socialization of teen mothers in secondary schools which was measured by teen mother school support, retention and school completion. The intervening variables were the personal, family and society factors. The interaction of these variables is that, the socialization of TMs in schools depends on the school mechanisms. The school mechanisms influence the personal, family and societal factors of TMs which in return influence the socialization of TMs in schools.

1.12 Operational Definition of Terms

These terms are defined as used in the study.

School Mechanisms – are school factors such as school environment, teacher encouragement, attitudes of other learners and the school principal, guidance and counseling services, clubs, the curriculum among others, in secondary schools that help teen mothers to fit and cope with their schooling after being re-admitted in the school as mothers and learners, based on how they are employed.

Socialization of teen mothers – the support, guidance and counseling, modeling, care, help, advice, encouragement and mentoring that is given to teen mothers in secondary schools so that they remain in school towards a successful completion.

Teen Mothers – Girls who gave birth in their teenagehood years and return to school as mothers and learners irrespective of their current age.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of literature related to the study drawn from various sources. It gives a discussion on teen pregnancy challenge around the world, as well as in Africa, consequences of teenage motherhood around the world and in Africa, teen mothers and education around the world and in Africa, School factors crucial in the socialization of teen mothers in schools such as teachers, the school environment, school programs, guidance and counseling, curriculum, time, fellow learners, school sponsors, head teachers and finally the sufficiency of school factors in the socialization of teen mothers.

2.1 Teen Pregnancy Challenge

Teen pregnancy is a prevalent phenomenon in both the developed and developing world that poses a global challenge due to its impact on health, education and productivity of young girls, their children and the entire society in general (UNFPA, 2013). Teen pregnancy as a challenge around the world and in Africa is discussed below as follows:

2.1.1 Teen Pregnancy Challenge around the World

Teenage pregnancy and resulting motherhood affects both developed and developing countries (Treffer, 2003). Out of the 16 million children born to women under the age of 20 worldwide, more than 7.3 million of these births are from developing countries

(WHO, 2009; UNFPA, 2013). Recently, most developed countries have witnessed a decline in cases of teen pregnancies. The United States of America for example between 1990 and 2008 recorded a 42 percent decline in the rate of teen pregnancy from 116.9 to a record low of 67.8 pregnancies per a thousand women aged 15-19, the lowest in the 40 years. Despite these declines, the United States of America (USA) still has the highest rates of teen pregnancies amongst the most developed countries in the world, including Australia, Canada, England, France, Germany, Sweden, Italy, and Japan among others (Kost and Henshaw, 2012). Teen pregnancy is still problematic in the US and teen mothers are associated with low incomes, poverty and dependence on public assistance, low education, remain unmarried and their children lag behind in standards of early development (Hoffman, 2006, Breheny and Stephens, 2007).

2.1.2 Teen Pregnancy Challenge in Africa

In developing countries, the Sub-Saharan Africa has the highest numbers of teen mothers, whereby 53% of the girls are already TMs by the age of 18 years (Were, 2007). In these countries, adolescent mothers tend to be poor and care for their children in impoverished circumstances that are hard to either escape or improve and repeat pregnancies and subsequent childbirths are likely to occur (Gyesaw and Ankomah, 2013).

In Kenya, approximately 13,000 girls leave school annually due to teenage motherhood (CSA, 2008). There are 103 teenage girls who become pregnant per 1000 every year, and this rate in Kenya increases with more than 7% each year (Cordoso, 2007). The Kenya demographic and health survey report (2014) reveals that teenage

pregnancy is related to education in that, a higher rate of teenage pregnancies and motherhood occurs among girls with minimum primary education and those without an education. The report also states that the proportions of teenagers who have began child bearing remain unchanged since 2008. Most teenage pregnancies in Sub-Saharan Africa are associated with poor healthcare, poverty, early child marriages, school dropout, unsafe abortions and high mortality rate for both the child and the mother (Gyesaw and Ankomah, 2013). These studies clearly demonstrate that teenage pregnancy and the resulting motherhood is a reality in our society and it is a barrier to educational attainment among young girls which is a basic right and a valuable resource in our society today. Educational attainment remains a pre-requisite for upward mobility and it is important to look for ways to remove barriers that hinder young girls from completing their education (Njeru, 2004).

2.2 Consequences of Teenage Motherhood

Teenage motherhood has several effects or results in the teen mothers' destiny and how she is perceived in the society. The consequences of teenage motherhood around the world and in Africa are discussed below as follows:

2.2.1 Consequences of Teenage Motherhood around the World

Young women who become mothers before the age 20 are often seen as agents that promote disorder in the society (McDermott & Graham, 2005) hence teenage motherhood is viewed as a problem in society. The society does not approve of teenage mothers because they are viewed as a cause of disturbance of the order that

has to be maintained in the society. Teenage motherhood is perceived to be problematical by the society and is often accompanied by stigma (Yardley, 2008). This stigma that emanates from the society manifests itself through components such as labeling, stereotyping, separation, status loss and discrimination and this weakens the relationship of the teen mothers and other members of the society (Phelan and link, 2001). The school therefore as an important agent of socialization, remains a place where TMs can be accepted, encouraged and given hope that all is not lost.

In the society TMs are also viewed as a `risk' in the society (Mitchell and Green, 2002), and some parents warn their daughters to stay away from TMs because these parents have a strong belief that they might influence their daughters negatively. The societal perceptions of the TMs as a risk to the society make them to be alienated (Mitchell and Green, 2002). This alienation is as a result of what Pillow (2004) defines as the "discourse of contamination" which is derived from the perceptions that the immorality of TMs would set a bad example to other innocent girls. The societal perception where teenage motherhood is frowned upon may be extended to a level where TMs are sometimes associated with negative name-calling which devalues their identities and this amounts to stigmatization (Chillisa, 2002).

This negative messages and stigmatization that emanates from the society causes them to feel excluded wherever they are (Kelly, 1997). Therefore if the society expects TMs to succeed as mothers and students simultaneously, it is important to prepare and support them accordingly. Denying TMs the support they need to pursue

their education condemns them and their babies to a vicious circle of welfare dependency, poverty and ignorance (Kunio and Suno, 1996).

A large number of teenagers drop out of school all over the world as a result of teenage pregnancy and the resulting teenage motherhood (Hallman, 2007, Harrison and Shacklock, 2007). This is a clear suggestion that many teen mothers lose opportunities to actualize their potential since many of them fail to go back to school (Dangal, 2006, Hallman, 2007).The adverse consequences of teenage pregnancies and the resulting motherhood include poor academic performance among those who resume their studies and low educational aspirations (Amin *et al.* 2006, Kaufman *et al.* 2001). Although it is a goal for most teen mothers to return to school, their educational outcomes, measured by grade performance and aspirations for high school completion and tertiary education are low among teen mothers (Kaufman, *et al.* 2001; Amin *et al.* 2006). This may be the explanation behind the over-representation of females among the unemployed population worldwide since inadequate levels of educational achievement makes it difficult for teen mothers to get employment and as a result teen mothers become the most economically disadvantaged group (Dangal, 2006) in most societies.

Teen mothers have been found to be exposed to high levels of stress after giving birth (Dangal, 2006), especially if they receive little or no parental support. Therefore depression occurs more frequently among TMs due to the multiple stressors they experience including decreased financial resources, physical exhaustion, task

overload, role restriction and confusion, social isolation and depression symptoms (Larson *et al*. 2004, Koehler & Chisholm, 2009).

2.2.2 Consequences of Teenage Motherhood in Africa

The high rates of teenage pregnancies and subsequent motherhood in Africa is a factor that affects the health, education and earning potential of a greater number of young girls (UNFPA, 2013) and this traps them in a lifetime of poverty, exclusion and powerlessness. World Health Organization (2012) reports that complications of pregnancy and child birth are a leading cause of death for adolescents females in the developing world. Other health impacts associated with teenage motherhood include; Illness and disability, obstetric fistula, sexually transmitted infections, including HIV and health risks to the infant (UNFPA, 2013)

Mkhwanazi (2010) states that becoming a mother while still a teenager does not only delay the teenage mothers' success socially but also results into economic and physical strain to the mother and her child. UNFPA (2013) reports exclusion from paid employment or livelihoods, additional costs to health sector and loss of human capital as economic impacts of teenage motherhood. Ghosh (2013) reports that, in South Africa, teenage motherhood is a social crisis due to the increasing numbers of teen mothers. Teenage motherhood leads to interruption or termination of formal education and accompanying loses to realize one's full potential. This situation endangers the education and future of young girls and places heavy financial burden to their beleaguered families (UNFPA, 2013).

A range of some physical and emotional changes that occurs in teen mothers after birth may describe symptoms of Post Partum Depression (PPD) including but not limited to the feeling of seclusion, loneliness, defenselessness, disquiet insomnia and difficulty in making decisions and ultimately the feeling of guilt. The report continues to state that girls who give birth below the age of 16 are more likely to die as a result of excessive hemorrhage or obstructed labour (Rahman, 2011). The high levels of stress experienced after birth may push teen mothers into engaging in maladaptive activities like drug abuse and alcohol consumption that in a way pushes them further into the periphery of the society (Mokoena, 2002, Young, 2004). Therefore teenage motherhood presents a major challenge to a young girl who has no social support from family, friends and the community

2.3 Teen Mothers and Education

Education is crucial to the TMs' future and that of their babies. A report by UNFPA (2013) underscores the protective effects of education by stating that retaining TMs in school reduces the likelihood of child marriages and delays child bearing leading to healthier eventual birth outcomes. However, keeping TMs in schools becomes a challenge since these young girls find it difficult to perform their parenting duties and be learners at the same time (Zondo, 2006). The education of TMs around the world and in Africa is discussed in next section as follows.

2.3.1 Teen Mothers and Education around the World

According to UNFPA (2013), Education prepares girls for jobs and livelihoods, raises self esteem and their status in their households and communities and gives them more say in decisions that affect their lives hence TMs who drop out of school miss such opportunities to reach their potential in life. Duncan (2011) in agreement notes that although education helps to minimize the economic burden of early parenthood by helping young parents to attain educational resources necessary to achieve their economic and other desired lifetime goals, TMs still drop out of school due to the pressures they experience, including stigmatization associated with early parenthood, isolation from peers, and lack of the needed support from family, friends, schools, social service agencies and other organizations.

Very little is known about how to successfully attract and retain TMs through secondary schools (Lewis and Lockheed, 2007) since teenage motherhood places demands on one's life that were non-existent prior to the birth of the child and the new responsibilities can be overwhelming. William and Sadlers (2001) in their study found evidence that social support and school based programs that provide counseling, healthcare, health teaching and education about child development to teen parent can help alleviate many of the problems associated with adolescent pregnancy and parenting and end up affecting their education. In their findings, they reported that 100% success is achieved for high school graduation and continuation, through the provision of social support and school programs for TMs.

2.3.2 Teen Mothers and Education in Africa

The recognition of the centrality of education and its effects as a multiplier of other rights has led to a lot of emphasis by various countries in the world to provide education for everyone including the TMs (Wekesa 2010). The African Charter on the rights and welfare of the child explicitly recognizes the right of a pregnant girl to an education (UNESCO, 2003). Even though such progressive policies are in place that does not by itself ensure that TMs remain in school without any disruption (Bhana *et al.*2010).

Chigona and Chetty (2007) in their study on Teen Mothers and Schooling reported that TMs face challenges such as; lack of mentoring, lack of support to catch up with school work, lack of professional counseling, fear and loneliness, lack of acceptance by some teachers, some teachers lack skills to handle TM situation, poverty, irregular class attendance and lack of support to deal with stigma. As a result of these experiences, most teen mothers have disaffection from school and even the ones who remained in school disliked schooling and found it to be boring. This shows that TMs who remain in school have to endure a non-friendly environment where their education is severely compromised.

The challenges that teen mothers face in schools create unfavorable conditions for their adaptation to the changed circumstances and they end up experiencing significant high levels of maladjustment than their non parenting peers in their schooling (Mokoena, 2002). Eventually, demoralization and criticisms experienced by

TMs makes their chances of completing school very low even after they make the decision to return to school (Association of Women Educators, 2006).

As a society we need to emphasize the value of education and ensure TMs stay in schools so as to acquire knowledge that is important to guaranteeing them space in the workplace (Chigona and Chetty, 2008) so that they together with their children will not be condemned to poverty. Many TMs value education and view it as the only hope for restoring their future and that of their children. Mcambi (2010) reports that most TMs have the desire to return to school but being a learner and a TM at the same time is not easy and it is a challenge to strike a balance between the dual responsibilities and roles. The study continues to state that the schooling of TMs is therefore coupled with high absentee rates, high rates of late coming, incomplete tasks and at times no tasks done, drowsiness during lessons as well as low self esteem. Such occurrences make the TMs to find themselves out of favour with their fellow learners and some of their teachers. Teen mothers could easily deal with these situations if they were supported by school mechanisms to adequately prepare them to deal with stigma, motherhood and schooling.

Nevertheless, Chetty and Chetty (2008) reports that TMs come back to school without any counseling to prepare them to deal with their situation and as a result most of them got overwhelmed with their situations and failed to cope leading to school dropout. Despite the enormous challenges that TMs face in their quest for education, Shaningwa (2007) gives the characteristics of TMs who are able to cope with schooling as those who live with a female adult to take care of the baby while they are

in school, TMs in boarding schools, those who receive extra lessons at their convenience as well as those who receive special support from dedicated educators in special schools.

In Kenya, teenage motherhood is a hindrance to educational attainment of young girls, which is a basic right and a valuable resource in the society today. Achoka J. and F. Njeru (2012) points out the educational consequences of teenage motherhood as follows: discontinued schooling, unlikely to join college, stigma from parents, teachers and classmates (and this discourages teen mothers from pursuing education), lack of education limits chances of social mobility which leads to poverty and dependency, health consequences for both mother and child, psychological effects on the development of the infant and negative influences on younger siblings. The study also recommends that these negative influences of teen motherhood can be reverted if the society became more supportive to the teen mothers.

Kamara (2011) gives new insight of challenges facing teen mothers in secondary schools as social rejection, psychological torture, lack of material support, lack of follow-up, hostility, and poor participation in class activities, teacher embarrassment, and absenteeism and finally balancing education and mothering. Amidst all this negativities, there is need to ease the schooling process of teen mothers in school and ensuring their adequate socialization in schools needs to be embraced as mitigation to their challenges.

Within the school environment, teen mothers are seen as a threat that has the potential to set an epidemic of immoral and promiscuous behaviour among other girls. This kind of attitude towards TMs denies them the opportunity to feel free, share their challenges and interact adequately and this affects their schooling. This leaves the TM feeling unwanted and the identity that the society equips them with, reminds them that nothing good can come out of their situation, (Wanda, 2006). There is need to work on our school environments to be welcoming and supportive to TMs as learners.

Nyambura (2000) points out that the Kenyan Ministry of Education through its re-entry policy publicly encourages schools to allow TMs to come back to school after childbirth to continue with their schooling. Such policies are crucial ensuring teen mothers continue with their schooling but these policies can be a success if other contributing factors which make the schooling of teen TMs unmanageable can be identified and handled in schools.

2.4 School Factors crucial in the Socialization of Teen Mothers

Key elements in a school and the active role they play are crucial in keeping TMs in schools and helping them to navigate through parenthood, schooling and their future goals. The perceived school elements are discussed in the next section as follows:

2.4.1 School Culture and Environment for Teen Mothers

Bonny *et al.* (2000) states that school environments that foster student engagement in their studies are more likely to graduate their students and young people who feel

connected to at least one adult in the school are much more likely to graduate. The school culture and environment remains fundamental aspects in the schooling life of teen mothers that might be a contributing factor to their retention in school. Teen mothers become vulnerable in school environments which are not supportive and are consequently at risk of not completing their school (Shaningwa, 2007).

There seem to be a disconnect between teen mothers and their schools which may result to a feeling of being alienated. This alienation apart from having negative implication on the schooling life of teen mothers, Chigona and Chetty (2008) suggests that alienation amongst teen mothers in schools leaves them feeling out of place and having low self esteem, which without intervention through proper counseling may lead to teen mothers dropping out of school prematurely.

2.4.2 Teachers of Teen Mothers

Research shows that TMs receive negative attitudes and uneven support from their teachers. According to Knesting (2008) most teen mothers complain of their schools being uncaring and disrespectful teachers and administrators and these impacts negatively on teen mothers adjustment in schools. Chigona and Chetty (2008) share the same views in their study where they found out that some TMs felt there were teachers who did not care about their feelings and expected them to achieve like their peers. Although Bhana *et al.* (2010) reveals that there are `caring teachers' who are sympathetic to teen mothers, and they understand what TMs go through as they negotiate schooling and parenting, findings of a recent study by Shawn (2012) are in agreement with previous studies and reports that teen mothers receive inappropriate

comments and behavior from teachers and such negative comments hinders their smooth integration forcing them to give up on their schooling. This inadequate teacher support may impede teen mothers' ability to remain and succeed in school.

2.4.3 Guidance and Counseling for Teen Mothers

Shawn (2012) in her study on ` Mothers and Graduate: Teen mothers who stayed in school' in the USA, Northeast Georgia found out that there seem to be a missing link between TMs and their schools since the schools did not have an advocate for TMs. The schools did not have a specified individual in place to act as a liaison between the school and the TMs. Despite these findings, the United States of America (USA) remains one of the countries which have made progress in counseling of TMs, since most countries are unable to provide adequate counseling services for their TMs (Pillow, 2004). This poses a challenge since the demoralization and criticism experienced by TMs after being re-admitted back to school makes their chances of completing school to be very low even when the TMs makes the decision to come back to school (Association of Women Educators, 2006).

Moreso, Chigona and Chetty, (2008) in their study `Teen Mother and Schooling: Iacunae and Challenges' in South Africa found out that TMs come back to school without going through any counseling to prepare them to deal with stigma, parenthood and schooling simultaneously. As such most of them got overwhelmed by their situation in schools and some failed to cope resulting in school dropout. Chigona and Chetty (2008) continue to state that lack of counseling makes TMs feel unprepared to resume their studies after child birth because there is no support to help

them to prepare for motherhood and schooling. Counseling is also crucial in helping TMs to deal with the ridicule and prejudice from the society, teachers and fellow learners. Chigona and Chetty therefore recommended that professional counseling should be readily provided to TMs to assure them that they are still capable of reconstructing their lives and move on with their schooling which will benefit them, their children and the greater society as a whole.

2.4.4 School programs/ clubs for Teen Mothers

School clubs have the potential to give TMs a platform to share their experiences and together come up with solutions to their problems and this make them crucial in the socialization in schools. Jennifer (2012) study on `Keeping Teen Moms in School' in United States affirms that school programs and support groups for TMs provides support and guidance that is more accessible and they help TMs in completing school. Geysaw and Ankomah (2013) recommend that special programs should be initiated in schools to address ignorance concerning sexual matters, challenges and risks associated with teen mothers. They continue to argue that although parenting techniques should be taught in the programs, in addition, teenagers should be taught assertive interpersonal skill development, such as negotiating and refusal skills and the programs should allow teen mothers to practice the acquired skills.

2.4.5 Fellow Students' Relationship with Teen Mothers

Mcambi (2007) observed that TMs stay away from their friends since they find it difficult to be part of the group they belonged to, before they became mothers. They

avoid their friends because they are ashamed of their motherhood status at a young age hence see themselves as misfits within the group. The feeling of being a misfit sometimes is extended into the classroom where TMs fear taking part in class discussions, especially during lessons where topics such as teen pregnancy are discussed since they become uncomfortable (Chigona and Chetty, 2007).Teen mothers require a learning environment that is socially welcoming, enhances their interaction with their peers and connects them to school (Chigona and Chetty, 2008). Panday *et al.* (2009) also postulates that schools need to limit the impact of teenage pregnancy on young learners and to provide an enabling environment geared towards meeting the needs of the TMs.

2.4.6 Curriculum Relevance to Teen Mothers.

According to Zachary (2005) study on `Getting my Education: Teen Mothers Experiences in School before and after Motherhood in United States suggests that TMs reinforce their interests in education and are optimistic that education will provide then a better future for their children, increase their employment possibilities to stop them from being dependants. In developed countries like U.S.A, TMs are provided with specialized programs/curriculum and other services through the active involvement of the school social workers. Jenniffer (2012) reports that the programs are diverse but they share several components such as: a small school setting dedicated to serve teen mothers, collaboration with the outside community organizations, on-site healthcare and childcare services, on-site individual counseling and mentoring, on and off-site group therapy sessions, academic support services and career preparation and case management services. This programs/curriculum have

been a success in reducing dropout rates among TMs but inadequate in addressing attendance issues.

2.4.7 Time for parenting and Schooling for Teen Mothers

According to Mangino (2008) study on `Voices of Teen Mothers; Their Challenges, Support Systems and Successes,' teen mothers' in United States cites school related reasons for dropping out of school as: rigidity of some school administrators concerning school attendance policies, inability to provide adequate time for teen parents to complete their general child care responsibilities among others. Kaufman *et al.* (2001) reports that TMs face difficulties in striking a balance between school work and parenting and as a result, they are unable to finish their school tasks due to lack of time or energy. These views seem to be in agreement with Arlington Public School (2004) who states that teen mothers face a great challenge of handling parenthood responsibilities as well as devoting adequate time to school tasks as a result of physical and emotional strain and this often leads to a decline in academic attainment.

2.4.8 School Sponsors and their Role in the Education of Teen Mothers

The school sponsor is a critical entity in the administration and management of public secondary schools in Kenya. School sponsors run pastoral programs in their schools. According to Mangino (2008), both school related support and personal support are important to TMs in their journey towards high school graduation. Micheni (2007), in his study reports that religious school sponsors did not give finances directly to run

the school but participated in fund raising programs, donated resources and on rare occasions paid fees for poor students.

2.4.9 Head Teachers' Influence on Teen Mothers

Wanyama and Simatwa (2011) in their study on Prospects and Challenges in the Implementation of re-entry policy of girls in Kenya' found out that challenges faced by head teachers in the implementation of the re-entry policy are: lack of corresponding guidelines towards its implementation, fear of bad influence of having mothers in their schools and unawareness of the re-entry policy. The re-entry policy therefore remains a bold step towards making sure that teen mothers proceed with their education but other factors which hinders their integration and retention in school leading to several dropout cases among need to be pursued. Wanyama and Simatwa (2011) finally recommended that there is need for head teachers to consider setting up gender responsive guiding and counseling programs to teach matters related to sexuality as it would help in the rehabilitation of TMs.

2.5 Sufficiency of School Factors in the Socialization of Teen Mothers

Dawson and Hosie (2005) in their study `The education of pregnant young women and young mothers' in England recommended that schools should encourage TMs to remain in school by; openly discussing their fears and needs, being generally supportive and encouraging rather than being judgmental and allowing their choices on how their education is handled.

Chigona and Chetty, (2008) although it is expected that teachers are in a position to assist TMs in coping with their new responsibilities, the teachers themselves are not properly trained to offer such guidance and support to the TMs. Some teachers regard the presence of teen mothers in their classrooms as a threat to the overall academic performance of the class since they question the ability of TMs to cope with school's academic demands (Bhana *et al.* 2010).Teachers need some form of coaching to understand the situation of teen mothers and how they can assist them to cope with their new roles (Chigona and Chetty, 2008).

The re-entry policy which allows TMs to continue with their education is a key step toward ensuring that teen mothers attain their educational aspirations but the policy alone as a strategy is not an adequate measure. Nevertheless, Ogutu, (2008) points out that the re-entry policy is an inadequate measure in Kenya for ensuring TMs succeed in their education because it lacks legal backing to support its implementation hence making its implementation weak and inconsistent. Kadzamira, (2007) in assessment of Policies of re-admission of TMs in South Africa reported that the policies were found to be inadequate in dealing with the problem teenage pregnancy and the education of the TMs.

It is therefore informative to find out what other support systems are likely to ensure successful schooling of teen mothers. Wanyama and Enose, (2011) seems to be in agreement with this in their study on Prospects and challenges in the implementation of Re-entry Policy of girls in secondary schools by recommending that head teachers

should consider setting up gender responsive guidance and counseling programs to teach matters related to sexuality as it would help in rehabilitation of TMs in schools.

2.6 Summary

It is clear that teenage motherhood is a global issue that threatens the chances of a TM to acquire education and shutters their hope of realizing their potential. Education being a human right, teenage motherhood and the resulting consequences negates efforts aimed at promoting education especially the girl child education and her success in life. This calls for the need to look into how schools can adequately sustain TMs in schools. The re-entry policy alone has proved to be an inadequate measure in ensuring TMs remain in school and attain educational aspirations hence there is need to for other support systems for teen mothers to be explored to ensure the success of TMs in school once they are readmitted and their socialization in school is one of them. Kamara, (2011) points out that teen mothers in schools face a lot of challenges such as; difficulties in re-admission, rejection, discrimination in school activities, loss of friends, trauma, depression, anxiety, withdrawal, regret, guilt, fatigue, absenteeism, together with physical and health challenges associated with premature parenthood. These are substantial barriers to the education of TMs even when the girls are willing to stay in school especially when they lack adequate integration and support in school, hence there is need to examine how school factors can boost the adjustment of TMs in schools. Very little is known about school factors that are crucial in helping TMs to fit and adjust to their schooling and when they fail to adjust, these girls are likely to discontinue with their schooling when they are overwhelmed with parenthood and academics. Furthermore TMs who remain in school have to endure an unfriendly

environment full of challenges and these compromises their academic outcomes hence there is need to scale up their socialization that is: the social support, encouragement, advice, guidance, care, counseling and mentoring given to them in schools. This necessitates the study on the adequacy of school factors in the socialization of TMs in secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter gives an overview of the research design, study area, the population, sample size and sampling techniques, data collection instruments, data collection procedures to be employed in the research as well as validity and reliability of the study.

3.1 Research Design

This study was a mixed research in nature and employed a descriptive research design. Descriptive research design involves collecting information about subjects' behaviour, status, attitudes and other characteristics using interviews, questionnaires and observation without changing the environment of participants. The design is best in collecting information to demonstrate relationships and the describing the world as it exists. This design was adopted in the study to enable the researcher to describe the participants' attitudes, opinions, perceptions and general status concerning the school mechanisms in the socialization of teen mothers in secondary schools.

The descriptive design was appropriate for the study since through it, the participants gave their opinions, attitudes and perceptions through filling in the questionnaires, engaging in discussions and interviews to demonstrate the situation of socialization of TMs in secondary schools and the school mechanisms involved without changing their environment. The use of a variety of methods in data collection necessitated the

use of the mixed methods approach in data presentation, analysis and interpretation. The data gathered from the participants was organized, tabulated and described to ascertain emerging themes of the topic under study.

3.2 Study Area

This study was conducted in Trans-Nzoia West Sub-County, one of the three sub-counties in Trans-Nzoia County. Based on the statistics available at the County Director of Education in Trans-Nzoia County, it emerged that Trans Nzoia West Sub-County had many schools with TMs hence this made it more appropriate for the study. Apart from that, the Sub-County had more Sub-County secondary schools (34 schools) which represent 50% of the total Sub-County schools in the Trans Nzoia County. Most of the Sub-County schools were upcoming secondary schools either mixed or single day schools and they usually admitted learners with minimal restrictions hence it was easy for teen mothers to find a place in such schools. Trans-Nzoia West Sub-County had a total of 34 Sub-County secondary schools when the study was undertaken among which sampling was done.

3.3 Study Population

The target population consisted of four target groups, that is; teen mothers who were below the age of 19 years when they got their babies, the head teachers, the heads of department in guidance and counseling and the class teachers having teen mothers in their specific classes. The teen mothers were the key Participants and they were crucial in providing information on school factors which support their socialization,

the adequacy of the factors as well as the challenges they experienced and their possible remedies while trying to adjust in school.

The head teachers were crucial in the re-admission process of teen mothers in secondary schools and they provided information on the kind of support available in schools that enhanced the socialization of teen mothers as well their challenges.

The head of Guidance and Counseling departments in secondary schools provide support and counseling services to learners in schools. They provided important information on their role, programs and challenges in the socialization process of teen mothers.

The class teachers interact with their learners on daily basis and understand learners' struggles while schooling on an individual basis. They provided insights on teen mothers' integration in school and interaction with other members in schools, the challenges they face and possible solutions to improve their socialization. Therefore, all these informants were crucial since they provided insights and specific information from which the study based its findings and recommendations on school mechanisms in the socialization of TMs in secondary schools.

3.4 Sampling Size and Sampling Techniques

This study employed purposive and snowball sampling techniques to get its samples for the study. Purposive Sampling was suitable where the researcher was interested in informants who have best knowledge concerning the research topic (Patton, 2001). In this study on socialization mechanisms of teen mothers in secondary schools, the head

teachers, Guidance and Counseling teachers, teen mothers and their class teachers were purposefully sampled as informants with experience/information concerning the research topic.

Snowball sampling was useful in the study since the teen mothers who were identified purposefully by the Guidance and Counseling teachers helped in identifying their colleagues especially those who had joined the school as new students and had hidden their motherhood identity. Teen motherhood being a sensitive issue, it was not easy to find an obvious list of their population in schools and this made snowball sampling a crucial procedure for reaching out more teen mothers in secondary schools.

Trans-Nzoia County is one the forty seven counties in Kenya. In the year 2013, shocking news from the Standard Newspaper on 25th November 2013 by Osinde Obare of twelve (12) girls aged between 14 and 16 from a primary school in the county were reported to have been impregnated in a single term and forced to drop out of school. Out of the twelve girls, five of the girls were class eight registered candidates. This report indicates the challenge of teenage pregnancy in the county and the need to look into how these teen mothers are socialized in schools as they proceeded with their secondary education.

The office of the County Director of Education, Trans-Nzoia County was crucial in providing information of sub- county secondary schools having teen mothers in the County and a list of the Sub-County secondary was availed to the researcher. Out of

the three sub-counties, the statistics indicated that more teen mothers were found in Trans-Nzoia West Sub-County and this led to its selection as the study area.

Trans Nzoia West Sub-County has a total of 34 Sub-County secondary schools. Ten of the schools were purposively selected to participate based on the statistics of Trans-Nzoia West Sub-County schools with teen mothers provided by County Director of Education. Five schools which had at least 3 TMs were sampled further sampled purposefully to participate in the FGDs. The head teachers, class teachers of teen mothers as well as the heads of the Guidance and Counseling departments in the ten schools were purposively sampled to take part in the study.

With the help of the head of Guidance and Counseling departments in schools, purposive sampling was used to identify teen mothers in the ten schools. Teen mothers known in the school further helped in identifying other teen mothers who had hidden their identity after transferring to the schools through snowball sampling. Since teen mothers are special group of learners, their total population could not be determined. Therefore, the teen mothers in the ten schools that took part in Trans-Nzoia West Sub-County were a representative of teen mothers in the Sub-County.

The participants of the study were twenty six (26) teen mothers, twenty (20) class teachers, ten (10) head teachers and ten (10) heads of department in guidance and counseling in schools giving a total of sixty six (66) participants. A summary of the participants of the study are presented in the table 3.1

Table 3.1: Participants of the Study

Participants	No. of Participants	Technique	Data Collection
Teen Mothers	26	Purposive and Snowball	Questionnaire and FGDs
Class Teachers	20	Purposive	Questionnaire
Head Teachers	10	Purposive	Questionnaire
Heads of G & C	10	Purposive	Interviews
TOTAL	66		

3.5 Research Instruments

The study employed questionnaires, interviews, Focus Group Discussions and document analysis as its research instruments.

3.5.1 Questionnaires

A questionnaire is a useful instrument in gathering extensive information from a large group of individuals within a short time. The questionnaires were used in order to elicit specific as well as in-depth range of responses from the participants. The questionnaires were suitable for data collection in the study since they enabled the researcher to collect large amount of information from all the TMs, school head teachers and the class teachers participating in the study, within a short period of time and at a lower cost.

3.5.2 Interview Schedules

Interviews were used in the study and they were administered to the heads of guidance and counseling departments in schools participating in the study. The interviews were tape recorded and also note taking was done to describe some responses made during the interviews that could not be captured in the recordings. The interviews were appropriate in exploring detailed insights, views, experiences, beliefs and motivations of individual participants in the study.

3.5.3 Focus Group Discussion

Focus group discussions (FGDs) are small planned group discussions used to learn more about group or community opinions on a designated topic under the guidance of a facilitator. The group discussions were carefully planned to create a non-threatening environment where participants were free to talk openly and members were encouraged to express their opinions. In the study, small focus group discussions consisting of 3 teen mothers, lasting between 15 to 20 minutes were conducted in five schools, where the study topic on adequacy school mechanisms in the socialization of teen mothers in secondary schools was discussed in detail. These discussions provided a useful forum to verify some responses from the questionnaires, supplement more knowledge and new thoughts on the topic under study. The discussions were held at an agreed date and time in individual schools and were recorded with group's permission and also note taking was done during the discussions.

3.5.4 Document Analysis

The class registers, performance records and other records such as lists of student councils and weekly schedules of school programs/clubs in the school were also analyzed for crucial information about teen mothers and their socialization in school. The class registers informed the study on the rate of absenteeism among teen mothers and factors behind it were sought and explained during the interviews.

The performance records were also relevant in providing insights on their level of coping with both motherhood and academics since it was important in unraveling school factors behind excellent, average and below average performance of teen mothers in schools. Other records in school such as weekly school programs/clubs and lists of the students' leadership council were also sought since they informed the study on the level of participation of teen mothers in other school programs and their contribution to the socialization in school.

3.6 Validity and Reliability of Research Instruments

Validity refers to the degree which a test measures what is supposed to measure while Reliability is the degree to which an assessment tool produces stable and consistent results. Patton (2001) states that validity and reliability are two factors that any qualitative researcher should be concerned about, while designing a study, analyzing events and judging the quality of the study.

Validity was enhanced by triangulation where the use of multiple instruments improved the process of data collection and produced more comprehensive findings. The validity was also enhanced through consultation with supervisors on the

construction of the research instruments. The involvement of peer researchers was incorporated in the study to enhance objectivity.

The reliability of research instruments was ascertained by a pilot study conducted one week earlier before the study began in St. Joseph Girls High school in order to test the procedures and tools of the larger study. The pilot study informed the study on the logistics and the ambiguous areas in the tools were highlighted and appropriate corrections and adjustments were made.

3.7 Data Collection Procedures

The researcher obtained a letter of introduction from Moi University after the research proposal was approved and a research permit was obtained. The researcher then proceeded to the District Educational Officer in Trans-Nzoia County to seek the consent to conduct the research. After being granted the permission, the researcher visited Sub-County secondary schools in the County for familiarization purposes and to seek permission from the school management concerning their participation in the study.

Once the participation of the participants was confirmed, a date was set and an appointment booked with the participants in the study. Data was collected by; collecting the questionnaires filled by the TMs, head teachers and class teachers, recordings and note taking of focus group discussions and interviews as well as document analysis of school registers, performance lists, and other school records. The participants were given time to respond to all items in the questionnaires as the

researcher conducted document analysis while the interviews and focus group discussions were conducted at a later date agreed upon by the researcher and the school authorities.

3.8 Data Analysis

Data collected from both primary research instruments, that is: questionnaires, FGDs, interviews and secondary instruments, that is; class registers, performance lists and other documents in the school. Data was organized, arranged and coded for easy identification. The data was analyzed using both quantitative and qualitative techniques, guided by study objectives. Responses from interview schedules, FGDs, document analysis and open \ended questionnaires produced qualitative data while the closed ended questionnaires yielded quantitative data.

The quantitative data was analyzed into frequencies, percentages and mean using a Scientific Package for Social Scientists (SPSS) version. Quantitative data was presented in frequency distribution tables to facilitate description and explanation of study findings. The qualitative data collected was transcribed, coded and organized based on emerging themes and analyzed thematically. The organized qualitative data enabled the researcher to analyze the information emerging from the themes by looking for comparisons, similarities and dissimilarities and accounting for them. Data from document analysis was relevant in accounting some similarities and dissimilarities in findings of various themes under the study topic. The data was interpreted to draw viable conclusions and recommendations based on the findings.

3.9 Ethical Considerations

Ethical requirements were upheld in the study. The researcher complied by applying for a research permit and research authorization letter from the National Commission for Science Technology and Innovation (NACOSTI). The researcher communicated clearly the research purpose and allowed the participants to make a decision to participate in the study on free and voluntary basis. Teen mothers being minors, their consent to participate in the study was sought from the school through the guidance and counseling department. The privacy and confidentiality of the information obtained from the participants was communicated and upheld by the researcher. Respect was maintained throughout the study by careful selection of the language used in conducting the interviews and formulating questionnaires to avoid an offensive or embarrassing language that could make participants uncomfortable.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents analyzed data on the adequacy of school mechanisms in the socialization of teen mothers in secondary schools in Kenya, collected from the head teachers, head of Guidance and Counseling department, teen mothers and their class teachers in different Sub-County schools in Trans-Nzoia West Sub- County. The study's main objectives were;

(a) To determine school mechanisms used in the socialization of teen mothers in secondary schools.

(b) To investigate the extent to which secondary schools employ school mechanisms in the socialization of teen mothers.

(c) To evaluate the sufficiency of school mechanisms in the socialization of teen mothers in secondary schools.

4.1 Background Information

The background information gives details on personal information of the study participants. The study sought to identify the participants' personal information like gender, age and working experience in order to understand their contexts and thereby assist in analyzing the data. The summary findings of the background information are represented in tables 4.1, 4.2, 4.3, 4.4 and 4.5.

4.1.1 Background Information of Teen Mothers

The research findings on the demographics of the participants who were teen mothers based on their age, class and period in school after re- admission were as follows;

The findings indicated that 12 (46.2%) of the teen mothers out of 26 who participated in the study were aged between 15-17 years, 9 (34.6%) were aged between 18-20 years and 5 (19.2%) were above 20 years. This indicates that most teen mothers gave birth in early years of their teenagehood when they were still very young, meaning they require a lot of support and understanding as they return to school.

On the other hand, 6 (23%) of the teen mothers were in form two, 9 (34.6%) in form three and 11 (42.3%) were in form four. This shows a good number of teen mothers were almost realizing their dream of attaining a secondary education since majority were form four candidates. Last but not least, study findings indicate that 6 (23%) of the teen mothers had stayed in the school for a period of between 0-1 year, 9 (34.6%) had stayed between 1-2 years and 11(38.4%) had been in school for more than 2 years after their re-admission. The varied length of stay in school by teen mothers informed the study on their retention, persistence in school and school mechanisms that have supported their socialization over time after their re-admission were sought. The findings on the demographics of teen mothers are summarized in table 4.1

Table 4.1 Teen Mothers' Background Information

The table 4.1 presents a summary of research findings on teen mothers' background information on the basis of age, class and period in school after re-admission.

Background Information	Response	Frequency	Percentages
Age	15 – 17 Years	12	46.2%
	18 – 20 Years	9	34.6%
	Above 20 Years	5	19.2%
Class	Form 1	0	0%
	Form 2	6	23%
	Form 3	9	34.6%
	Form 4	11	42.3%
Period in school after Re-admission	0 – 1 Year	6	23%
	1 – 2 Years	9	34.6%
	Above 2 Years	11	38.4%

N = 26

Source: Field Data (2015)

4.1.2 Head Teachers' Background Information

The demographics of the participants who were head teachers according to their gender, age and years of experience were as follow;

The study shows that 4 (40%) of the head teachers out of 10 were males while 6 (60%) were female. The study also indicates that 7 (70%) of the head teachers were aged between 40-49 years while 3 (30%) were aged above 50 years. In terms of

working experience, 4 (40%) of the head teachers had served in their positions between 0-4 years, 3 (30%) between 5-9 years and 3 (30%) had served for more than 10 years. The representation of both female and male head teachers was important in eliminating any bias in research findings while the varied age and experience in their positions gave more insights on their conversance with school mechanisms that help to socialize teen mothers in their schools. The study findings on the demographics of head teachers are summarized in table 4.2

Table 4.2: Head Teachers' Background Information

The table 4.2 presents a summary of research findings on the demographics of head teachers, based on age, gender and years of experience.

Background Information	Response	Frequency	Percentages
Gender	Male	4	40%
	Female	6	60%
Age	30 – 39 Years	0	0%
	40 – 49 Years	7	70%
	Above 50 Years	3	30%
Years of Experience	0 - 4 Years	4	40%
	5 - 9 Years	3	30%
	10 - 14 Years	3	30%

N = 10

Source: Field Data (2015)

4.1.3 Background Information of the Heads of Guidance and Counseling Department

The demographics of the participants who were heads of guidance and counseling department according to gender, age and experience in the G & C department were as follows:

The study indicates that 4 (40%) of the guide and counseling departments out of 10 were headed by male while 6 (60%) by female. In terms of age 2 (20%) of the head of G & C were aged below 30 years, 4 (40%) were aged between 30-39 years, 3 (30%) were aged between 40-49 years and 1 (10%) above 50 years.

The study also shows that 4 (40%) of guidance and counseling heads had served in those positions for between 0-3 years, 4 (40%) between 4-7 years and 2 (20%) between 8-11 years. The representation of both genders and experience in the department was important in eliminating any bias findings while at the same time provide unique approaches that different Participants employ in the socialization of teen mothers in schools based on their experience as key players in the schooling process of teen mothers. The study findings on the demographics of the head of guidance and counseling department are summarized in table 4.3

Table 4.3: Head of Guidance and Counseling (G & C) Department Background Information

The table 4.3 presents a summary of research findings on the demographics of the head of guidance and counseling department, based on the gender, age and experience in guidance and counseling.

Background Information	Response	Frequency	Percentages
Gender	Male	4	40%
	Female	6	60%
	Below 30 Years	2	20%
Age			
	30 – 39 Years	4	40%
	40 – 49 Years	3	30%
	Above 50 Years	1	10%
	0 – 3 Years	4	40%
Experience in G & C			
	4 – 7 Years	4	40%
	8 - 11 Years	2	20%
	Over 12 Years	0	0%

N = 10

Source: Field Data (2015)

4.1.4 The Background Information of Class Teachers

The demographics of the participants who were class teachers on the basis of gender and age were as follows; The study indicates 11 (55%) of class teachers of teen mothers out of 20 were male while (9) 45% were female. On the other hand 10 (50%) of the class teachers were aged below 30 years, 5 (25%) were aged between 30-34 years, 5 (15%) aged between 35-39 years, 5% aged between 40-44 years while 1 (5%) above 45 years. This information was crucial in explaining authoritatively school factors that influence the socialization of teen mothers in school while eliminating any bias in the study findings. The study findings on the demographics of class teachers are summarized in table 4.4.

Table 4.4: Class Teachers' Background Information

Background	Response	Frequency	Percentages

Information			
Gender	Male	11	55%
	Female	9	45%
Age Bracket	Below 30 Years	10	50%
	30 – 34 Years	5	25%
	35 – 39 Years	3	15%
	40 – 44 Years	1	5%
	Above 45 Years	1	5%

N = 20

Source: Field Data (2015)

4.1.5 Background Information on the Socialization of TMs in Schools

The research findings of different aspects of teen mothers' socialization such as their views on schooling, coping levels, views on teachers as role model and their interaction with teachers and other learners were as follows:

While responding on how they are undertaking their schooling after re-admission, 12 (46.2 %) teen mothers out of 26 indicated that their schooling was good, 4 (15.4%) stated it was fair, and 10 (38.4%) indicated it was excellent. In the study 21 (80.8%) of teen mothers out of 26 indicated that their level of coping with school as mothers as well as students at the same time was very good while 5 (19.2%) said it was not very good. In the study, 22 (84.6%) admitted that they had particular teachers as their role models while 4 (15.4 %) did not have any teacher as their role model.

On the level of interaction of teachers and teen mothers, 9 (34.6%) of teen mothers out of 26 stated that they interacted and shared with their teachers on various issues once a week, 4 (15.4%) interacted twice a week, 6 (23%) interacted once a term while 7 (27%) had no interaction with their teachers at all. Also 19 (73%) of teen mothers

revealed that their interaction with other non parenting learners was very good while 7 (27%) stated their interaction was not very good.

This background information informed the study on teen mothers' level of acceptance, interaction and retention in schools and factors behind them were sought and explained in the interviews later conducted in the study. This was crucial for this study since previous research indicated that teen mothers in secondary schools faced numerous challenges such as lack of professional counseling, loneliness, fear, lack of acceptance, irregular class attendance, lack of support to deal with stigma among others, and as a result, these situation created unfavourable conditions that made them experience high level of maladjustment than their non parenting peers (Mokoena, 2002: Kamara, 2011). Eventually, teen mothers still dropped out of school due to the pressure they experienced from stigmatization, isolation from peers and lack of support from family, friends, schools and social service agencies (Duncan, 2011). A summary of research findings on the socialization of teen mothers in schools are presented in table 4.5

Table 4. 5: Background Information on the Socialization of TMs in Schools

Background information	Responses	Frequencies	Percentages
How TMs view their schooling	Good	12	46.2
	Fair	4	15.4
	Bad	0	0
	Excellent	10	38.4
TMs coping levels in school	Very Good	21	80.8
	Not Very Good	5	19.2
TMs Views on Teachers as their Role Models.	No	4	15.4
	Yes	22	84.6
TMs & Class Teachers level of Interaction	Once a Week	9	34.6
	Twice a Week	4	15.4
	Once a Term	6	23
	No Interaction	7	27
TMs & Other learners level of Interaction	Very Good	19	73
	Not Very Good	7	27

N = 26

Source: Field Data (2015)

4.2 Responses of School Mechanisms used in the Socialization of TMs in Secondary Schools

The researcher wanted to find out what factors or programs in secondary schools helped teen mothers to fit in school and cope with their schooling and the findings were as follows:

The research findings indicate that majority of teen mothers was in agreement that there were school factors which helped them to fit back into school and cope with schooling after their re-admission. The study shows that 25 (96.2%) of teen mothers

indicated that the school environment was important in their socialization while 1 (3.8%) disagreed, 23 (88.5%) agreed on teacher encouragement as an important factor while 3 (11.5%) disagreed, 24 (93.2%) agreed on guidance and counseling services while 2 (7.7%) disagreed. Also, 22 (84.6%) of teen mothers also showed their agreement on school clubs and programs as important in their socialization and 4 (15.4%) disagreed, 17 (65.4%) felt the attitude of other learners towards them was key to their socialization while 9 (34.6%) did not agree.

Likewise, 20 (76.9%) of the teen mothers were in agreement that the curriculum offered was necessary in their socialization while 6 (23.1 %) disagreed, 17 (65.4%) also stated that the time stipulated for arrival and departure from school was key to their socialization while 9 (34.6%) disagreed, 16 (61.5%) indicated that the role of school sponsors is important in their adjustment to school while 10 (38.5%) differed with the opinion, also 18 (69.2%) of teen mothers were in agreement that the attitude of the school principal is key to their socialization and 8 (30.8%) did not agree and finally 22 (84.6%) of teen mothers stated that motivational talks given to them by guests invited in school was crucial in their socialization while 4 (15.4%) disagreed with the opinion.

Therefore based on the above findings, an average of 78.8% of teen mothers agreed that the stated school factors were used in their socialization in secondary schools.
The study findings on school mechanisms used in the socialization of teen mothers in secondary schools were summarized in table 4.6

Table 4.6: School Factors that Support TMs in their Socialization

Statement	Opinion			
	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
School Environment	25	96.2	1	3.8
Teachers' Encouragement	23	88.5	3	11.5
Guiding and Counseling	24	92.3	2	7.7
School Programs & Clubs	22	84.6	4	15.4
Attitude of other learners	17	65.4	9	34.6
The Curriculum Offered	20	76.9	6	23.1
Time for Reporting and Leaving school	17	65.4	9	34.6
Role of School Sponsors	16	61.5	10	38.5
Attitude of School Principal	18	69.2	8	30.8
Motivational talks from guests invited in school	22	84.6	4	15.4

N = 26

Source: Field Data (2015)

4.3 Responses of TMs on the Extent to which Schools Employed School Mechanisms in the Socialization of TMs in Schools

The study findings on the extent to which school mechanisms were employed in the socialization of teen mothers in schools were as follows;

Teen mothers strongly agreed that the school created an environment and culture that helped teen mothers' acceptance in school, where 12 (46.2%) strongly agreed, 13 (50%) agreed while 1 (3.8%) were undecided. This shows that a majority 25 (96.2%) teen mothers agreed that their schools create a positive environment that accepted, accommodated teen mothers as well as enhanced their wellbeing as a way of making them fit in the school. A welcoming environment and school culture that was inclusive was important in connecting teen mothers back to school. This concurs with Mokoena (2002), who argued that unfavorable conditions in the environment cause challenges for teen mothers to adapt to changed circumstances and this made them to experience

significant high levels of maladjustment than their non parenting peers in their schooling.

Teen mothers' response as to whether the school program was a tight schedule and whether there was inadequate time to seek advice from teachers was as follows: 3 (11.5%) strongly agreed, 6 (23.1%) agreed, 5 (19.2%) were undecided while 12 (42.2%) disagreed. This shows that a relatively lower percent 12 (42.2%) teen mothers agreed that the school program was not tight and time was available for teen mothers to seek advice from teachers whenever they were in need. Therefore, there must be other reasons apart from the program that hindered teen mothers from seeking help. The fact that some teen mothers did not disclose their motherhood identity when they joined new schools meant that teachers did not know their situation and this hindered them from seeking or receiving advice from the teachers. Apart from that, the adequate family support given to most teen mothers made them to be contended and not to seek support from teachers.

On the statement that teachers cared and supported teen mothers and helped them adjust to school routine, teen mothers response was as follows: 7 (26.9%) strongly agreed, 13 (50%) agreed, 3 (11.5%) were undecided while 3 (11.5%) disagreed. Thus majority 20 (76.9%) teen mothers agreed that teachers were concerned with their schooling, understood their situation, assisted them when they were in need and this encouraged them to work hard and succeed in school. Inadequate teacher support might impede teen mothers' ability to remain and succeed in school. This is in agreement with Bhana *et al.* (2010) who states that there are `caring teachers' who are

sympathetic to teen mothers and they understand what teen mothers go through as they negotiate schooling and parenting.

On the statement that the guidance and counseling given to teen mothers helped them to cope with challenges, the response was as follows: 10 (38.5%) strongly agreed, 9 (34.6%) agreed, 4 (15.4%) were undecided while 3 (11.5%) disagreed. Hence, this shows that majority 19 (73.1%) of teen mothers agreed that the services they received from the guidance and counseling teachers were relevant in helping them overcome their hurdles and remain in school. This concurs with Chigona and Chetty (2008), who revealed that lack of counseling made teen mothers to feel unprepared to resume their studies after child birth because there was no support to deal with prejudice and ridicule from the society, teachers and fellow learners.

Likewise, 13 (50%) of teen mothers strongly agreed that clubs in school helped them cope with schooling through sharing experiences, 6 (23.1%) agreed, 2 (7.7%) were undecided, 4 (15.4%) disagreed while 1 (3.8%) strongly disagreed. Thus majority of teen mothers 19 (73.1%) agreed that, through clubs in school such as C.U and Y.C.S, they got a chance to share their experiences and achievements so as to focus on their education and succeed. The findings further indicated that most schools lack of special forums or specific programs for teen mothers. These findings were in agreement with Geysaw and Ankomah 2013 who recommends that special programs should be initiated in schools to teach teenagers assertive interpersonal skills such as negotiating and refusal skills and these programs should allow the participation of teen mothers.

On the statement that other learners in school accepted teen mothers and they interacted well, the response was as follows: 13 (50%) strongly agreed, 8 (30.8%) agreed, 4 (15.4%) disagreed while 1 (3.8%) strongly disagreed. A relatively high number of teen mothers 21 (80.8%) agreed that they enjoy a good relationship with their non parenting colleagues and they interacted without any fear and this made them enjoy schooling. This was a clear indication that teen mothers got greatest support from their classmates through the good interactions they had in school. This is in agreement with Chigona and Chetty (2008), who revealed that teen mothers required a learning environment that was socially welcoming, enhanced interaction with peers and connects them to the school. This study finding that revealed that non-parenting learners adequately supported teen mothers in school is contrary to previous studies which reported that teen mothers were victimized, stigmatized and not supported by other learners in school (Mcambi, 2007).

Concerning the curriculum offered in school, 8 (30.8%) teen mothers strongly agreed that it was adequate in meeting their needs as mothers and learners as well, 13 (50%) agreed, 2 (7.7%) were undecided while 3 (11.5%) strongly disagreed. Thus majority of teen mothers 21 (80.8%) agreed that the content and other school activities undertaken by teen mothers in schools were adequate in meeting their needs as learners and mothers as well. This seems to be in agreement with Zachary (2005), who indicated that teen mothers reinforced and valued education and looked forward to see how education will provide them with a better future for their children and increase their employment possibilities to stop them from being dependants.

Similarly, 10 (38.5%) of teen mothers strongly agreed that time allocated for reporting and leaving school was conducive for them as learners and mothers as well, 7 (26.9%) agreed, 4 (15.4%) were undecided, 4 (15.4%) disagreed while 1 (3.8%) strongly disagreed. Majority of teen mothers 17 (65.4%) therefore agreed that time allocated for reporting and leaving school was conducive as it made them juggle with their motherhood and schooling responsibilities with a lot of ease. This study concurs with Mangino (2008) that, the inability to provide adequate time for teen mothers to complete their child care responsibilities is one of the factors that teen mothers cite for dropping out of school. Shaningwa (2007) in agreement gave one characteristic of TMs who coped and succeeded in their education as those who received the support of an adult female in taking care of the child.

Concerning the role of school sponsors and guest invited in school, 10 (38.5%) strongly agreed that they were inspired and motivated to remain in school through their talks, 9 (34.4%) agreed, 3 (11.5%) were undecided while 4 (15.4) disagreed. This shows that 19 (72.9%) teen mothers agreed that motivational talks from sponsors and other guests invited in school encouraged them to remain in school and work hard and this gave them hope for a better future. Although teen mothers agreed that they got support from school sponsors and invited guests in their socialization, the study findings revealed that motivational talks from guests invited in schools were inadequate and most schools rarely invited resource persons and therefore this meant most teen mothers missed out this auspicious occasions that might have inspired and propelled them to work hard.

Apart from that, most schools did not have sponsors and the few that had, only got moral and spiritual support and not financial or material support which were important needs among teen mothers. These findings are in agreement with Micheni (2007) who reported that religious school sponsors rarely gave finances directly to their schools but participated in fund raising programs, donated resources and on rare occasions paid fees for poor students.

Concerning the positive attitude of the school principal, 16 (61.5%) strongly agreed that it helped them stay in school, 8 (30.8%) agreed while 2 (7.7%) were undecided. This indicates that nearly all teen mothers, 24 (92.3%) agreed that the positive views, actions and programs that school principals' make publicly regarding teen mothers in school wins the acceptance of teen mothers and inspired them to work hard and succeed with their education. This indicates that the role of school principals in accepting and retaining teen mothers in schools could not under estimated. This is in agreement with Wanyama and Simatwa (2011), who recommended that school head teachers should consider setting up gender responsive guidance and counseling programs to teach matters related to sexuality as it helped in the rehabilitation of teen mothers.

Concerning serving in school leadership and other areas, 15 (57.7%) strongly agreed that it gave them a sense of belonging and respect, 9 (34.6%0 agreed while 2 (7.7%) were undecided. This shows that teen mothers 24 (92.3%) unanimously agreed they felt accepted, honoured and respected as resourceful persons in school when they

were considered capable and in turn given opportunities to serve in the school leadership.

Based on the above findings, an average of 68.8% of teen mothers agreed that schools were employing the stated school mechanisms in their socialization in secondary schools.

The summarized study findings of teen mothers' responses on the extent to which school mechanisms are employed in the socialization of teen mothers in schools is presented in table 4.7

Table 4.7: Responses of TMs on the Extent to which Secondary Schools Employed the School Mechanisms in the socialization of TMs in Schools

Statements	SA		A		UDC		D		SD	
	F	%	F	%	F	%	F	%	F	%
Our school created an environment that supported teen mothers acceptance in school	12	46.2	13	50	1	3.8	0	0	0	0
Our school program was tight and time was inadequate to seek advice from teachers	3	11.5	6	23.1	5	19.2	12	46.2	0	0
Guidance and counseling services received in our school helped us cope with challenges faced	10	38.5	9	34.6	4	15.4	3	11.5	0	0
Our teachers cared and supported our schooling and this helped us adjust to school routine	7	26.9	13	50	3	11.5	3	11.5	0	0
Clubs in our schools encouraged us cope with Schooling through sharing our experiences	13	50	6	23.1	2	7.7	4	15.4	1	3.8
Other learners accepted us and we interacted well	13	50	8	30.8	0	0	4	15.4	1	3.8
The school curriculum was adequate as it met our needs as mothers and learners as well	8	30.8	13	50	2	7.7	4	15.4	1	3.8
Our school time for arrival and departure was Conducive for us as learners and mothers	10	38.5	7	26.9	4	15.4	4	15.4	1	3.8
We got inspired and motivated through talks and support from our school sponsors and guests	10	38.5	9	34.6	3	11.5	4	15.4	1	3.8
we were encouraged to stay in school by the positive attitude of our school principal	16	61.5	8	30.8	2	7.7	0	0	0	0
We felt accepted and respected when we were given opportunities to serve in school leadership and other areas.	15	57.7	9	34.6	2	7.7	0	0	0	

Source: Field Data 2015

Key F- Frequency %- Percentage SA- Strongly Agree A- Agree

UND-Undecided D-Disagree SD- Strongly Disagree

4.4 Responses of Class Teachers on the Extent to which School Mechanisms Support the Schooling of TMs

The Study findings on the responses of class teachers on the extent to which school mechanisms support schooling of teen mothers shows that 4 (20%) of the class teachers strongly agreed with the statement that schools had programs to support teen mothers to fit and cope with their schooling, 9 (45%) class teachers agreed with the statement, 2 (10%) were undecided while further 5 (25%) disagreed with the statement. This shows that majority of class teachers 13 (65%) agreed that schools recognized the need to support teen mothers and they had come up with ways of helping them. Geysaw and Ankomah (2013) concur with this by indicating special programs should be initiated in school to address ignorance concerning sexual matters, challenges and risks associated with teen mothers.

On the statement that teachers were adequately trained and professionally prepared to guide, support, advice, mentor and help teen mothers in school, the response was as follows: 5 (25%) strongly agreed, 7 (35%) agreed, 3 (15%) were undecided while 5 (25%) disagreed. This shows that a large percentage of teachers 12 (60%) believe they were competent enough to socialize teen mothers in school.

Likewise, class teachers' response on whether teen mothers felt free to seek guidance and academic advice or get assistance from teachers in case of need were as follows: 2 (10%) strongly agreed, 9 (45%) agreed while 9 (45%) disagreed. Thus as much majority of teen mothers 11 (55%) felt free to get assistance from teachers, the

remaining 9 (45%) who disagreed were quite many and this points out that there was a challenge.

Similarly the response on the statement that the enormous responsibilities of teachers in school limited chances of teachers to fully encourage, and guide teen mothers in school was as follows: 2 (10%) strongly agreed, 7 (35%) agreed, 4 (20%) were undecided, 6 (30%) disagreed while 1 (5%) strongly disagreed. This shows that only a small percentage of teen mothers 9 (45%) believed teacher had a great workload that limited them from attending to teen mothers and another 7 (35%) disagreed while the rest were not sure what limited the teachers. Bloem (2007) insists that teachers need knowledge on how to handle TMs and other professionals should inform them about handling teens and their situations.

On the statement that the support of school administration was crucial in rallying teachers to support the welfare and education of teen mothers in school, the response was as follows: 9 (45%) strongly agreed, 8 (40%) agreed, 1 (5%) were undecided while 3 (10%) strongly disagreed. This indicates that majority of class teachers 17 (85%) agreed that while handling the welfare of teen mothers, teachers collaborated and got assistance from the school administration. This findings suggests that, the school principals remain key to the socialization of teen mothers in schools, just as Wanyama and Simatwa (2011) recommended head teachers to consider setting up gender responsive guiding and counseling programs to teach matters related to sexuality.

Finally, the class teachers response as to whether there was acceptance, care and general support for teen mothers in the school that helped in their retention and successive schooling was as follows: 13 (65%) strongly agreed, 4 (20%) agreed while 3 (15%) were undecided. This shows that majority of class teachers 17 (85%) agreed that there was adequate care acceptance and concern for teen mothers in their schools and it helps them remain in school and succeed. This was contrary to previous findings by Shawn (2012) who observed that teen mothers receive inappropriate comment and behaviour from teachers and such comments hinder their smooth integration forcing them to give up on schooling.

Based on the above findings, an average of 66% of class teachers were in agreement that schools were using the stated school mechanisms in the socialization of teen mothers in secondary schools. The summarized study findings of responses of class teachers concerning the extent to which school mechanisms promote the schooling of teen mothers is presented in table 4.8.

Table 4.8: Responses of Class Teachers Concerning the Extent to which Schools Employ School Mechanisms Promote the Schooling of TMs

Statements		SA	A	UND	D	SD
Our school had programs to support teen mothers to fit and cope with schooling	F	4	9	2	5	0
	%	20	45	10	25	0
Teachers were adequately trained and professionally prepared to guide, support, advice and mentor teen mothers in school	F	5	7	3	5	0
	%	25	35	15	25	0
In our school teen mothers felt free to seek guidance from teachers in case of need	F	2	9	0	9	0
	%	10	45	0	45	0
The enormous teacher responsibilities in school limited teachers to fully encourage, guide and advice teen mothers in schools	F	2	7	4	6	1
	%	10	35	20	30	5
Our school administration encouraged teachers to support the welfare and education of teen mothers in the school	F	9	8	1	0	2
	%	45	40	5	0	10
There was acceptance, care and general support for teen mothers in our school and this helped in their retention and successive schooling	F	13	4	3	0	0
	%	65	20	15	0	0

Source: Field Data, 2015

Key SA- Strongly Agreed A- Agreed UND- Undecided D- Disagree SD- Strongly Disagree F- Frequency %- Percentage

4.5 The Sufficiency of School Mechanisms in the Socialization of TMs in Secondary schools

The researcher wanted to find out how the mechanisms used in secondary schools had been successful in retaining teen mothers in schools and ensuring that they succeed in schooling.

4.5.1 Re-admission of Teen Mothers

Re admission of Teen Mothers	School	Frequency	Percentage
State of Re-admission	Same school	7	26. 9
	Different school	19	73.1

Source: Field 2015

The guidance and counseling masters interviewed in the study reported that a large percent 19 (73.1%) of teen mothers joined other different schools after giving birth while 7 (26.9%) were re-admitted in the same school they were when they got pregnant. Most teen mothers revealed their motherhood status upon being interrogated before joining the new schools. Joy* (not her real name) said;

> *l was re-admitted back to the same school and everyone knew my condition and it was easy for me since my class teacher was very supportive, and l coped on well.*

While Fiona* said,

> *I was re-admitted in a new school since my former school advised my mother that l join a different school to lessen the stigma that I would face. My mother sought a place in this school and I am happy that I was allowed in even after my mother told the principal that l had a child. I was guided and supported by the deputy on how to adjust in the new school. I can't complain because so far am doing well.* Jamila* also explained; *I joined this school after giving birth. Previously I was in a private boarding school. This denied me a chance because of my status. Therefore l was cautious not to*
> *reveal my identity and my mother gave financial challenges as reasons for seeking the transfer. I managed to keep my motherhood identity a secret for more than a year.*

As a result quite a small number of Guidance and Counseling teachers participated in the re-admission of teen mothers who opened up while those who hide their identity were discovered much later after joining the schools. Most head teachers stated that there were no specific procedures for re-admitting teen mothers in their schools and termed it as a normal process except for those who revealed their motherhood were given guidance and counseling services during and after their re-admission. Most class teachers reported that they came to know of teen mothers in their classes/school through the administration.

This meant that once the administration identified the presence of a teen mother in the school, they showed concern and even liaised with the class teachers who offered further support and guidance to them, to cope with schooling. This effort of schools in early identification of TMs and the willingness to support the girls is a positive direction towards the socialization of teen mothers.

4.5.2 Teen Mother Acceptance and Interaction

Based on the interaction between their teen mothers and other learners, teen mothers stated they felt accepted by their peers and they easily participated in class and group discussion and even had friends in school who were non parents. As depicted in table 4.5 most teen mothers also interacted with few teachers at a personal level. Teen mothers also reported that they rarely experienced loneliness in school and this was also revealed in the group discussions, where teen mothers said other learners

accepted them and this made it easy for them to participate in class and group discussions without fear, as Fiona* and Ida* explained respectively;

> *Most of the students come from the surrounding so we know each other well and my motherhood status is known. I was readmitted in this school as a new student but am really happy because I have friends who don't mind that I am a mother and we interact well.*

Ida* indicated;

> *I have not had any bad relationship with other students and I feel free to participate because other students seem to understand my situation especially girls. Sometimes I wish this could be a girls' school and not a mixed school.* In agreement Maya* also explained that; *I interact well with other students since I joined this school and I have got new friends whom we share a lot but only one of them knows that I have a child since l stay with my sister and everyone believes that all the children belongs to her.*

Head teachers reported that they gave equal treatment to all learners including the teen mothers and even gave them a chance to serve as peer counselor as well as leaders. The head teachers cited financial constraints as a major hurdle for teen mothers in achieving a secondary education and not failure to cope with schooling, which they believed was a minor factor.

The revelation that most teen mothers were well accepted in their school was important in giving teen mothers an equal opportunity to participate fully in a conducive academic environment, which promotes their retention in school towards a successful completion. This acceptance of teen mothers in schools by other learners shows changing attitudes towards TMs, from that of being victimized and stigmatized to that of being understood and supported.

4.5.3 Guidance and Counseling of Teen Mothers

In the study head teachers applauded the guidance and counseling department as being crucial in the socialization of teen mothers in schools by understanding their situation, guiding them to look at life positively, overcoming stigma, providing consistent encouragement and providing them with basic needs. Mr Kamau* the guidance and counseling masters in one of the school reported:

> *Advising, encouraging and meeting teen mothers' needs in school was not an easy task since there are instances where I end up sacrificing my finances to meet their needs and that of their children. I feel happy that one of the girls whom I have stood with sat for her form four exam.*

Ms Bett* another G & C master in a school said;

> *Teen mothers have issues but we do our best to encourage them to work hard especially when we identify them the earliest time possible.*

Guidance and counseling departments in a few schools had tried to come up programs to support teen mothers for example, establishing teacher parenting families and mobilizing female teachers to raise money to meet their personal needs. Only two schools 2 (20%) had these programs while the remaining 8 (80%) of the schools indicated that they had no specific programs to help teen mothers in their socialization in school.

Guidance and counseling masters reiterated that, in the process of guiding and encouraging teen mothers in school, they discovered that those who faced more challenges in their socialization in school lacked adequate support in their homes, while those who were adequately supported coped on well. This meant that family/home support given to teen mothers is very important and eventually affects

their adjustment in school, as Mr. Mwangale* a G & C master in one of the school recounted:

> *TMs who feel loved, accepted and forgiven by their families easily cope with their schooling and in fact they rarely have challenges in their adjustment in school but those who come from families which remind them every day that they messed up, struggle to remain in school even when we support them adequately.* He further indicated; *...parents who support their daughters well at home even with the little they have make our counseling work easier in school as the girls cope well and they don't look disturbed or stressed.*

Ms Getrude* another G & C master in a school also explained;

> *Supporting TMs at home doesn't mean providing them with everything they need since we understand most families are struggling with poverty. But at least family members should show some concern and understanding and extend care to the child. Having peace of mind is important for the girls to settle in school and concentrate with their education.*

Most guidance and counseling masters reported that at times they were overwhelmed with responsibilities in their department since they also handled other issues among learners apart from motherhood as Ms Nungari* and Mr. Maruti* reported respectively;

> *I am alone in the department and sometimes am so busy to the extent that teen mothers cannot access me and they are forced to be patient until when l have time for them,* Mr. Maruti* explained that; *This being a small school it has its own challenges. For example I am a G & C master; I am a class teacher as well as career master. It is overwhelming to juggle with these responsibilities.*

4.5.4 Teacher Encouragement for teen mothers

As indicated in table 4.5, a higher percent 22 (84.6%) of teen mothers looked up at their teachers as their role models and a few teachers especially class teachers were

reported to have gone an extra mile in order to support teen mothers as Joy* a teen mother recounted:

> *Am grateful to my class teacher who after realizing am pregnant called my mum and counseled her to accept me and support me. This teacher kept on coming to visit me even after I delivered and advised my mum to take me back to school. I was re-admitted back to my school when my child was three months and am doing well.*

Another TM Farida* in one of the school said;

> *the teachers have really helped us to remain in school by extending their care and concern to us. For example at one time some female teachers gathered all girls and distributed sanitary towels to us. I wish they could do that often, it meant a lot to me.*

Zoe* further explained that;

> *I am grateful for my G & C teacher since he has been there for me in my journey to complete school. On many occasions he had to intervene and even call my mother to school for a talk over my schooling especially when we had disagreements at home. Maybe without his help I could not have finished my schooling.*

Class teachers viewed themselves as role models, mentors, advisors, encouragers, academic supporters and inspirers who instilled acceptance and a sense of belonging in the environment which teen mothers find themselves in school. Although teachers believed that they are skilled and professionally prepared to socialize teen mothers in school, it was also noted that most teachers in the schools were young and might have lacked experience of handling issues of teen mothers. The inability of teachers to handle teen mothers in schools may be a hindrance towards empowering the young girls to overcome their hurdles and succeed in the academic world.

Head teachers also indicated that the enormous responsibilities given to teachers may hinder them from attending to teen mothers but some teen mothers indicated that they

did not share with their teachers because they did not consider them as their confidants, as Tina* a TM in one of the school recounted;

> *...All this time I have managed to keep my motherhood as private as possible and l don't regret since you might open up to a teacher and the next thing you will hear your story out there.* Jamila* another TM also explained that; *....so far l have only opened up to the G & C master on my motherhood status since I came to this school and I did so after I discovered that he is a honest person and a confidant from the way he was addressing us in class and generally in school.*

The response of another TM on the encouragement of teachers in school indicated that at times they did not believe teachers have answers to their challenges and they would rather keep their problems to themselves, as Zoe* a TM in one of the schools recounted;

> *My mother sometimes becomes very hard on me especially when my child is unwell and she has no money. This frustration is usually directed on me and our relationship becomes bad. During such moments l become sad and l don't know what to do but pray that my son should be in good health.* Emma* another TM in one of school also stated; *I find it easier to talk to my class teacher on general issues like academic and general progress in school since I know I will be guided on what to do. But when it comes to other things like health issues and financial challenges, it gets more private and I keep it to myself.*

4.5.5 Teen Mothers Coping Levels as Mothers and Learners

In table 4.5 a high percentage of teen mothers 21 (80.8%) stated that they were managing both their schooling and parenting. Most of them stated that, time for reporting to school and leaving was very convenient for them as Joy* a TM in one of the school recounted:

> *I have a three month old child and the support I get from teachers and family enables me to handle my responsibilities .I try as much as I can to do all my assignments in school so that in the evening I help my mother in the house. Since my child is young, am allowed to go and breastfeed my baby during lunch time*

Teen mothers also indicated that the support they got from their homes was crucial in their socialization in school. A scrutiny of class registers revealed that teen mothers were in most cases absent from school due to fees none payment but not because of their motherhood responsibilities or failure to cope with schooling. This indicates that teen mothers as individuals have the ability to excel and achieve gender equity in education if they got enough support from families in relation to taking care of their babies so that they could concentrate on their studies. These points out that most parents of teen mothers especially mothers had realized the importance of their daughters' education, changed their attitudes and willingly support their schooling. Most teen mothers interviewed reiterated that the family support especially from their mothers and sisters had been crucial in helping them to cope and remain in school.

The class performance records in schools showed that most teen mothers attained impressive grades since most of them were above average and performed even better than their non parenting counterparts as different TMs recounted. Joy* said;

> *Am coping well in school since my mother takes care of my baby and she makes sure that I do not miss school or fail to do my assignments because of my child. This has helped me to work hard and I perform well and the teachers are impressed with my academic work.*

Emma* added that;

> *I thank my sister for accepting the burden to raise my child in order to allow me to continue with my education. I feel am settled in school and am satisfied with my school work because I know my daughter is in safe hands*

Tina* also explained that;

> *Am doing well in school and l manage to get good grades. Thanks to my family because at times I seem to forget l have a child. My child is now in baby class in a good private school and he is well taken care of and loved by the family.*

While Clare* responded that;

> *It is tough for me that my mother expects me to provide for my son yet l am in school. One day after arriving home from school in the evening l found my son ill and my mother told me to go and bring medicine for him because he is my responsibility.*

Similarly, Fiona* said that;

> *my mother supports my child with the little that we have and the only way l can appreciate her effort is to work hard and attain good grades.*

Consequently Ida* explained that;

> *I work as a house help....and my employer hosts me and my child and also pays for my fees. I find it difficult to ask other personal effects that I require in school....in most cases I find it hard to manage my tasks as a house help, a student and a mother but l cannot complain to my employer because I may be forced to drop out of school.*

Both the school head teachers and head of guidance and counseling department reiterated in unison that teen mothers who lacked support from their home faced a greater challenge in coping with their schooling.

4.5.6 Role of School Sponsors and other Speakers Invited in School

Although most teen mothers 19 (73.1%) stated in table 4.7 that motivational talks from school sponsors and other guests made them feel inspired and encouraged to continue with their education, the interviews confirmed that such occasions were rare in the schools. The guidance and counseling masters indicated that they faced financial challenges in bringing motivational speakers/guests in school and only 2

schools (20%) managed to bring a single guest speaker as a motivation to the students in general, as Zoe* a teen mother in one of the school recounted:

> *For the one year I have been in this school, we have not had any guest speaker invited by the school to talk to us even in general leave alone as teen mothers.*

While Emma* said;

> *We had a guest speaker during first who addressed the whole school. I must confess that she really inspired me to work hard and change my destiny. Her encouraging words still ring in my mind even up to date and am determined to complete my secondary education despite the challenges am facing.*

Ida* also explained;

> *I believe these speakers can inspire us in different ways but they did not come to our school to talk to us.*

There were few schools which were sponsored by religious institution and in all the schools head teachers indicated that the sponsors only offered pastoral services and moral guidance to the learners in general, which meant that the school sponsors did not actively participate in the schooling of teen mothers. The failure of school sponsors and motivational speakers to actively participate in the education of teen mothers denied the girls adequate support in empowering themselves and limits the school from achieving gender equity in education as an existing state system.

4.5.7 Opportunities for Teen Mothers to Serve in the School

Majority of teen mothers 24 (92.6%) in table 4.7 agreed that serving in school in various capacities made them achieve a sense of belonging. The head teachers easily pointed out that teen mothers who had the potential for leadership were given opportunities to serve and this was evidenced by their names appearing in the

students' council list displayed in the office accompanied with their duties. In the group discussions, three (3) out the eight (12) teen mothers who participated confirmed that they served in the students' council in their respective schools and they were not picked by teachers but were elected by other students in a competitive process.

Teen mothers who were serving as school prefects at the time of the study appeared to be very confident, empowered and focused in their schooling as Fiona* a TM in one of the school of the recounted:

> *Everyone in school knows my status and when I contested for the position of the school games captain and won I felt accepted and honoured by both my colleagues and teachers. All along I use this position to address other girls to take good care of themselves and inspire them to work hard because I would not want them to experience early motherhood the way I did.*

Another TM, Emma* further stated;

> *I am a time keeper. I think my motherhood helped me a great deal in terms of maturity and being responsible and this made be earn this position. Am glad that others other students didn't discriminate me because of my status.* While Zoe* indicated; *I am the class prefect in my class. I was elected through a class election which l won. I feel happy that l can be resourceful.*

This finding clearly indicates that teen mothers can be resourceful persons in the school, based on the actions and choices they make once they re-enter school and the schools need to provide them with opportunities to serve when they demonstrate their capabilities.

4.5.8 Teen Mothers Engagement in School Programs/Clubs

Although majority 22 (84.6%) of teen mothers in table 4.6 Stated that school clubs / programs were important in helping them to fit in school, the group discussions further revealed that most clubs were dormant apart from few games, CU and YCS clubs which engaged students in various activities once or twice a week. Most of the clubs lacked patrons and schedules for the activities for the term and operated almost haphazardly. Some teen mothers indicated that they had passion other games like volleyball, netball badminton but most schools were yet to acquire appropriate infrastructure for such games only the football pitch was available.

Ida* a teen mother in one of the schools lamented;

> *I really love volleyball games since I was a good player in my previous school before I got pregnant but now in our school there is no pitch for the game and I get bored during games time and I cannot participate in football.*

While Clare* also explained;

> *Other clubs like debating, environment and Science club that I used to engage in my previous school are not very active in this school and this forces me to participate in the CU alone.* Joy* further explained *I like singing and I usually join other students in CU to prepare for singing in parade on Mondays.*

Majority of G & C masters 8 (80%) indicated that their schools lacked specific programs to address the socialization of teen mothers and only 2 (20%) of the school had initiated some programs. The two schools had teacher parenting families and specific time in the school schedule was allocated for the activity on weekly basis. In the parenting families each teacher was located a group of 10-15 students to oversee

their progress, assist them where necessary and refer them to the Guidance and Counseling department in case of challenges.

Teen mothers were the greater beneficiaries of this program in the schools since they reported that the program enhanced their equal opportunities of interaction and communication and this helped them to remain in school and succeed. Joy* a teen mother in one of the schools said;

> *We have a teacher parenting program in our school every Thursdays immediately after lunch for 20 minutes. This forum has helped me personally to feel free, open up and talk about things that affect my schooling which I could not have had a chance to share them, for example the positive and negative treatment we received from teachers and other learners, school rules among others.*

She went on further and said:

> *We are encouraged to treat each other well and support each other as a family and this has helped other learners to accept and understand us as teen mothers.*

Apart from the two schools majority of guidance and counseling masters indicated that there were no specific programs for supporting teen mothers in schools. There is need for schools to reconsider setting up specific programs that will not only empower teen mothers alone but also act as preventive measures to help other students especially girls to stay away from teenage pregnancies.

4.5.9 School Curriculum for Teen Mothers

Majority of teen mothers 20 (76.9%) in table 4.6 agreed that the school curriculum was crucial in helping them to cope with schooling as mothers and learners at the

same time. Although the teen mothers rated the school curriculum so highly they were unable to indicate clearly through the discussions how different parts of the school curriculum assisted them in coping in school. But in unison they all strongly agreed that they came back to school because they believed education would help them and their children to attain a better future. General views were that most of them valued education and hoped that it will make them succeed in life.

Fiona* stated;

> I *am glad my mother gave me a second chance to get education. After I got pregnant I thought all was lost but I believe education will make me have a good life and even provide for my child.*

Jamila*also indicated;

> I *am happy to be in school again and I am working hard because I know education will change my life and that of my child for the better.* Emma* also explained; *I am now more serious with my school work than I was before because I want to succeed so that I can be a better mother to my child in future.*

4.5.10 The attitude of the school principal on teen mothers

Majority of teen mothers 18 (69.2%) in table 4.6 agreed that the attitude of the school principal helped them to fit in school. Most of the teen mothers in the group discussions interpreted their readmission meant, the school principal had fully accepted them as teen mothers and was positive towards them. Similarly the G & C masters indicated that the school principal played a critical role in the education of teen mothers since they are the ones to make the decisions of their readmission and support their schooling especially providing financial assistance to enhance programs that could support them.

The guidance and counseling masters also applauded the school principals for following up on teen mothers schooling by inquiring their progress from their department. Consequently, both the school principals and guidance and counseling masters agreed that there is need to initiate more programs to support their socialization since the current programs were insufficient /below average in sustaining teen mothers in schools

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of research findings of the study and further gives conclusions and recommendations. It also provides suggestions for further studies.

5.1 Summary of Research Findings

The analyzed data revealed the following:

5.1.1 School Mechanisms used in the Socialization

The study findings indicate that there are several factors in secondary school that are used in the socialization of teen mothers. An average of 78.8% of teen mothers agreed that, the school environment, teacher encouragement, guidance and counseling services, the attitude of other learners, the curriculum offered, time for reporting and leaving school, the attitude of the school principal, opportunities for teen mothers to serve, and motivational talks were important schools mechanisms in their socialization in secondary schools.

5.1.2 The Extend in which School Mechanisms are Employed in the Socialization of TMs

The study findings indicate that, 68.8% of TMs and 66% of class teachers agreed that schools were employing the following mechanisms in the socialization of TMs in secondary schools.

The School Environment

The study findings showed that majority 25 (96.2%) of teen mothers believed that the school created an environment and culture that supports their acceptance in school. Teen mothers whom their motherhood status was known, their interactions with colleagues and their teachers were based on the understanding of their status. Majority of teen mothers who sought admission in different schools were assisted by head teachers of their previous schools while some teen mothers and their parents preferred new schools to start a new beginning with new friends and new relationships irrespective of whether their identity was known or hidden. The fact that the teen mothers were re-admitted and given an opportunity to continue with their education to them this was acceptance.

Teen mothers also reported that they received equal treatment like the rest of the learners and this made them feel they belong. This equal treatment of teen mothers in schools like the rest of other learners is in line with the National School Health Policy (2009) which stipulates that school administration shall make all effort to treat teen mothers like other students and not to keep on reminding them of their mistake.

Teacher Encouragement

As much as 84.6% of teen mothers agreed that they had specific teachers as their role models in school in table 4.5, most of them did not consider them as their confidants hence kept their motherhood issues away from the teachers. Teachers also reported that it became a challenge to sustain a good relationship with teen mothers since they expected teachers to solve all their problems for example financial challenges and

when they failed teachers were depicted as unsupportive or mean. Therefore, time may be available but both the teacher and the teen mothers were not interacting adequately, despite the fact that 11 (55%) of class teachers agreed that teen mothers felt free to seek guidance and academic advice from teachers. There is need to scale up on the interaction of teachers and teen mothers in schools.

Similarly the study shows that a majority 20 (76.9%) of teen mothers believed the teachers showed care and support towards them and this has helped them adjust in school. A higher percentage of the teen mothers admired the teachers and considered them as their role models because of the concern and encouragement they received from them especially while addressing the students general. Few teachers were reported to identify with teen mothers and went out of their way to encourage them individually and even occasionally pleaded with their parents to support their schooling.

On the other hand, head teachers viewed teachers as very crucial in the socialization of teen mothers since they were their encouragers, mentors, motivators, advisors and people who inspired them to succeed. Also most of the class teachers 12 (60%) were confident that they were adequately trained and professionally prepared to guide advice and support teen mothers in school. Despite this enthusiasm that teachers had in extending care to teen mothers, the study also noted that some teen mother collaborated with their parents to hide their identity during the re-admission process and teachers found it difficult to assist them at a personal level since they did not know them. Other views from teen mothers indicated that those who had adequate

support in their home/families felt adequate and found the support of teachers to be unnecessary as long as they were managing both schooling and parenting comfortably.

Guidance and Counseling Services

The study findings in table 4.7 indicates that guidance and counseling services were crucial in the socialization of teen mothers as 19 (73%) of them stated that it helped them to cope with challenges. The heads of the guidance and counseling departments indicated that teen mothers encountered challenges such as lack of support from their families, unfinished assignments, never sought help unless they are followed, demoralization due to poor performance, frustration due to unfulfilled needs of their children, lack of confidants among others and these challenges affected the way they coped with schooling.

Most school records like class registers checked indicated that most teen mothers were key fees defaulters who ended up missing school for several weeks and it impacted negatively on their academic since they had to spend more time catching up with missed lessons than reading. Guidance and counseling masters indicated that they tried their best to advice the teen mothers and came up with programs to help them cope in school. For example, some schools had posters all over their surroundings with positive messages for students while 2 (20%) of schools had academic families and parenting families where every teacher was in charge of 10-15 students and followed up their progress in school and eventually referred the student to G & C in case of challenges. Also 8 (80%) of the guidance and counseling masters

revealed that they did not participate in the re-admission of teen mothers but created room for talks once the administration or the class teachers informed them the presence of teen mothers in school and at times it took time for teen mothers to be identified. Teen mothers also believed that guidance and counseling teachers had helped them adjust in school especially on matters concerning moral issues, managing academics, acceptance, spiritual encouragement and understanding their situations but on matters to do with material and financial support, the G & C department was limited. The study also revealed that most of the G & C departments were understaffed since most of them had one or two members.

The Positive Attitude of other Learners

The study findings as well shows that majority of teen mothers agreed that they had good relationship with other learners and this had helped them to connect back to school. In table 4.5, 19 (73%) of teen mothers indicated that they had a very good interaction and even had close friends with other learners. This situation enabled teen mothers to easily participate in school activities like class lessons and group discussions without fear of being intimidated or sidelined. As a result teen mothers rarely felt lonely in school because of the cordial relationship amongst them and others. Class teachers also commended that a good relationship existed between teen mothers and other learners since they rarely solved disputes in their classes and it seemed, other learners had come to understand the situation of teen mothers and eventually accepted them the way they were. The mutual relationship between teen mothers and other learners was more exceptional in girl's schools where other learners

were reported to sympathize with teen mothers and willingly helped them to catch up with missed lessons.

The Time for Reporting and Leaving School

The study also revealed 17 (65.4 %) of teen mothers agreed that the time allocated for reporting and leaving school was very conducive for them in their functioning as mothers and as learners. They were able to finish their assignments on time and have time for their children. As much as teen mothers believed that school time was conducive, it was quite clear that they managed well because they had family members who were committed in taking care of their children in order for them to concentrate in their schooling. Committed were the families to a point that some teen mothers acknowledged that they had never missed school or failed to do assignments because of their motherhood responsibilities since they had the support of their family. The idea of knowing that their children were safe and well taken care of, gave teen mothers an easy time to concentrate and cope with their education. Therefore, family support may not be a school factor but it was crucial in the socialization of teen mothers without which the schooling of young girls who were willing to be educated may be jeopardized.

The Opportunities to Serve in School

The study also unearthed that 24 (92.3%) of teen mothers reported that they achieved a sense of belonging towards the school and believed they were respected when they were given opportunities to serve in the school. They stated that, as long as they portrayed the potential of being good leaders, schools should give them a chance to

lead. Some teen mothers who had been elected as school prefects appeared more mature, focused and confident. Such teen mothers had accepted their status and moved beyond being affected by negative comments about their motherhood from other learners. They had since learned from their mistakes and they stated that they used their positions to advice and encourage their non parenting colleagues to work hard. This reveals that apart from being looked as a threat of bad influence on others in school, teen mothers can also be resourceful peer counselors and with this kind of attitude, teen mothers are able to persist, focus and succeed in their schooling.

The Positive Attitude of the School Principal

The study also revealed that the positive attitude of the school principal helped in the retention of teen mothers in schools as 24 (92.3%) of the indicated in table 4.7. The interviews revealed that school principals not only allowed teen mothers to be re-admitted in their schools but also found time to encourage them during and after their re-admission process to work hard and avoid situations that could lead to another pregnancy. With this concern teen mothers felt accepted in the school and this built their confidence as learners. Apart from that, 17 (85%) of class teachers also believed that the school administration was very important in rallying teachers to support the welfare and education of teen mothers, since when they lead by example it became easy for the rest of the staff to follow.

5.2 The Sufficiency of School Mechanisms in the Socialization of TMs

The study revealed that majority of teen mothers indicated that they were coping well with their schooling and this might have been attributed to the availability and use of school mechanisms in the socialization of TMs in secondary schools.

The revelation in the study findings that a relatively large number of teen mothers were finally sitting for their Kenya Certificate of Secondary Education (KCSE) was a proof that indeed secondary schools were using the school mechanisms to sustain teen mothers in school until they successfully complete their education.

The heads of guidance and counseling departments and the school head teachers rated the adequacy of school mechanisms in the socialization of teen mothers to be below average and indicated that more needs to be done. For instance, schools lacked specific programs and criteria for supporting teen mothers in their adjustment in school, some few teen mothers were unknown in school since they hid their identity and therefore never sought guidance from teachers, young teachers lacked experience on teen mothers issues, invitation of resource persons to give motivational talks was wanting, inactive role of school sponsors and dormant school clubs. This meant more needs to done in the socialization of teen mothers in secondary schools.

5.3 Conclusion of the Study

The following conclusions were made based on study findings; the socialization of teen mothers in secondary school remains crucial in sustaining teen mothers in school towards successful completion. The secondary schools need to identify and employ

school mechanisms which help teen mothers fit back into the school and cope with schooling and motherhood responsibilities as well. Schools are trying in their effort to employ the school mechanisms to support teen mothers in their socialization and some achievement has been realized since teen mothers are successfully realizing their dreams of achieving secondary education, but still there are challenges.

5.4 Recommendations of the Study

The following recommendations were made based on the study findings**;**

i. The government through the ministry of education should come up with strategies to acknowledge schools which offer adequate socialization to teen mothers through school mechanisms and thereby enabling a large number of these unique students to complete their secondary education.

ii. The school administration should sensitize the staff members and provide moral, financial and material support on the mechanisms that support the socialization of teen mothers in schools as well as rally teachers to initiate, maintain and support programs for socialization of teen mothers the school.

iii. The challenges that teen mothers face are multiple and the school mechanisms alone cannot sustain the socialization of teen mothers in schools hence there is need for other players (family, school sponsors, communities, religious organizations, well wishers among others) to work with schools in providing professional skills, advice, mentorship, financial and material support so as to actualize the socialization process of teen mothers in schools.

5.5 Suggestions for Further Study

i. The researcher suggests further studies teen mothers' support on schools on a wider scale.

ii. The researcher suggests further studies on personal and societal mechanisms that support the socialization of teen mothers in school.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Laviniah Kadi Jumba,
Moi University,
Department of Educational Foundations
P.O Box 2782, KITALE
DATE:……

Dear Sir/ Madam

RE: RESEARCH ON ADEQUACY OF SCHOOL MECHANISMS IN THE SOCIALIZATION OF TEEN MOTHERS IN SECONDARY SCHOOLS IN KENYA

I am Laviniah K. Jumba, a Masters student in Moi University. I intend to carry out a study on the **adequacy of school mechanisms in the socialization of Teen mothers in secondary schools in Kenya,** as part of the requirement for the award of the degree. You have been selected to participate in this study as one of the Participants.

Your assistance will be very helpful to me. The response obtained will be used strictly for this study and your identity will be kept confidential. Thank you for accepting to be part of this study.

Yours faithfully

Laviniah Kadi Jumba,
0713828697

APPENDIX II: QUESTIONNAIRE FOR TEEN MOTHERS

Introduction:

I am Laviniah K. Jumba, a Masters student in Moi University, l intend to carry out a study on the **adequacy of school mechanisms in the socialization of Teen mothers in secondary schools in Kenya.** You have been selected to participate in this study as one of the Participants. Kindly complete this questionnaire as honestly as possible to assist get data for this study. The response obtained will be used strictly for this study and your identity will be kept confidential. Thank you for accepting to be part of this study.

INSTRUCTIONS

i. Do not write your name on the questionnaire

ii. Please tick one of the choices that best fit your answer

iii. Where explanation is required fill in the spaces provided

1 a) Age bracket

Below 15 years ( ) 15 to 17 years ( ) 18 to 20 years ( ) above 20 years ( )

(b) In which class are you? …….

2 How long have you been in school after your re-admission?

0 to 6 months ( ) 6 months to 1 year ( ) 1 year to 2 years ( )

More than 2 years ( )

(b) State whether you were re-admitted in the same school you were before you delivered or in a different school.

Same school ( ) Different school ( )

3 How do you find your schooling; are you coping as a mother and a student at the same time?

Good ( ) Fair ( ) Bad ( ) Excellent ( )

Explain your answer

.....

.....

.....

4. Tick appropriately in the given grid your agreement or disagreement on the suggestions of school factors that support teen mothers to stay and cope with their education in your school as in **Strongly Agree,(SA), Agree (A), Undecided (UND), Disagree (D), Strongly Disagree (SD).**

Statement	**SA**	**A**	**UND**	**D**	**SD**
A supportive and welcoming school environment and culture					
The care and encouragement of teachers					
Guiding and counseling services available in school					
School programs and clubs such as C.U, YCS and others					
The positive attitude of other non parenting learners					
The curriculum offered					
Conducive time for reporting and leaving school					
The role played by the school sponsors					
The positive attitude and role of the school principal The motivational talks from different speakers invited in the school					

4. The following are statements concerning the extent to which school factors are employed in your school to support teen mothers to remain in school and succeed. Tick appropriately in the grid how far you agree or disagree with the statement as in Strongly Agree (SA), Agree (A), Undecided (UND), Disagree (D), Strongly Disagree (SD).

Statement	SA	A	UND	D	SD
The school environment and culture is supportive in making teen mothers to have a sense of belonging and be connected to the school after re-admission. The school program is a tight schedule that lacks adequate time to encourage advice and support teen mothers in schools.					
The care, support and concern of teachers in schools teen mothers in their adjustment to school routine.					
The guiding and counseling services provided in school prepare teen mothers to cope with challenges while schooling.					
Teen mothers share their experiences and get encouraged through school programs and clubs such as C.U, YCS, among others.					
Fellow students who are not teen mothers in the school accept teen mothers and this makes them feel comfortable in classroom learning and group discussions.					
The curriculum offered in school is adequate in meeting my needs as a teen mother and learner as well.					

The school time allocated for reporting and leaving school is conducive for teen mothers to handle child care responsibilities and school assignments.					
The sponsors find time to inspire advice and motivate teen mothers to remain in school towards completion and succeed.					
The school principal's positive attitude encourages teen mothers to seek re-admission and stay in school to continue with their education towards successful school completion.					
Teen mothers' participation in school extracurricular activities and leadership gives them a sense of belonging which is important in their continuation to schooling.					

5. Do you have any teacher as your role model in the school? Yes/No

6. How easy or difficult is it for you to get the support, guidance and advice that you require from your teachers?

Very easy ( ) Quite difficult ( ) Very difficult ( ) Not sure ( )

Explain your answer

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7. Name some programs or activities in the school that make you feel you are supported and cared for as a learner?

.....

.....

.....

8. How difficult or easy is it for you to participate in class and group discussions?

(a) Very easy (b) easy (c) difficult (d) very difficult (e) not sure

Explain your answer

.....

.....

.....

9. How often do you interact with your class teachers and share your school experiences?

Once a week ( ) Twice a week ( ) Once a month ( ) Once a term ( )

Any other ( )

Explain your answer

.....

.....

.....

10. Do you have friends in school who are not teen mothers? Yes/No

If your answer is yes, briefly explain the relationship you have with your friends

.....

.....

.....

11. Are there times when you feel lonely or find it difficult to interact with other student? Yes/No

Explain your answer

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.....

.....

(b) What challenges do you face while interacting with teachers and other students in school?

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(c) In which areas do you feel the school has done its best to help you to cope well and have a sense of belonging in school and learn without any fear?

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.....

12. What kind of changes would you want to see in your school to help you remain in school and succeed in your education?

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APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

Introduction:

I am Laviniah K. Jumba, a Masters student in Moi University. I intend to carry out a study on the **adequacy of school mechanisms in the socialization of Teen mothers in secondary schools in Kenya.** You have been selected to participate in this study as one of the Participants. Kindly complete this questionnaire as honestly as possible to assist me get data for this study. The response obtained will be used strictly for this study and your identity will be kept confidential. Thank you for accepting to be part of this study.

INSTRUCTIONS

i. Do not write your name on the questionnaire

ii. Please tick one of the choices that best fit your answer

iii. Where explanation is required fill in the spaces provided

1. Sex Male ( ) Female ( )

2. (a) Years of experience as a school principal

   1 to 4 years ( ) 5 to 9 years ( ) 10 to 14 years ( )

   15 to 19 years ( ) Over 20 years ( )

   (b) Age bracket 30 to 39 ( ) 40 to 49 ( ) Above 50 years ( )

3. The highest number of teen mothers you have had in the school.....

(b) Briefly explain the procedure for re-admitting a teen mother back to the school

.....

.....

.....

4. (a) From your experience do teen mothers require any support, encouragement, advice and care to cope with their schooling?

   .....

   .....

   .....

   (b) How does your school help teen mothers to fit in the school system after their re-admission?

   .....

   .....

   .....

5. Does the Ministry of Education acknowledge the effort of schools regarding supporting the education of teen mothers in schools? Yes/No

6. Apart from the re-entry policy, what other activities or programmes do you have in the school to promote the well-being of teen mother as learners in the school?

   .....

   .....

   .....

7. Comment on the adequacy of the above programmes in accommodating and socializing teen mothers in school.

   .....

   .....

   .....

8. What is the role of Guiding and Counseling units in sustaining teen mothers in the school?

   .....

   .....

9. What is the responsibility of teachers in the socialization of teen mothers in schools?

   .....

   .....

   .....

10. What are the challenges of maintaining a conducive environment for teen mothers in school?

    .....

    .....

11. What role does the school sponsor play in supporting teen mothers in your school?

    .....

    .....

12. What school factors can hinder teen mothers from finishing their secondary schooling successfully?

    .....

    .....

    .....

13. What can be done to improve the learning environment and educational experiences of teen mothers in schools?

.....

.....

.....

APPENDIX IV: QUESTIONNAIRE FOR CLASS TEACHERS

Introduction:

I am Laviniah K. Jumba, a Masters student in Moi University. I intend to carry out a study on the **adequacy of school mechanisms in the socialization of Teen mothers in secondary schools in Kenya.** You have been selected to participate in this study as one of the Participants. Kindly complete this questionnaire as honestly as possible to assist me get data for this study. The response obtained will be used strictly for this study and your identity will be kept confidential. Thank you for accepting to be part of this study.

INSTRUCTIONS

i. Do not write your name on the questionnaire

ii. Please tick one of the choices that best fit your answer

iii. Where explanation is required fill in the spaces provided

1. Sex Male ( ) Female ( )

2 Age bracket

Below 29 years ( ) 30 to 34 years ( ) 35 to 39 years ( )

40 to 44 years ( ) Above 45 years ( )

3 (a) How did you come to know that there is a teen mother in your class? Through;

Administration ( ) G&C department ( )

Personal encounter ( ) other learners ( )

Any other means.....

(b) Do teen mothers face any problem in adjusting and coping with their schooling? .....
.....

4. List some of the factors in the school that can help teen mothers to cope with their education and remain in school?

.....

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.....

5 (a) What are some of the school activities and programmes in your school that assist you as teachers in supporting and accommodating teen mothers in schools as learners?

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(b) Comment on the interaction of teen mothers and other non parenting learners.

.....

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.....

6. The following are general statements concerning the extent to which school factors promote the schooling of teen mothers. Tick appropriately your agreement or disagreement on each of them, as in **Strongly Agree (SA), Agree (A), Undecided (UND), Disagree (D), Strongly Disagree (SD).**

	SA	A	UND	D	SD
Schools have programs to support teen mothers to fit and cope with their schooling.					
Teachers are adequately trained and professionally prepared to provide guidance, support, advice, mentorship and help to teen mothers in the school.					
Teen mothers feel free to seek guidance and academic advice and get assistance from teachers in case of need especially covering lessons missed due to child care related responsibilities.					
The enormous responsibilities of teachers in schools limit chances of teachers to fully encourage, model, guide and advice teen mothers in schools.					
The support of the school administration is crucial in rallying teachers to support the welfare and education of teen mothers in schools.					
The acceptance, understanding, caring attitude and general support given to teen mothers in school helps in their retention and successive schooling.					

7(a) what are your views on the role of teachers in providing advice and support to teen mothers in the school?

.....

.....

.....

(b) Do teen mothers face any challenges while interacting with and other learners for example in handling group assignments and class discussions?

.....

.....

8. What school factors can limit the adjustment of teen mothers to schooling leading to their dropout?

.....

.....

.....

9 (a) From your experience what challenges do teachers face while supporting teen mothers in their integration in school?

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(b) Give your suggestion on how to overcome these challenges.

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.....

APPENDIX V: INTERVIEW SCHEDULE FOR HEAD OF DEPARTMENT IN GUIDING & COUNSELING IN SECONDARY SCHOOL

1. Kindly inform me your age and period you have you worked in the G & C Department in the school?
2. What are your responsibilities in G & C?
3. How and when do you come to know a teen mother student has been re-admitted in the school?
4. Do you play any role in the re-admission process of teen mothers in the school?
5. Do you have a schedule for assisting TMs in your school as a department.
6. Are there factors/ specific programmes/ activities designed to cater for the welfare and support of teen mothers in your school?
7. Assess the adequacy of the programmes if any in supporting teen mothers in school.
8. Is there any criteria established by the G & C department to encourage teachers to work closely with teen mothers and the G & C department?
9. What kind of support does the school offer your department to encourage teen mothers to remain in school? (school sponsors support)
10. Rate your achievement in the socialization of teen mothers in the school.
11. Suggest possible solutions to the challenges

APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE FOR TEEN MOTHERS

1. (a) What are some of your thoughts on the procedures of your re-admission in school?

   (b) Would you say you were adequately supported to fit into the school?
2. What are the things/experiences in your school that make you feel accepted and supported to cope with your schooling?
3. How willing and approachable are your guidance and counseling teachers in case you need to share your experiences with them while you are in school?
4. Would you say you are satisfied with the help, support and guidance you receive from your teachers as a mother and student?
5. Do you agree with the opinion that you are managing your schooling well as a mother and a learner at the same time?
6. What are your thoughts on the role school sponsors and guest speakers invited in the school in motivating you to finish schooling and succeed?
7. What are your views on electing TMs to serve in various leadership positions in school?
8. In which ways does the school curriculum help you to fit in school as a mother and a learner?
9. What are your suggestions on the following factors in promoting your learning experiences, retention and successful school completion?

   (a) School clubs (probe)

   (b) School Principals' perceptions on TMs (probe)

   (c) Interaction with others in and out of the classroom (probe)

   (d) Time for arrival and departure of school (probe)

(e) Invitation of guests speakers (probe)

APPENDIX VII: RESEARCH AUTHORISATION LETTERS

NACOSTI

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/80310/8360**

Date:
7th December, 2015

Laviniah Kadi Jumba
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Adequacy of school mechanisms in the socialization of teen Mothers in secondary schools: A case of Trans Nzoia West Sub-County, Trans-Nzoia County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending **3rd December, 2016.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education

Telegrams: .....
Telephone: Kitale 054-31653 – 30200
Fax: 054-31109
Email: transnzoiacde@gmail.com
When replying please quote:

County Director of Education,
Trans Nzoia,
P.O. Box 2024 – 30200
KITALE.

Ref. No. TNZ/CNTY/CDE/R.GEN/1/VOL.I/139

Date: 18th January, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – LAVINIAH KADI JUMBA

The above named has authority to carry out research on **"Adequacy of school mechanisms in the socialization of teen Mothers in Secondary schools: A case of Trans-Nzoia West Sub-County, Trans-Nzoia County, Kenya,"** for a period ending **3rd December, 2016**

This is therefore to authorize the student to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.

For:
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA
P. O. Box 2024-30200, KITALE
Tel: 020-2040448

J. K. WAMOCHO
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA

APPEDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. LAVINIAH KADI JUMBA
of MOI UNIVERSITY, 2782-30200
KITALE,has been permitted to conduct
research in *Transnzoia County*

on the topic: *ADEQUACY OF SCHOOL MECHANISMS IN THE SOCIALIZATION OF TEEN MOTHERS IN SECONDARY SCHOOLS: A CASE OF TRANS NZOIA WEST SUB-COUNTY, TRANS-NZOIA COUNTY, KENYA*

for the period ending:
3rd December,2016

.....
Applicant's Signature

Permit No : NACOSTI/P/15/80310/8360
Date Of Issue : 7th December,2015
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7441

CONDITIONS: see back page