

**EFFECTS OF TEENAGE MOTHERHOOD ON ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN UASIN- GISHU COUNTY, KENYA**

LYDIA CHEPTOO KOECH

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL PSYCHOLOGY SCHOOL OF EDUCATION,
UNIVERSITY OF ELDORET, KENYA**

OCTOBER, 2015

DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of University of Eldoret.

Lydia Cheptoo Koech

Sign

Date.....

EDU/PGP/1002/12

Approval by University Supervisors

Prof. John Simiyu

Sign

Date.....

Professor,

Department of Education Technology

University of Eldoret

Dr. Dimo Herbert

Sign

Date.....

Senior Lecturer,

Department of Education Technology,

University of Eldoret. ..

DEDICATION

This thesis is dedicated to my beloved husband who gave me financial and moral support.
To my children who exercised patience and gave me spiritual support during the entire time of thesis writing.

ABSTRACT

The main purpose of the study was to assess the effects of teenage motherhood on academic performance in public secondary schools in Uasin-Gishu County. The study was guided by the following objectives: to assess the status of teenage motherhood in public secondary schools, to assess effects of teenage motherhood absenteeism on academic performance, to assess the perception of teenage motherhood repetition of class on academic performance, to assess effects of teenage motherhood self-esteem on academic performance, to find out challenges faced by teenage mothers. The study was informed by Resiliency Theory. The descriptive survey research design was used in this study. The target population included 392 school teenage mothers drawn from 144 public secondary within Uasin-Gishu County. Stratified random sampling technique was used to select the public secondary schools while the purposive sampling technique was used to select the respondents of the study. Data was analyzed by use of descriptive and inferential statistics. The major findings from the study showed that teenage motherhood negatively affected academic performance due inability to raise funds to feed themselves and their children. Constant absenteeism and lack of adequate time to accomplish school tasks due to divided attention led to repeating of classes which in turn affected their self-esteem and confidence. It was also established from this study that most schools had strategies in place to enhance mother return to school policy which included a no-abortion policy and guidance and counseling services. Conclusions arising from the findings are as follows: Most of the teenage mothers are not able to attend school five days a week; majority of the respondents have repeated classes involuntary and their self-esteem is low due to hurdles they face in their schooling. Recommendations arising from this study are: teenage motherhood should not be a reason for school drop-out, rather these youth should be assisted to develop resilience; teenage mothers should be motivated and provided with all the support they need for their schooling; no teenage mother should be forced to repeat classes missed since this reduces their self-esteem; and guidance and counseling services should be offered to all stake holders to facilitate easy transition from teenage motherhood to student hood.

TABLE OF CONTENTS

Contents	
DECLARATION	i
DEDICATION	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ACKNOWLEDGEMENT	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	4
1.4 Study Objectives	4
1.5 Research Questions.....	5
1.6 Justification of the Study	5
1.7 Significance of the Study	5
1.8 Assumptions of the Study	6
1.9 Scope of the Study	6
1.10 Limitation of the study.....	7
1.11 Delimitation of the Study.....	7
1.12 Theoretical Framework.....	7
1.12.1 Resiliency Theory	7
1.13 Conceptual Framework.....	10
1.14 Operational Definition of Terms.....	11
1.15 Chapter Summary	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.0 Introduction.....	13
2.1 Status of Teenage Motherhood in Public Secondary Schools	13
2.2 Teenage Motherhood Absenteeism on Academic Performance.....	15
2.3 Teenage Motherhood Repetition on Academic Performance	17
2.4 Teenage Motherhood Self Esteem on Academic Performance	18
2.5 Challenges Faced By Teenage Mothers.....	20
2.6 Research Gap	22
CHAPTER THREE	24
RESEARCH DESIGN AND METHODOLOGY	24
3.0 Introduction.....	24
3.1 Research Design.....	24
3.2 Study Area	24

3.3	Target Population.....	25
3.4	Description of Sample and Sampling Procedures.....	26
3.4.1	Sample Size for Schools	27
3.4.2	Sample Size for Teenage Mothers	27
3.5	Data Collection Instruments	27
3.5.1	Questionnaire	28
3.5.2	Documents Analysis	28
3.6	Validity and Reliability of Research Instruments	28
3.6.1	Validity Test.....	28
3.6.2	Pilot Study of Research Instruments.....	29
3.6.3	Reliability Test.....	29
3.7	Data Collection Procedures.....	30
3.8	Data Analysis Procedures	30
3.9	Ethical Considerations	30
CHAPTER FOUR.....		32
DATA ANALYSIS, PRESENTATION AND INTERPRETATION		32
4.1	Introduction.....	32
4.2	Demographic Information.....	32
4.2.1	Demographic Information for Students	32
4.2.2	Demographic Information for Teachers.....	33
4.3	Student Response on Status of Teenage Motherhood.....	34
4.3.1	Child Age	34
4.3.2	Gender of your Child	34
4.3.3	Teenage Mother Health Status.....	35
4.3.4	Teenage Mother Ability to feed herself and Child	36
4.3.5	Reasons for not being able to feed herself and the Child	36
4.3.6	Place of Residence and Condition of Living Environment	37
4.4	Teacher Response on Status of Teenage Mothers in School	38
4.5	Teenage motherhood Absenteeism	39
4.5.1	Day's Teenage Mother goes to School per Week.....	39
4.5.2	Teenage Mother Staying in School the Whole Day.....	39
4.5.3	Days Teenagers go to School.....	40
4.5.4	Teacher Response on Teenage Motherhood Absenteeism	40
4.6	Teenage Motherhood Class Repetition.....	42
4.6.1	Frequency of Teenage Motherhood Class Repetition.....	42
4.6.2	Students Perceptions on Cause of Class Repetition.....	43
4.6.4	Teacher Perception toward Effects of Class Repetition on Teenage Motherhood Academic Performance	44
4.6.5	Student Perception towards Effects of Class Repetition on Teenage Motherhood Academic Performance	45
4.7	Teenage Motherhood Self-esteem	47
4.7.1	Pupils response on Teenage Mother Self Esteem	47
4.7.2	Teacher Response on Teenage Mother Self Esteem.....	49
4.8	Challenges Faced by Teenage Mothers	50

4.9	Measures the School has undertaken to Enhance Teenage Mother's return to School	51
4.9.1	Measures to Improve Academic Performance of Teenage Mothers.....	52
4.9.2	Teacher Awareness Measures the School has undertaken to Enhance Teenage Mother's Retention in School.....	52
4.9.3	Measures to Enhance Teenage Mother's Retention in School.....	53
4.10	Relationship between Teenage Motherhood Status, Absenteeism and Teenage Mother Hood.....	54
CHAPTER FIVE		56
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		56
5.1	Introduction.....	56
5.2	Summary of Findings.....	56
5.3	Conclusions.....	58
5.4	Recommendations.....	59
5.5	Suggestion for Further Research.....	60
REFERENCES.....		61
APPENDICES		70
APPENDIX I: LETTER OF INTRODUCTION		70
APPENDIX II; QUESTIONNAIRE FOR TEENAGE MOTHERS		71
APPENDIX III : QUESTIONNAIRE FOR TEACHERS		74
APPENDIX V: DOCUMENT ANALYSIS GUIDE		77
APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE.....		78
APPENDIX VII: RESEARCH PERMIT (NACOSTI)		79
APPENDIX VIII: RESEARCH AUTHORIZATION LETTER (NACOSTI).....		80
APPENDIX IX: RESEARCH PERMIT (UOE).....		81
APPENDIX X: RESEARCH AUTHORIZATION LETTER (MOEST)		82
APPENDIX XI: MAP OF KENYA SHOWING, UASIN GISHU COUNTY		83

LIST OF TABLES

Table 3.1:	Sub-Counties and Number of schools.....	26
Table 3.2	Table for determining sample size.....	26
Table 4.1	Frequency of Demographic Information for Students.....	33
Table 4.2	Frequency of Demographic Information for Teachers.....	34
Table 4.3	Child Age.....	34
Table 4.4	Place of Residence and Condition of Living Environment.....	37
Table 4.5	Teacher Response on Status of Teenage Mothers in School.....	38
Table 4.6	Frequency of Days Teenage Mother goes to School per Week.....	39
Table 4.7	Frequency of Days Teenage Mothers go to School.....	40
Table 4.8	Frequency of Teacher Response on Teenage Motherhood Absenteeism.....	42
Table 4.9	Frequency of Teenage Motherhood Class Repetition.....	43
Table 4.10	Frequency of Causes of Teenage mothers class Repetition.....	43
Table 4.11	Teacher Perception on effect of Repetition on Teenage Motherhood Academic Performance.....	45
Table 4.12	Students' Response on Teenage Motherhood class Repetition.....	47
Table 4.13	Frequency of Teenage Motherhood Self Esteem.....	49
Table 4.14	Frequency of Teacher Response on Teenage Mother Self Esteem.....	50
Table 4.15	Frequency of Challenges Faced by Teenage Mothers.....	51
Table 4.16	Measures to Improve Academic Performance of Teenage Mothers.....	52
Table 4.17	Measures to Enhance Teenage Mother's Retention in School.....	53
Table 4.18	Relationship between Teenage Motherhood Status, Absenteeism and Teenage Motherhood.....	55

LIST OF FIGURES

Figure 1.1	Conceptual Framework.....	10
Figure 4.1	Gender of your Child	35
Figure 4.2	Teenage Mother Health Status.....	35
Figure 4.3	Teenage Mother Ability to Feed Herself and Child.....	36
Figure 4.4	Reasons for not being able to Feed Herself and the Child.....	37
Figure 4.5	Teenage Mother Staying in School the Whole Day.....	39
Figure 4.6	Measures the School has undertaken to Enhance Teenage Mother's Return to School	51
Figure 4.7	Teacher Awareness Measures the School has undertaken to Enhance Teenage Mother's Retention in School	53

ACKNOWLEDGEMENT

First and foremost I wish to thank God the almighty for His great support and the far he has brought me. I wish to express my sincere acknowledgement to the academic staff of the University Of Eldoret School Of Education for making me who I am today. To my supervisors: Professor John Simiyu and Doctor Dimo H. O. for their tireless guidance during this time of thesis writing. May God reward them for their sacrifice. To my classmates Sally, Tuwei, Elsebah, Kariuki and Maiyo, thank you for encouraging me and giving me a reason to face tomorrow. To my elder brother Dr. Anderson Kipkoech thanks for your support and for being a good role model. To you all, may the Almighty grant you a long life.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, and assumptions of the study theoretical framework, limitations of the study, delimitation of study and definition of terms used in the study.

1.1 Background to the Study

The Millennium Development Goal on gender parity in primary and secondary education by 2005 was not met in most regions. However, there is a reason to smile. Most of the developing countries are on toes closing the gender gap in enrolment for basic education. There are several compelling benefits associated with girls education, which include the reduction of the child and maternal morbidity and mortality rate, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their political participation, improvement of the economic productivity and growth and protection of girls from HIV/AIDS, abuse and exploitation.(UNESCO,2003). Teenage motherhood is one of the major hindrances to academic performance in girls and therefore denies them equal and level ground with the boy-child. Globally, 15 million women under the age of 20 give birth annually (Dev. Raj, Rabi, Amudha, Van Teijlingen and Chapman, 2010). According to the Inter-press Service (2011), the global rate for teenage pregnancy for the year 2011 was 52%, 9 pregnancies per 1,000 female adolescents. Teenage pregnancy is a major concern to world communities with the US being at the top with almost 1,000,000 teenage pregnancies each year (Changach, 2012; Williams, 2010; Crosson-Tower, 2007; McWhirter J.J. McWhirter E.H. & Mcwhirter, R.J, 2007). The UK had the highest rate of teenage pregnancies in Western Europe and between 1998 and 2006 the under 18-conception rate in England and Wales remained higher than other western European countries, three times higher than in Germany (Lemos, 2009).

In Asia it is 56%, and it rises to 70% in Thailand. In the Indian subcontinent, early marriage sometimes means adolescent pregnancy, particularly in rural regions where the rate is much higher than it is in urbanized areas. The rate of early marriage and pregnancy has decreased sharply in Indonesia and Malaysia, although it remains relatively high in the former. According to UNICEF (2006), Bangladesh has almost 16 per cent of fifteen-year old girls who are pregnant or already have children; over half of all girls in Afghanistan and Bangladesh are married before the age of 18. The survey conducted by a leading International Organization called “Save the Children” stated that annually 13 million children are born to women under the age of 16 years and more than 90 per cent in developing countries.

In Africa, the sexual behavior of urban adolescents in Nigeria, Kenya and Liberia is now very similar to that of people in the same age category in the USA and Europe (UNICEF, 2006). It is also said that the highest rate of teenage pregnancy in the world was found in the sub-Saharan Africa (Chang’ach, 2012). According to Inter-Press Service (April 2011), teenage pregnancy accounted for 40 per cent of maternal deaths in Sierra Leone, where early marriage is supported by traditional practice. Seventy per cent of teenage girls in Sierra Leon are married (World Health Organization, 2008). The WHO figures show that the global average number of pregnancies for every 1,000 girls in the 15-19 age groups is 65.

Teenage pregnancy in Tanzania, as one of the countries in East Africa is a very big problem among adolescent girls. Pregnancy during adolescent has been associated with school dropout among girls in Tanzania (Madeni F.,Horiuchi S., Linda M. 2011). The empower girls in East Africa website, presents a graph of number of girls who dropped out of secondary schools as a result of pregnancy in 2009 that is 429 (form one); 1,588 (form two); 2,177 (form three); 747 (form four); 21 (form five) and 3 (form six) making a total of 4,965 pregnancy related secondary school drop outs in 2009 alone. In many developing countries such as Kenya, teenage pregnancy has been one of the major hindrances to the educational success of girls. As more young women remain in school past puberty in sub-Saharan Africa, more students are exposed to the risk of becoming pregnant (Mensch, Clark, Lloyd, and Erulka, 2001; Eloundou-Enyégué, 2004).

In the United Kingdom young women below 20 years who become pregnant and proceed to motherhood have a higher rate disadvantage and poor educational achievement both before and after teenage pregnancy and motherhood. Such young women are more like to have history of educational failure (Dawson and Hosie, 2005). Studies in Ghana in 1997 indicated that 41% of all junior secondary school dropouts were caused by pregnancy. A study in Ghana found that 39.1 % of drop out adolescence would like to go back to school. The number has been increasing because of good policy and legislation (FAWE, 2003).

A new policy was introduced in Kenya in 1994 that enabled teenage mothers to continue schooling after delivery. The re-entry policy for girls who drop out of school after becoming pregnant while still at school is of international concern (Omulako, 2010). Research on teenage motherhood challenges like stigmatization and low self-esteem in Kenya has been done but nothing has been done about it by the government (Okeyo, 2009 and Oyaro, 2009) The Kenyan government has already signed numerous international and regional declarations guaranteeing all children the right to education. However, it is not well known to what extent girls are taking advantage of the policy and little is known about the girls' experiences in attempting or succeeding in school.

1.2 Statement of the Problem

Hundreds of teenage girls in Kenya dropout of school every year due to pregnancy (Oyaro, 2009) while the Ministry of Education has now made it illegal to expel or suspend young girls from school due to pregnancies, there are still challenges for the teenage mothers (MOE, 2001). In many developing countries teenage pregnancy has been one of the major hindrances to the educational success of girls (James, W. Auerbach, F. Desai, Giliomee, Z., Jordan H., Krog P., Kulayi A., Lehoko T., Leibowitz K. & Tlakula P. 2000). The Kenyan-Danish Research Project (KEDAHR, 2013) research reveals that social stigma attached to teenage pregnancy plays a major role in the inability of girls to resume classes after giving birth.

In Kenya, 13,000 girls leave school every year due to teenage pregnancy (Oyaro, 2009). The relationship between teenage motherhood and school is explicit; when teenagers become pregnant and consequently abandon school altogether. Stigmatization and discrimination by teachers, parents, fellow students and the immediate society are the major causes for discontinuing school. By discontinuing school, teenage motherhood spells a bleak future for both the teenager and her child. This situation can be reversed, given Kenya's re-entry policy. The policy calls for counseling for the girl, the parents, teachers and other students in the school. Nevertheless, the lack of any official communication on how to implement the policy in schools makes it weak. Hence there is need to understand the teenage motherhood and factors that affect their academic performance. As such this study assessed the effects of teenage motherhood absenteeism, teenage motherhood class repetition and teenage motherhood self-esteem on academic performance in Uasin-Gishu County

1.3 Purpose of the Study

The main purpose of the study was to assess the effects of teenage motherhood on academic performance in public secondary schools in Uasin-Gishu County

1.4 Study Objectives

1. To determine the status of teenage motherhood in public secondary schools
2. To determine the effects of teenage motherhood absenteeism on academic performance
3. To establish the perception of teenage motherhood class repetition on academic performance
4. To assess the effects of teenage motherhood self-esteem on academic performance
5. To find out the existing challenges faced by teenage mothers in secondary schools.

1.5 Research Questions

1. What is the status of teenage motherhood in public secondary schools in Uasin-Gishu County?
2. What are the effects of teenage motherhood absenteeism on academic performance in public secondary schools in Uasin-Gishu County?
3. What is the relationship between teenage motherhood class repetition and academic performance in public secondary schools in Uasin-Gishu County?
4. What are the effects of teenage motherhood self-esteem and academic performance in public secondary schools in Uasin-Gishu County?
5. What are the existing challenges faced by teenage mothers in secondary schools?

1.6 Justification of the Study

The following justification was considered for this study:

With the increased awareness of the mother return to school policy which advocates for teenagers who become mothers while still in school to come back to school as soon as possible after delivery. Most of the schools are embracing this move to retain students even after teenage motherhood. Teenage motherhood has adverse effects on academic performance. So far limited studies have been conducted to investigate the effects of teenage motherhood on academic performance and none has been done in Uasin-Gishu County.

1.7 Significance of the Study

The researcher anticipated that the findings from this study would be useful to the government in the management of implementation of re-entry policy on teenage mothers' education. It is hoped that the findings would help improve management of teenage mothers' policy in schools after identifying effects of teenage motherhood on their academic performance. This study should provide data that may assist the government identify if there is still class repetition of classes which was outlawed. The findings are

expected to assist the community, government, Non-Governmental Organizations (NGOs), and the entire stake holders' fraternity in gaining insights on the schooling teenage mothers and their academic performance.

The study would be of importance to teachers and parents in understanding the effects of teenage motherhood' on academic performance. The study would further contribute to the existing body of knowledge on teenage mothers' self-esteem in schools and can be used as a basis for subsequent researches in similar settings. Future scholars will also benefit from this study as it will be a source of documented literature.

1.8 Assumptions of the Study

1. That all the respondents would be cooperative in providing the required information.
2. That the respondents would read and understand the questioners
3. That relevant and updated records on teenage motherhood would be obtained from schools and the county education offices
4. That findings and recommendations of this study would be utilized by the ministry of education, teachers, and all other educational stakeholders and facilitate the education of schooling teenage mothers.
5. That the findings would add a leaf to the existing body of knowledge.

1.9 Scope of the Study

The study was concerned with investigation of the effects of teenage motherhood on academic performance in Uasin-Gishu County. Students who were teenage mothers, principals, and guidance and counseling teachers were included in the study. The study was scheduled between July 2014 and September 2014. Form four and three students participated in the study as they all sat for a common exam prepared by the county. The results that were used to measure academic performance were mock examinations done between July and August. All public secondary schools in Uasin-Gishu County participated in the study.

1.10 Limitation of the study

The study was limited to public secondary schools in Uasin-Gishu County. The study was also limited to teachers and students of public secondary schools in Uasin-Gishu County. Other groups such as Ministry of education officials or other stake holders may have had different perceptions.

1.11 Delimitation of the Study

The study was concerned with investigation of the effects of teenage motherhood on academic performance because limited studies had attempted to link class repetition with students' self-esteem. The study was conducted in selected public secondary schools in Uasin-Gishu County.

1.12 Theoretical Framework

1.12.1 Resiliency Theory

A developmental framework that can be used to explain factors related to academic performance is Resiliency Theory. Resiliency Theory is a developmental psychological perspective for viewing adversity and success (Gonzales, 2003; Brindis, Stanley, & Mamo, 2005). Bernard (2004) defined resilience as the capacity all youth have for healthy development and successful learning. Individuals that are resilient develop mental health and successful learning. Scott-Fisher and Campbell-Forrester (2000) state the existence of resilient children as a long-term developmental process that involves a systemic change in the family, school, and community. Schooling teenage mothers should be assisted to develop resilience by taking into account all the necessary variables. There are three major variables; risk factors, protective factors, and the resilient youth (Gonzales, 2003). The formula proposed by West and Verhaagen (2006) asserts that protective factors increase the likelihood of positive outcomes for youth, and the involvement of three or more risk factors may present a negative outcome. By focusing on resiliency, we can work with strengths and assets in students and focus on what does work, instead of getting stuck on what doesn't (Woodall, 2002). Risk factors are identified as stressful

situations and adversity such as teenage pregnancy, chronic poverty, child abuse, neglect, marginality, divorce, violent environments, and prenatal stress. Risk factors can have potential external and internal barriers to student development and academic learning (West and Verhaagen (2006). External factors serve as the primary causes for most learning, behavior, and emotional problems involving the neighborhood, family, school and peers. In the case of teenage motherhood, the communities view teenage motherhood as a deviant behavior and hence treat these mothers as social misfits. The family in their side takes the teenage mother as a bad role model to the siblings, a burden to the family and a source of ridicule to them. In school the administration views this teenage mother as a bad example, a source of indiscipline to the school and a bad influence to the other “good” students and therefore the teenage mother should be excluded as much as possible in the school activities. The students on their part view the teenage mother as one has lost direction and usually refer as “mama”. All these act as stressful situation for the teenage motherhood and their thirst for educational advancement (KEDAGR, 2013).

The second variable, protective factors were defined as the variables that reduce the chances of abnormal development (Mash and Wolfe, 2002 as cited in Gonzales, 2003). Protective factors were characterized as the support from family, community, mentors, and within self. Protective factors that contributed to resiliency after a crisis occurred have been identified as (a) connections that provided a sense of belonging, (b) high expectations that focused on strengths and assets, (c) caring relationships that incorporated understanding, respect, and trust, (d) participation in meaningful activities to increase self-esteem, and (e) stabilizing routines to help re-establish normalcy (Busch, 2002). Despite teenage motherhood, these youth mothers should be offered these protective factors which will assist them regain their self-esteem. They should be offered with moral support, material support and any other support they may need. If they are not supported, the cycle of poverty will continue, since teenage motherhood is linked to adverse socio-economic outcomes for the mother and the child (Micklewright and Steward, 1999). Specialized care and education on child care should be provided to such teenage mothers to enhance their academic performance (Kearney, 2010)

The third variable was the resilient youth (Benard, 1991; Benard, 1995). Resilient youth showed strong and positive characteristics of social competence, problem solving, independence, sense of purpose, motivation, and high realistic goals (Ormrod, 2006). Resilient youth also have identified support persons as family, peers, and teachers they trust and can discuss difficulties when needed. Chavkin and Gonzales (2000) identified five major protective factors for teens from peers, families, schools, and the community: (a) supportive relationships from adults and school personnel, (b) student characteristics such as self-esteem, motivation, and assumed parental responsibility, (c) family factors such as parental support and school involvement, (d) community involvement, and (e) academic success and social skills training. Common attributes in resilient youth for personal success are social competence, problem-solving skills, autonomy, and a sense of purpose (Benard, 1995). Students will have different degrees and levels of each attribute; yet, success will be determined by their protective factors.

Students with more protective factors have an increased ability to overcome difficult situations. Adolescent parents with greater support factors are more likely to remain in school despite problems with parenting, academia, and social environments. Resilient individuals have strong systemic support for example, family, school, and community and positive internal factors for example, Level of motivation and comfort. The positive internal factors of resilient youth are characterized as responsive, flexible, empathetic, and communicable. Other protective factors acquired by resilient students are positive expectations, goals, motivation, educational aspirations, and the belief in a brighter future. Educational aspirations are the product and ability of abstract and flexible thought. Students can also demonstrate alternative solutions for cognitive and social problems. Despite the fact that adolescents are faced with issues (illness, deviance, alcoholism, teenage motherhood and criminality), a higher percentage of teens become healthy, competent young adults (Benard, 2004). If these youth are provided with specialist provisions they will recognize their own achievements and long term potential, rather than having negative stereotypes (Crotty, 2005).

1.13 Conceptual Framework

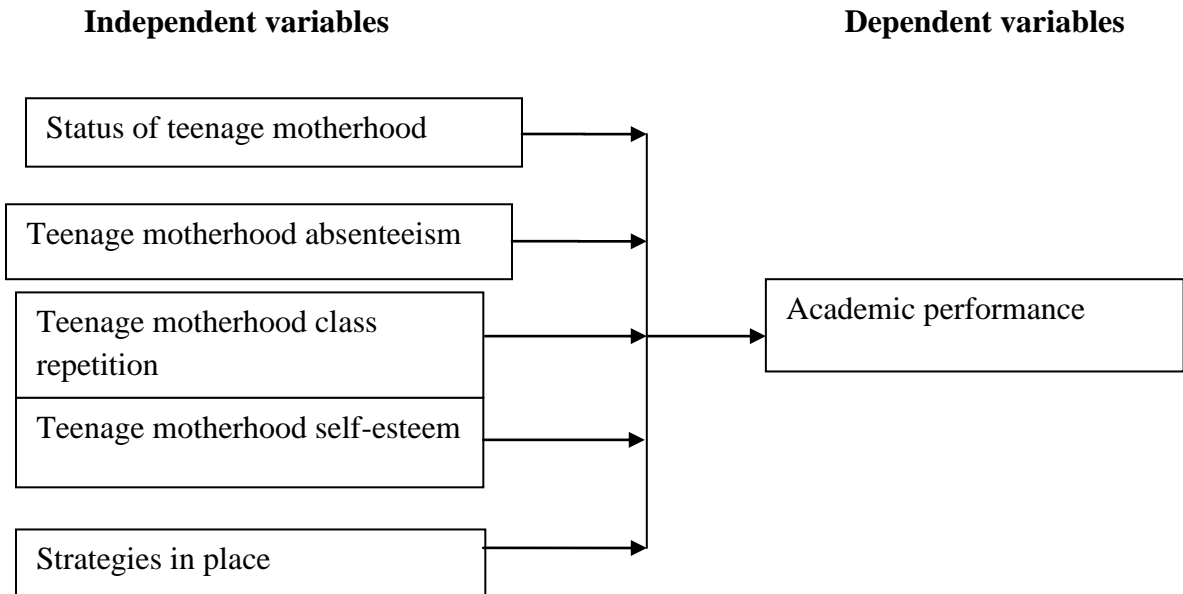


Figure 1.1 Conceptual Framework

(Source, Author 2014)

1.14 Operational Definition of Terms

Academic Performance- is frequently defined in terms of examination performance also refers to what the student has learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments

Protective factors- these are variables that reduce the chances of abnormal development like supportive family and community.

Resilience- Is being able to return to normalcy despite going through challenges for example teenage motherhood

Risk factors- This are those negative factors in the environment that hinder student's academic performance and their development like teenage motherhood, chronic illnesses and violent environments.

Status of teenage motherhood- this refers to economic, health and psychological status of teenage mother for example, ability to feed the child, place of residence, living conditions of the mother, age of the child.

Teenage Mother Absenteeism- a tendency to be away from work or school as results of parents obligations

Teenage Mother Family Background refers information on the family income, parent occupation, marital status, number of siblings.

Teenage Mother Self-Esteem - is reflect a person's teenage mother overall emotional evaluation of her own worth after pregnancy. It is a judgment of oneself as well as an attitude toward the self

Teenage Pregnancy- is defined as pregnancy that occurs in women below the age of 20. It is common that at this age the girl has not completed her education and is completely dependent upon her parents thus unable to provide for the unborn child

1.15 Chapter Summary

This chapter has provided a brief literature review, the hypothetical link between teenage motherhood on academic performance. The study has shown provided problem of the stud, significance and scope of the study. The next chapter provides a comprehensive overview of relevant literature on teenage motherhood on academic performance, theories under study and conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is intended to acquaint the reader with existing previous studies carried out to determine the effects of schooling teenage mothers on academic performance and the related literature.

2.1 Status of Teenage Motherhood in Public Secondary Schools

Teen pregnancy is associated with adverse educational, health, and economic outcomes for both mothers and children. Teens that become pregnant are less likely to complete high school or college; many are on a trajectory for these educational out-come even before becoming pregnant. For those who manage to stay in school, pregnancy raises major obstacles to academic achievement and substantially exacerbates the challenge of completing high school and going to college. Children born to teen mothers are more likely to become teen mothers themselves. (Hamilton, Martin & Ventura 2006)

According to studies by Colclough, Rose, & Tembon (2000), dropouts are high in areas where marriage is arranged at an early age due to pregnancy. The same studies show that girls are often encouraged to marry as soon as they become mothers hence affecting their educational achievement. Additionally, notions of adulthood, like pregnancy and marriage, may make adolescents think themselves simply too grown up to stay in school, with dropout as a result (Thomas, 2002).

A linked difficulty is that some schools have been reluctant to have young women remain with them during their pregnancy and motherhood (Lall 2004; Hosie and Selman, 2006). However, research has shown that when pregnant young women and young mothers attend specialist units, alongside a peer group of young mothers, attendance often increases dramatically (Selman. Richardson, Hosie, & Speak, 2001; Hosie and Selman 2006).

Over the last four decades, governments in many developed countries have increasingly targeted the reduction of school teenage pregnancies and births. This reflects a widespread belief that teenage motherhood is linked to adverse-socio-economic outcomes for the mother and the child (Micklewright and Stewart, 1999). However in developing countries an existing practice in most communities is that when a girl becomes pregnant; the young father meets with the girl's family to negotiate a bride price. In this sense, traditional cultural gender norms subordinate women in the patriarchal system, and hold back women's educational development (Boyle, Brock, Mace & Sibbons, 2002).

Frost (2001) argues that a recent analysis of the National Longitudinal Survey of Youth indicated that, after adjusting for other risks, daughters of teen mothers were 66% more likely to become teen mothers which end up affecting their academic achievement. In all likelihood, an unmarried teen mother and her child will live in poverty, further perpetuating a cycle of poverty and subsequent non-marital teen births.

Several research studies in the UK show that young women who become pregnant and proceed to motherhood have a higher rate of disadvantage and poor educational achievement, both before and after teenage pregnancy and motherhood, than women who defer parenthood until their twenties or later. Such young women are more likely to have a history of educational failure, to have parents whose own educational achievement was at a low level, and to have suffered a wide range of socio-economic and psychosocial difficulties in childhood: they and their children are at increased risk of similar difficulties later in their lives (Moffitt and the E-Risk Study Team 2002; Russell 2002; SEU 1999; Wellings, Wadsworth, Johnson, Field & McDowall 1999).

Marteletto, Lam & Ranchhod (2008) on their study sexual behavior, pregnancy and schooling among young people in urban South Africa examined transitions in schooling, sexual activity, and pregnancy for adolescents and young adults in urban South Africa. The study analyzes data from the Cape Area Panel Study (CAPS), a recently collected longitudinal survey of young adults and their families in metropolitan Cape Town. Teenage pregnancy rates were relatively high, with almost all teenage pregnancies being non-marital. Further teenage pregnancy was not entirely inconsistent with continued

schooling, especially for African (black) women. Over 50% of African women who had a pregnancy at age 16 or 17 were enrolled in school the following year. The current study intends to conduct a cross-sectional survey and further investigate if teenage mothers enrolled to school and their academic performance.

Gyan (2013) explored the effects of teenage pregnancy on the educational attainment of the girl-child at Chorkora Suburb of Accra. A total sample size of fifty-five (55) respondents was used for the study. Questionnaire, in-depth interview, focus group discussions and observation were used to collect data the study was qualitative in nature while the current study intends to employ both qualitative and quantitative methods of research. The researcher observed that teenage pregnancy has been very high in Ghana due to poor parenting, poverty and peer influence. The study also revealed that most of the teenage mothers drop out of school. The current study intends to undertake its study in Kenya Uasin-Gishu County which is both rural and urban unlike the previous study which focused in an urban area.

Bynner, Londra & Jones (2004) in their study of the impact of government policy on young people highlights the association between longer-term poverty and social exclusion and having a child at a young age. They note that this relationship is seen to have arisen from the fact that a young woman's education is likely to have been disrupted due to her pregnancy and later her access to employment is likely to be hampered due to her lack of education and to factors such as access to childcare (Bynner, *et al*, 2004). The current study intends to find out the status of teenage mothers who are still in school and find out measures on how to retain them in school so that their education is not interrupted in order to improve access to employment.

2.2 Teenage Motherhood Absenteeism on Academic Performance

Adolescent pregnancy is associated with increased school dropout rates and absenteeism hence disrupting the academic performance of the students. Permanent and temporary withdrawals from school are often a result of health issues. (Smith, 2000) The common practices is to expel pregnant girls from school which causes absenteeism and violates the

fundamental rights to education that is articulated by the New Constitution 2010, which says that all individuals who want to pursue education have equal rights to do so. This causes poor academic performance among teenage mothers (Johnson, 2011).

Pregnant schoolgirls are often absent from school for a variety of reasons related to their pregnancy (Rangiah, 2012). Some of the most common physical problems associated with pregnancy are nausea and vomiting, dizziness, tiredness and oedema which may prevent the girl from going to school (Mamhute, 2012). A pregnant schoolgirl may miss some classes during the day when she is not feeling well. School days are missed when the pregnant schoolgirl has to visit a clinic or doctor and during the final stages of her pregnancy, delivery and after the birth of the baby (Bezuidenhout, 2008). Research studies confirmed that due to their pregnancy schoolgirls are often absent because they do not feel well or to visit the clinic or doctor (Changach, 2012).

Chigona and Chetty (2007) assert that being frequently absent from school result in pregnant schoolgirls missing a lot of schoolwork. Educators also reported that when comparing a learner's performance before and after pregnancy there is a decrease in their academic performance (Beesham, 2000). Inadequate educator assistance to pregnant learners is also one of the reasons for them not performing well in their schoolwork (Madhaven, 2005).

According to the South African policy guidelines for management of schoolgirl pregnancy educators are required to give, monitor and mark schoolwork when the pregnant learner is unable to come to school for example while waiting to give birth (Chigona and Chetty, 2007). Research, however, found that this provision was seldom if at all observed in schools (Rangiah, 2012). According to Lloyd and Mensch (2008) because of a heavy workload and large classes educators do not have the time and/or energy to give pregnant learners special assistance. One solution is that the pregnant schoolgirl should remain in mainstream education, with special provision to consist of home tuition towards the latter end of pregnancy and in the first few weeks of motherhood, and a return to school as soon as possible to benefit from the broader curriculum a school provides. However, it is clear from previous research that for many

young women school education has not been fulfilling and many did not attend school regularly prior to pregnancy (Hosie and Selman, 2006; Selman, Richardson, Hosie and Speak, 2001; Wellings *et al*, 2002).

Even though many students go back to school, absence among teenage mothers affects children's school achievements and reintegration negatively (Batbaatar, Bold, Marshall, Oyuntsetseg, Tamir & Tumennast, 2006). Pridmore (2007a) stresses the importance of governments' investment in public health since studies recognize the relation of health-related conditions and teenage mother absenteeism among school children (Smith, Nesbakken, Wirak and Sonn, 2007) concludes that teenage pregnancy has an impact on children's access to secondary school. This creates a vicious circle because lower attendance in secondary school limits citizens' their academic performance.

Bhalalusesa (2000) claims that in the situation of pregnancy, girls are assumed to take responsibility for the situation by missing school and attending to their babies while the father suffers no school-related consequences. This causes poor academic performance among teenage mothers.

2.3 Teenage Motherhood Repetition on Academic Performance

A pregnant young woman or young mother of school age must cope with the normal stresses of adolescence, possibly including the stress of repeating the same classes, coping with the fact of being a mother and with little family support. This affects negatively their academic performance and achievement. (Holmlund, 2005)

Moffitt (2001) in his study argues that whilst mainstream schools can, with the right approach, provide academic support, they are less able to support a mother's changed personal development needs forcing young mothers to repeat classes. These needs include the need to become a good parent. Whilst some mainstream schools could contribute to this if they deliver childcare as part of the curriculum, it is often taught in an academic and staged way and is unlikely to provide a pregnant young woman with the practical support and advice she needs about birth and the care of a new baby. Given the

low number of pregnancies in a school at any given time, it is hard to see how this could be fitted into mainstream in any meaningful way.

On the other hand, pregnancy specific provisions do provide practical education in childcare as a matter of course, and on a daily basis on the teenage mothers who are forced to repeat the same grade once they decide to go back to school. This positively affects their performance and academic achievement (Kearney, 2010).

Specialist units after repetition like home tuition and some locations in education other pregnancy specific, are also more appropriate locations for a mother to breastfeed her baby. Whilst schools could provide private rooms for this purpose, these would be pointless without onsite childcare. Enabling the young mother to breastfeed her child regularly is in line with the Government's own policy of promoting breastfeeding, which makes a commitment to reduce health inequalities and increase breastfeeding particularly amongst disadvantaged groups such as young parents. (Levine, 2003)

Due to frequency of being away from school teenage mothers are forced to repeat a class which causes them to lag behind than others thus influencing their academic performance negatively. Pregnant girls have been away from school for a very long time, therefore if they get the chance to go back to school they are forced to repeat the same grade. This diminishes their self-esteem thus leading to low academic performance (Propper, 2011).

2.4 Teenage Motherhood Self Esteem on Academic Performance

Self-esteem is focused on feelings of personal worth and the level of satisfaction regarding one's self, suggesting that self-esteem is shaped by self-concept. Studies establishing that self-esteem influences academic performance, self-esteem offers an explanation for the low academic performance of teenage mothers (Bourne, 2004). The reality was often that disengagement with school occurred prior to pregnancy and reintegration into mainstream education would not necessarily be appropriate and may actually place them at an educational disadvantage in relation to their peers (Selman, *et al*, 2001). Many young mothers are acutely aware of the stigma attached to their situation which affects their academic performance. However supportive mainstream education is

still very difficult for some young women, particularly those with low self-esteem or confidence, to overcome a sense of guilt and perception of failure. One of the most valuable benefits to many mothers passing through specialist provisions was being made to recognize their own achievements and long term potential, rather than having negative stereotypes reinforced (Crotty, 2005)

A study in America by Levine, Pollack and Comfort (2001) conducted research by using data from the National Longitudinal Survey of Youth to investigate the effects of early motherhood on academic and behavioral outcomes for children born to early child bearers. And found out a different pattern in predicting fighting, truancy, early sexual activity, and other problem behaviors among adolescent and young adult off-spring. For these behaviors, maternal age-at-first-birth remains an important risk-factor even after controlling for a wide range of background factors and maternal characteristics which highlight the diverse pathways through which teen parenting might influence subsequent child well-being and social performance. The study revealed how the children born to teenage mothers had self-esteem issues while the current study intends to investigate the influence of teenage motherhood on their own self-esteem and how it influences academic performance.

Achoka and Njeru (2012) on their study de-stigmatizing teenage motherhood: Towards achievement of Universal Basic Education in Kenya elaborated on the question of teenage motherhood (causes and effects) and delved into the issue of teenage motherhood stigmatization and the need for the society to de-stigmatize teenage motherhood to enable the girls achieve education. It sensitized the policy makers, educationists and the public on the need to recast their perception towards teenage motherhood and specifically on the social stigma associated with this old age problem.

Wellings (2001) suggests that for many young mothers, suffering early family disadvantage, disaffection from school, and lack of career plans other than for early motherhood, issues which are further compounded by the difficulties consequent on becoming a parent when very young, the risk of long-term deprivation and social exclusion of young mother is high. Many start with a background of poor experience and

attainment at school, and exclusion during pregnancy. On top of this, the interruption of the birth, the stress of coping with a young child or children and the cost and availability of childcare are often the final straw. For the teenage mother, the arrival of a baby can instigate a further spiral into social exclusion where educational underachievement, dependency on benefits and narrower life chances become the norm. (The Prince's Trust, 2000).

The relationship between self-esteem of teenage mothers and academic performance has been well documented in the literature. Different studies have reached the conclusion that self-esteem of teenage mothers and academics are positively correlated (sube). Other studies have found statistical correlation between teenage mothers self-esteem and academic performance; but, they noted that this was weak (Davies and Brember, 1999). Many scholars who study self-esteem emphasized that low self-esteem among teenage mothers impairs effective decision-making thus affecting their academic performance. Recent reviews and commentaries stressed that self-esteem cannot be considered a panacea that protects teenage youth from all manner of risk. (Lockett and Harrel, 2003)

In fact, Wallace and Baumeister (2002), using arithmetic problem with varying degree of challenges, found that the students' mothers self-esteem did not affect their performance which had already been established on a test of nonverbal intelligence.

Howerton, Enger and Cobbs (2004), further found out that self-esteem can predict grades and school achievement. Clearly there are different sides to the discourse on teenage mother self-esteem and performance including academic achievement. Self-esteem seems to hold some explanation for academic performance, which means that it is worth exploring in details (Wilson, 2002).

2.5 Challenges Faced By Teenage Mothers

Another study of qualitative nature was conducted by Shaningwa (2007) in Namibia to investigate the educationally related challenges faced by teenage mothers when they returned to school. Two schools from the Kavango Education Region were chosen as a

sample where four teenage mother respondents were interviewed. The findings revealed that teenage mothers' challenges ranged from social exclusion to the need to manage the dual responsibility of motherhood and studying.

Dlamini Van der Merwe & Ehlers (2003) conducted a qualitative study in the Southern Hho-hho region of Swaziland to explore and describe the problems experienced by teenage mothers in their schooling. In particular the study wanted to identify problems that teenage mothers face physically, socially, culturally, emotionally, spiritually, economically and educationally. Their findings were that teenage mothers experienced problems in almost all the dimensions of a holistic being. This source identified a lack of support from individuals and institutions as the major cause. Teenage mothers reported being devastated, fearful, lonely, frustrated and unhappy. Whether the same challenges prevail in present sample needs to be established. In the present study the researcher sought to establish whether teenage mothers in South Africa experience the same challenges as those in Swaziland. It appears, because of the nature of the study, the views of educators of these teenage mothers in the Dlamini et al (2003) study were not sought or taken into account.

The matter of teenage motherhood was taken further by De Villers and Kekesi (2004), who conducted a qualitative study with the aim of describing the social interaction of teenage mothers at Ga-Rankuwa Hospital during and after their pregnancy. A number of 70 teenage mothers were interviewed using the semi-structured interview schedule. The findings reveal that the majority of teenagers, who fall pregnant do so while still at school and only a few first informed their mothers about the pregnancy first, the majority opted to confide someone they trusted soon after discovering that they were pregnant. With many teenagers falling pregnant and thus becoming mothers while still at school, they need to be alerted and informed of the challenges that teenage mothers come across in schools, due to being mothers.

Another study of a qualitative nature is that of Ritcher and Mlambo (2005), who studied 32 teenagers aged between 13 and 19. A convenience sample was used to select respondents, who were then interviewed. The purpose of the study was to explore and

describe the perceptions of teenagers in Bushbuckridge District on teenage pregnancy. The findings of this study elicited that teenage pregnancy poses significant social and health problems in the Bushbuckridge District and this has implications for all health care and professionals. In the present study the researcher's intention was to take this matter further, to identify and explore the challenges that teenage mothers face in secondary schools. Zondo (2006) conducted a qualitative study in the informal settlements outside EThekweni to explore the challenges faced by teenage mothers in schools using semi-structured interviews. His findings were that teenage mothers experienced difficulties in balancing their educational responsibilities and taking care of their babies.

Mohase (2006) also conducted a qualitative study to obtain a better understanding of the learning process and factors that may affect pregnant and parenting learners in Soshanguve Secondary Schools. His findings were that schools were not "pregnant/parenting learner friendly" The findings by Mohase (2006) need to be investigated further to determine whether this was also happening in Hlanganani South Schools. Chigona and Chetty (2007) also researched the topic of teenage mothers; the duo endeavored to determine how teenage mothers coped with schooling and how much support was rendered to them. The target group in this study was teenage mothers aged between 14 and 18 that had babies before completing their secondary school and returned to school after the birth of their babies, that is, those who temporarily dropped out of school due to their pregnancy. School heads of these learners were also interviewed. The findings indicated that teenage mothers in Cape Town received insufficient support, both physically and emotionally and the consequences were that many teenage mothers quit school or did not succeed with schooling

2.6 Research Gap

Schoolgirl motherhood can have a profound impact on the teenage mother and her baby by placing limits on her educational career and economic stability and predisposing her to single parenthood and marital instability in the future. The educational consequences of teenage motherhood are frequent absenteeism, poor academic performance, school dropout and lower educational attainment (Sibeko, 2012; Malahlela, 2012; Chauke, 2013)

Most of the studies under review have concentrated on the effect of pregnancy on a schoolgirl's education. However this study will assess effects of teenage motherhood on academic performance. Gyan (2013) conducted his study in Ghana while Sibeko (2012); Malahlela (2012); Chauke (2013) conducted their studies in South Africa. Given also the different cultures in these parts of the world, as well as the differences in the nature of re-entry policy for teenage mothers the world over, this necessitated the current study in Kenya. Achoka and Njeru (2012) conducted their study in Kenya but focused on de-stigmatization of the teenage mother but the current study intends to go further and find out the effects of self-esteem on the academic performance of a teenage mother. Disiye (2012) conducted her research in Uasin-Gishu County and focused on the influence of parent-adolescent communication on psychology adjustment of secondary school students but this study went a step further and looked at how teenage motherhood affects their academic performance. Jeptoo (2012) did her survey in Keiyo county on challenges facing girl-child access to university but this study looked at the effects of teenage motherhood on academic performance. Kamara (2011) conducted her study in Uasin-Gishu county but focused on challenges facing teen mothers in secondary schools in Kenya but the current study tries to find out if some of the challenges like self-esteem, socio-economic status of teenage mothers, absenteeism and class repetition have any effects on their academic performance. Most studies that have been conducted have been longitudinal in nature and qualitative research has been employed to a large extent but the current study intends to employ a cross-sectional descriptive survey design which employs both qualitative and quantitative research in order to find out the effects of teenage motherhood on academic performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the design and methodology adopted by the researcher. It consisted of the research design, target population, sample and sampling procedures that were adopted, data collection instruments and their administration and data analysis procedures.

3.1 Research Design

A design is a blue print that enables the researcher to come up with solutions to problems and it also acts as a guide on the various stages of the study (Ogula, 2011). In this study both quantitative and qualitative approaches were employed but the design is descriptive survey design. This design is preferred as it allows data to be collected without changing the environment of the setting. This design enabled the researcher to combine both qualitative and quantitative approaches in data collection as well as in data analysis (Kothari, 2004). This research design was used to establish the influence of teenage motherhood on academic performance in public secondary schools in Uasin-Gishu County.

3.2 Study Area

The study was conducted in Uasin Gishu County which is a cosmopolitan area. Uasin Gishu County is one of the 47 counties of Kenya. It measures 3,328 km². It borders Nandi, Kericho, Baringo, Elgeyo Marakwet, Trans Nzoia, and Kakamega counties. Eldoret is its capital city as well as its commercial center. The county has three constituencies; Eldoret East, Eldoret South and Eldoret North. It has three administrative districts: Eldoret East, Eldoret West and Wareng, and it also has three Local Authorities: Municipal council of Eldoret, County Council of Wareng and the Town Council of Burnt

Forest. According to the 2010 census, Uasin Gishu has a population of 894,179 with 202,291 households and a population density of 269 people per km².

The age distribution is 0-14 years 41.5 %, 15-64 years 55.7%, and above 65 years 2.9%. A young population signifies a high level of dependence, especially to cater for such needs as education and health (Uasin Gishu County website). Estimated 90 percent of the entire land area in the county is arable and can be classified as high potential. There are four major soil types in the area, all of which are suited for agricultural production. These include red loam, red clay, brown clay and brown loam. A total of 29,801.92 hectares is gazette forest. Out of this, 13,183.54 hectares (44 percent) is under plantation, while, 16,618.38 hectares (56 percent) is under indigenous forest cover. Through the rural afforestation programme, there are woodlots scattered across the constituency.

The town is now home to a large market, University and Eldoret International Airport. It is also known for its cheese factory. Major industries include textiles, wheat, pyrethrum and corn. The town has a number of factories. Eldoret is home to many Universities which include six public and four private ones. The second medical school in Kenya, Moi Teaching and Referral Hospital (MTRH), is also located in within the city limits of Eldoret Town. In 2013 work began on the building of East Africa's first public children's hospital; The Shoe4Africa Children's Hospital, in the campus of the Moi university at Referral hospital. Eldoret Polytechnic, the third national polytechnic, is also located in the town. Due to many universities and schools located in Uasin-Gishu County, many industries and the rich agricultural potential there has been arise cultural decay and high use of ICT in various education institutions this has led to high exposure of the youth to many challenges among it all is the rising cases of teenage motherhood. This has necessitated this study in order to find out the effects of teenage motherhood on academic performance in Uasin-Gishu County.

3.3 Target Population

Mugenda and Mugenda (2003), assert that target population is the population to which the researcher wants to generalize to the absolute population of a study. The target group

for this study was 392 school teenage mothers drawn from 144 public secondary within Uasin-Gishu County. The total number of schools was 144. The schools were stratified into sub-counties as indicated in table 3.1

Table 3.1: Sub-Counties and Number of schools

Sub-County	Number of Schools
Eldoret-West	60
Eldoret-East	42
Wareng	42
TOTAL	144

Source; MOEST, 2014

3.4 Description of Sample and Sampling Procedures

According to Oso and Onen (2005), a sample is part of the target population that has been selected as a representative sample. The sample in question was derived from a total of 144 schools and 786 teachers. A multi-stage sampling technique was used. First, the 144 schools were stratified into three sub-counties (table 3.2). According to Oso and Onen (2005), 30% of the population is an adequate sample size if the population is homogenous. Therefore 30% of schools were 44 schools. The 44 schools were further stratified into mixed and girls' schools then distributed proportionately across the sub-counties (table 3.3). Schools in each sub-county were given random numbers and randomly selected to constitute the strata. This reduced the target population to 44 schools as in table 3.2. The guidance and counseling teacher and academic teacher were automatically selected for the study from the sampled schools.

Table 3.2 Table for determining sample size

Sub-County	Number of Schools	Sample size
Eldoret-West	60	18
Eldoret-East	42	13
Wareng	42	13
TOTAL	144	44

Source; MOEST 2014

3.4.1 Sample Size for Schools

According to Oso and Onen (2005), a sample is sub set of target population that has been selected. The sample in question was derived from a total of 144 public secondary schools. First, the 144 schools were stratified into three sub-counties namely Eldoret-West, Eldoret-East and Wareng. Further, the schools in these sub-counties was stratified into mixed and girls' schools. According to Oso and Onen (2005), 30% of the population is an adequate sample size if the population is homogenous. Therefore 30% of 144 public secondary schools gave 44 schools. The 44 schools were distributed proportionately across the sub-counties. Schools in each zone were given random numbers and randomly selected to constitute the strata.

3.4.2 Sample Size for Teenage Mothers

The sample size of student was derived from the total number of students in sampled schools in Uasin-Gishu County. Krejcie and Morgan (1970) table as quoted by Kathuri and Pals (1993) was used to get the sample size of students.(See appendix).According to the table a target population size of 392 was represented by a sample size of 198. Random sampling was used to select students in each school to constitute the sample. This was done by assigning students numbers. Papers with numbers indicated on them were mixed well. The researcher then picked proportionate numbers from each stratum using Neyman allocation formula. Simple random sampling was used to sample students as this gave each student an equal chance to participate in the study (Nachmias & Nachmias, 2008).

3.5 Data Collection Instruments

Data collection was done using a questionnaire and document analysis. A questionnaire was preferred because it permitted collection of data from a large population (Ogula, 2011). A document analysis was used to ascertain re-admission, class attendance and academic performance in schools to validate students' responses (Mugenda & Mugenda 2003).

3.5.1 Questionnaire

A questionnaire with both closed ended and open ended questions formed the major instrument of data collection in this study. Many of the closed- questions was constructed based on a Likert scale response system offering five alternative responses. This Likert scale was used more frequently in an attempt to capture data on respondents' perceptions, views and opinion of teenage motherhood and their academic performance. The five-point Likert used in the current study was represented by the following terms; strongly Agree (5), Agree (4), Undecided (3), Disagree (2) strongly Disagree (1). The questionnaire was divided into 6 sections. Section A was assessing demographic information, section B assessed status of teenage motherhood, section C: teenage motherhood absenteeism, section D: teenage motherhood repetition, section E: teenage motherhood self-esteem, current existing strategies for teenage motherhood and section F: challenges faced by teenage mothers

3.5.2 Documents Analysis

The document material that was produced acted as secondary data. The document data consisted of admission registers, class registers and mock results. These documents contained statistics on dates of admission, class register and academic performance of teenage mothers for the schools.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity Test

According to Patton (2002), validity is the degree to which a test or an instrument measures the phenomenon under study. In this study, validity was taken to mean the extent to which the instruments covered the research questions. To determine the content validity of the instruments, expert judgmental panel from the ministry of Education and the university were consulted. Advice given by these experts helped the researcher determine the validity of the research instruments. These were used in making necessary changes. To improve on the validity of the instruments the researcher used

methodological triangulation where two different instruments of data collection was used that is document analysis and a questionnaire. Triangulation is the use of multiple data collection devices, data sources, data analysis and use of different theories to establish the validity of the findings. For testing face validity of the data collection instruments, colleagues were consulted.

3.6.2 Pilot Study of Research Instruments

The questionnaire was piloted in 4 schools in the neighboring Trans Nzoia County a locality similar to the study area but not involved on the study. 30 students not involved in the study were asked to complete the questionnaire according to Mugenda and Mugenda (2003) normally the pilot sample is between 1% and 10% the larger the sample the smaller the percentage. Data collected from the pilot study was not reported but used to rephrase and reorganize the format of the questionnaire. Piloting was important as it enabled the researcher assess the willingness of the respondents to co-operate in the study.

3.6.3 Reliability Test

Kerlinger (1978) describes reliability as the accuracy or precision of a measuring instrument. The questionnaire was designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. A pilot test was conducted in a neighboring Sub county on a population similar to the target population. Pilot testing assessed the clarity of the instrument items so that those found to be inadequate were either discarded or modified as well. Any additional noted was incorporated to improve the quality and validity of the instruments. The research instrument was administered to the same pilot group twice after an interval of two weeks and the results compared. Split half method was used to determine a reliability index through Pearson's Product Moment Correlation coefficients used. The SPSS computer software aided in working out this coefficient correlations achieved. If a reliability value of above 0.80 was obtained, according to Mugenda (2003), a reliability

index of 0.70 was considered ideal for the study Adjustment was done when lower reliability coefficient was realized.

3.7 Data Collection Procedures

The researcher applied for a research permit from the National Commission for Science Technology and Innovation (NACOSTI). On receiving a permit a covering letter requesting the respondents' participation was prepared by the researcher and attached to the questionnaires. A copy of the permit was forwarded to the education officer and informed of the study also the principals of the sampled schools were approached and informed about this study. The researcher then proceeded to collect data. The questionnaire was left with the respondents to fill and it was picked after one week a document analysis was used by the researcher by filling in the number of teenage mother's grades

3.8 Data Analysis Procedures

Both quantitative and qualitative approaches were used for data analysis. The data was coded and entered into SPSS. Means and frequencies were used to establish the status of teenage motherhood in public secondary schools. Chi square was used to determine the magnitude and direction of relationship between teenage motherhood and academic performance. The tests were done at 95% confidence interval. A significant relationship was considered at $p < 0.05$. Qualitative data was transcribed and organized into themes in order to check on their frequencies based on the research questions.

3.9 Ethical Considerations

Kombo and Tromp (2006), notes that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out their research. This study involved people as respondents (teachers and students).

Permission to carry out the study was sought from the County director's office and the principals. This was done through letters which were written to them. The nature and purpose of the research was explained to the respondents by the researcher in order to obtain consent. The researcher respected the respondents' privacy. The participants were not expected to write their names on the questionnaire, but each questionnaire had a code number for reference. The participants were then assured that the information given will be treated confidentially and for the purpose intended only. After the study the instruments were securely kept. They also had the freedom to withdraw from the study at any point or time.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected and discusses them accordingly and in relation to the research objectives and research questions. Data was collected by use of questionnaires and document analysis. The collected data was analysed. Results were presented for each of the theme drawn from the objectives, interpreted and discussed.

4.2 Demographic Information

Demographic characteristics of the respondents was sought in order to identify demographic related gaps within the study and how they determine the realization of the objectives of the study. The results regarding the demographic characteristics were summarized and presented in the frequency figures. Some of the demographic information sought from the respondents included; age bracket, class and main grade in previous exam.

4.2.1 Demographic Information for Students

The study put into account the age bracket of the respondents. From table 4.1, it is evident that 51.9% (95) of the respondents are between 15-16 years whereas 48.1% (88) of the respondents are above 16 years of age. The researcher also sought to establish the class of the respondents. From the findings, 54.1% (99) of the respondents were form three students while 45.9% (84) were form four students. Thus, teenage mothers are likely to sacrifice education due to early parenthood. Out of the 183 students, 73.2% (134) of the respondents had attained grade C in their previous examination, 24.6% (45) of the respondents had attained grade B and 2.2% (4) of the respondents had attained grade D in the previous examination.

Table 4.1 Frequency of Demographic Information for Students

		Frequency	Percent
Age bracket	15-16	95	51.9
	Above 16yrs	88	48.1
	Total	183	100
Class	Form 3	99	54.1
	Form 4	84	45.9
	Total	183	100
Mean grade in previous exam	B	45	24.6
	C	134	73.2
	D	4	2.2
	Total	183	100

4.2.2 Demographic Information for Teachers

The demographic information of teachers was illustrated in table 4.2. From the findings, 50% (19) of the respondents are between 41-50 years, 28.9% (11) of the respondents are between 31-40 years, 15.8% (6) of the respondents are between 20-30 years and 5.3% (2) of the respondents are above 50 years. Majority of the teachers were over 31 years which points to the fact that young/ fresh out-of-college teachers were not highly involved in teaching public secondary schools in Uasin-Gishu County.

In terms of the level of education, majority 57.9% (22) of the teachers were university graduates, 21.1% (8) of the respondents had Master's level of education, 15.8% (6) of the respondents had Diploma level of education and 5.3% (2) of the respondents had secondary level of education. The findings reveal that majority of the teachers were qualified since majority of them had a bachelor's degree.

Table 4.2 Frequency of Demographic Information for Teachers

		Frequency	Percent
Age bracket in years	20-30	6	15.8
	31-40	11	28.9
	41-50	19	50
	above 51 years	2	5.3
	Total	38	100
level of education	Secondary	2	5.3
	diploma college	6	15.8
	university graduate	22	57.9
	Masters	8	21.1
	Total	38	100

Results of the Specific Objective**4.3 Student Response on Status of Teenage Motherhood****4.3.1 Child Age**

The researcher found it necessary to establish child age of the respondents. As evidenced in table 4.3, majority (68.9%) 126 of the respondents had children who were 1 year old, 20.8% (38) of the respondents had children who were 2 years and 10.4% (19) of the respondents had children who were less than 1 years old.

Table 4.3 Child Age

	Frequency	Percent
1	126	68.9
2	38	20.8
Less than 1	19	10.4
Total	183	100

4.3.2 Gender of your Child

The gender of the teenage mother's child was also sought by the researcher. It was evident that 55% of the children were female and 45% of them were male.

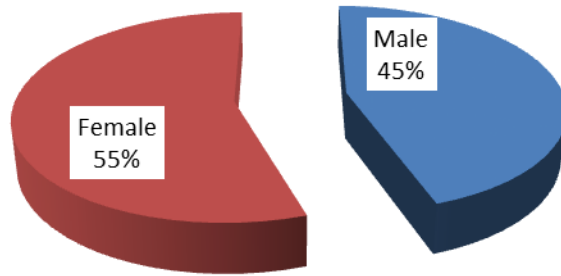


Figure 4.1 Gender of your Child

4.3.3 Teenage Mother Health Status

This section focused on teenage mother health status since teenage mothers are at greater risk of having medical complications compared with mothers in older age groups. From the results in figure 2, 39.3% of the respondents affirmed that their health status is very good, 34.4% of the respondents stated that their health is good and 26.2% of the respondents reported that they have poor health status.

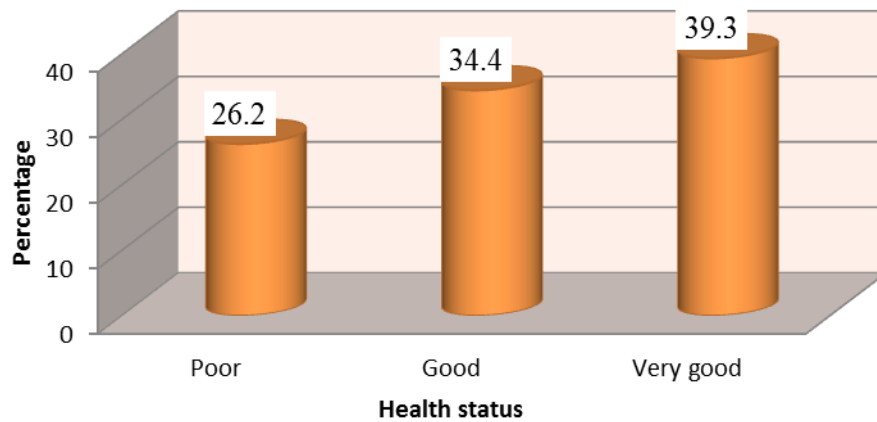


Figure 4.2 Teenage Mother Health Status

4.3.4 Teenage Mother Ability to feed herself and Child

In most cases, teenage mothers must suddenly assume the responsibility of raising a child before they are ready, emotionally or financially. As such, the researcher sought to establish if indeed the teenage mothers had the ability to feed themselves as well as their child. From the findings, 53% of the respondents reported that they are not capable of feeding themselves and their children while only 43% of the respondents were capable of feeding themselves and their children.

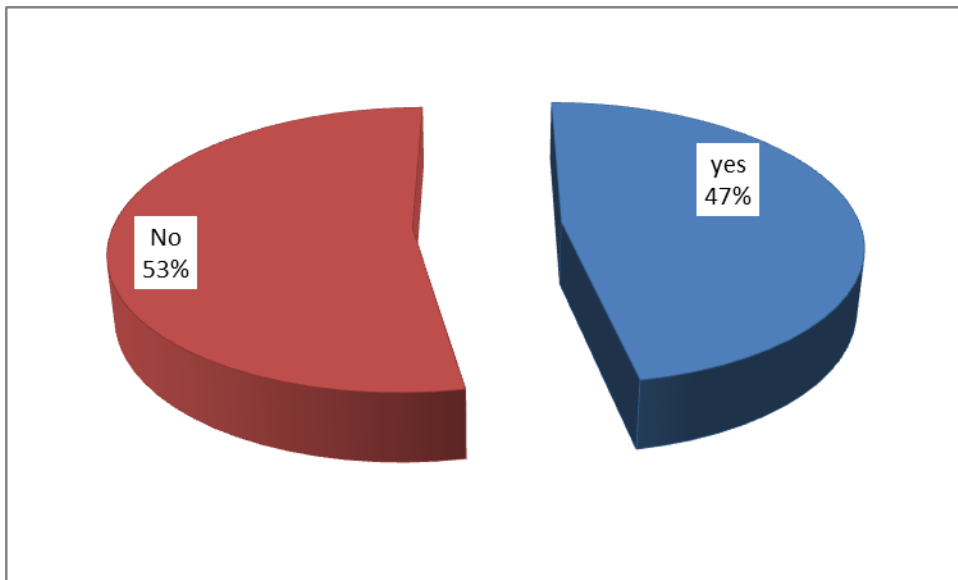


Figure 4.3 Teenage Mother Ability to Feed Herself and Child

4.3.5 Reasons for not being able to feed herself and the Child

It was established from figure 3 that majority (53%) of the respondents are unable to feed themselves as well as their child. Figure 4 stipulates the reason as to why teenage mothers are unable to feed themselves and the child. As evidenced in figure 4, 53% of the respondents confirmed that they are not supported by the father of the child hence they are unable to cater for both their needs and that of the child. As well, 45.9% of the respondents reported that they have no jobs thus they are unable to feed themselves and the child.

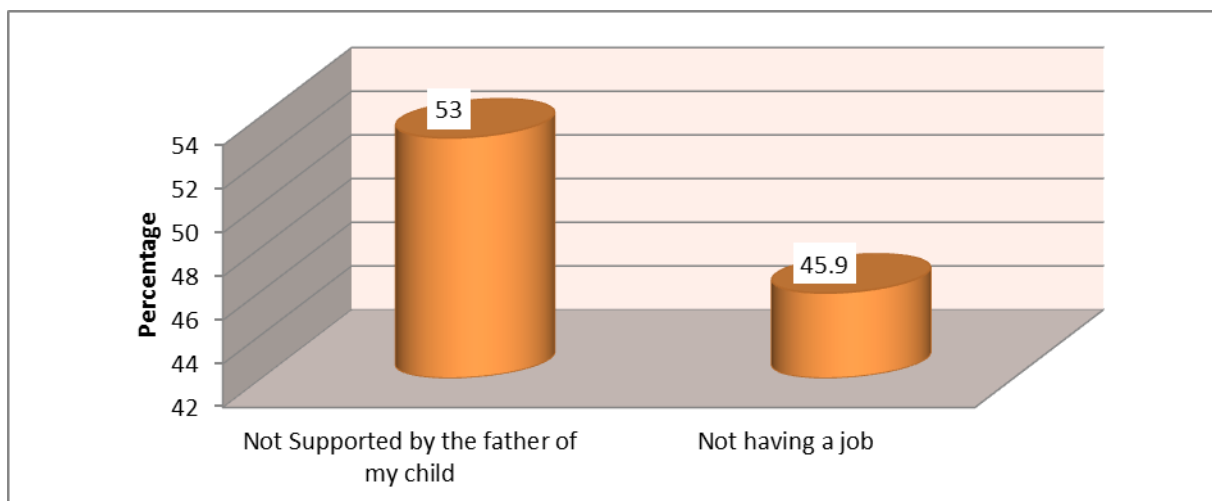


Figure 4.4 Reasons for not being able to Feed Herself and the Child

4.3.6 Place of Residence and Condition of Living Environment

The place of residence together with the condition of living environment was established by the researcher. As evidenced in table 4.4, a clear majority (74.9%) of the respondents live with their parents while 25.1% (46) of the respondents live with the grandparents. In relation to the conditions of their living environment, 41% (75) of the respondents reported that their condition of living is good, 27.9% (51) of the respondents stated that their living condition is poor whereas 23% (42) of the respondents confirmed that their living condition is very good.

Table 4.4 Place of Residence and Condition of Living Environment

		Frequency	Percent
living with	Parent	137	74.9
	Grandparents	46	25.1
	Total	183	100
condition of your living environment	very poor	15	8.2
	poor	51	27.9
	good	75	41
	very good	42	23
	Total	183	100

4.4 Teacher Response on Status of Teenage Mothers in School

Study findings on teacher's response on the status of teenage mothers in school revealed that they are hardworking and attentive as evidenced by 73.7% (28) of the respondents. Further, 15.8% (6) of the teachers stated that teenage mothers are married while 10.5% (4) of the teachers reported that at times teenage mothers are unstable and they tend to feel ashamed of themselves. In general, and their children (53 percent). This was due to the fact that they are unemployed and they lack support from the child's father. Due to lack of assistance the teenage mothers becomes very vulnerable to dropping out of school due to financial constraints (Oyaro, 2009, K'Aluoch, 2009) This is in line with Frost (2001) argument that an unmarried teen mother and her child are likely to live in poverty which results in a continuing cycle of poverty and subsequent non-marital teen births. Cognate to the results, Bynner *et al.* (2004) highlight that a young woman's education is likely to be disrupted due to teenage pregnancy and later their access to employment is likely to be hindered due to lack of education and access to childcare. According to (Tackett, 1988), teenage mothers come back to school through the affirmative action but their parental status is in real need. These teenage mothers need to be assisted so that their socio-economic status can improve. Association for Teen Mothers and Girls of Kenya (TEMAK) deals with poor destitute teen mothers in the slums giving them alternative training in artisan and technological skills to enable them support their children (Oyaro, 2009 and Omondi, 2009). Those teenage mothers in secondary schools therefore misses out in such assistance hence their status decline drastically due to the extra mouth to feed and extra body to shelter and cloth. These teenage mothers should be treated as special children in line with the government policy (2007) and recommendations by Gachukia's task force (2003)

Table 4.5 Teacher Response on Status of Teenage Mothers in School

	Frequency	Percent
Hardworking and Attentive	4	10.5
Married	6	15.8
unstable/lazy and ashamed	28	73.7
Total	38	100

4.5 Teenage motherhood Absenteeism

4.5.1 Day's Teenage Mother goes to School per Week

The association between absenteeism and teenage parenthood was also established and presented in table 4.6. From the table, 48.6% (89) of the respondents attend school at least 5 times per week, 19.1% (35) of the respondents attend school thrice a week, 16.9% (31) of the respondents attend school twice per week and 15.3% (28) of the respondents attend school 4 times per week.

Table 4.6 Frequency of Days Teenage Mother goes to School per Week

	Frequency	Percent
2	31	16.9
3	35	19.1
4	28	15.3
5	89	48.6
Total	183	100

4.5.2 Teenage Mother Staying in School the Whole Day

Figure 5 shows whether teenage mothers stay in school the whole day. From figure 5, it is evident that 64% of the respondents stay in school the whole day. However, 36% of the respondents noted that they are unable to stay in school the whole day.

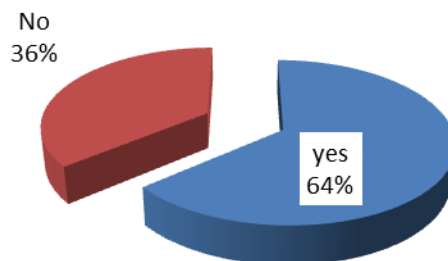


Figure 4.5 Teenage Mother Staying in School the Whole Day

4.5.3 Days Teenagers go to School

The days in which teenage mothers go to school was also established by the researcher. From table 4.7, 50.3% (92) of the respondents attend school on Mondays, 21.3% (39) of the respondents attend school on Wednesday, 17.5% (32) of the respondents attend school on Friday and 2.2% (4) of the respondents attend school on Thursdays. However, 8.7% (16) of the respondents noted that they do not miss to go to school at all.

Table 4.7 Frequency of Days Teenage Mothers go to School

	Frequency	Percent
Monday	92	50.3
Wednesday	39	21.3
Thursday	4	2.2
Friday	32	17.5
Do not miss school	16	8.7
Total	183	100

4.5.4 Teacher Response on Teenage Motherhood Absenteeism

The researcher also sought teachers' response on teenage motherhood absenteeism. In relation to the days teenage mothers come to school per week, 55.3% (21) of the respondents affirmed that teenage mothers attend school all days, 39.5% (15) of the teachers stated that teenage mothers come to school 4 times per week, 2.6% (1) of the teachers confirmed that teenage mothers attend school 5 times per week and 2.6% (1) of the teacher reported that teenage mothers report twice a week in school.

Furthermore, 78.9% (30) of the respondents affirmed that teenage mothers stay in school the whole day, 15.8% (6) of the respondents noted that teenage mothers do not stay in school at all whereas 5.3% (2) of the respondents reported that teenage mothers stay in school sometimes. In regards to the days teenage mothers go to school, 36.8% (14) of the respondents stated that teenage mothers go to school on Fridays, 31.6% (12) of the respondents noted that teenage mothers go to school on Tuesday, 26.3% (10) of the respondents confirmed that teenage mothers go to school any day of the week and 5.3% (2) of the respondents reported that teenage mothers go to school on Monday. It was also

established by 81.6% (31) of the respondents that sickness of either the baby or themselves makes them miss school. Besides, 21.1% (8) of the respondents stated that teenage mothers lack support from their parents hence they miss school. From the above findings, teenage mothers miss school after giving birth since they have to look after the new born baby as they may not have anyone to assist them.

It is also clear that teenage mothers absent themselves from school, In order to attend ante-natal clinics, this occasional disruption of schooling leads to underachievement. There is also enough proofing that most (48.6 percent) of the teenage mothers attend school less than five times a week whereas 15.3 percent of the respondents attend school 4 times per week. As a result, there is poor academic performance among teenage mothers due to absenteeism (Johnson, 2011). The low academic performance by teenage mothers is not surprising considering the double responsibility they are faced with. In most cases, teenage mothers are preoccupied with thinking of what might be happening to their children rather than focusing on their education. As such, the lack of concentration lowers their educational performance and contributes to absenteeism. Therefore, being frequently absent from school result in mothering schoolgirls missing a lot of schoolwork (Chigona and Chetty 2007).

Table 4.8 Frequency of Teacher Response on Teenage Motherhood Absenteeism

		Frequency	Percent
Days teenage mothers come to school per week	all days	21	55.3
	2	1	2.6
	4	15	39.5
	5	1	2.6
	Total	38	100
Teenage motherhood staying at school all day	Yes	30	78.9
	No	6	15.8
	Sometimes	2	5.3
	Total	38	100
Days teenage mother goes to school	Monday	2	5.3
	Tuesday	12	31.6
	Fridays	14	36.8
	any day of the week	10	26.3
	Total	38	100
Reasons that make teenage mothers miss school	Sickness of either the baby/mother/clinics	31	81.6
	lack of support by their parent	8	21.1

4.6 Teenage Motherhood Class Repetition

4.6.1 Frequency of Teenage Motherhood Class Repetition

Teenage motherhood repetition was determined by the researcher. From table 4.9, 26.2% (48) of the respondents have repeated thrice, 20.8% (38) of the respondents have repeated twice and 20.8% (38) of the respondents have never repeated a class. Further, 7.7% (14) of the respondents have repeated a class only once,. From the foregoing findings, it is evident that early parenthood among teenagers has led to poor educational achievement as a result of absenteeism. Consequently, teenage mothers are subject to repeating the same classes which affects their self-esteem.

Table 4.9 Frequency of Teenage Motherhood Class Repetition

	Frequency	Percent
None	39	21.3
1	68	37.2
2	48	26.2
3	28	15.3
total	183	100.0

4.6.2 Students Perceptions on Cause of Class Repetition

The researcher went a step further to establish whether the decision to repeat was voluntary or involuntary. It was revealed that 60.1% (110) of the respondents repeated form three voluntarily 2.2% (4) of the respondents repeated form four voluntarily while 72.1% (132) of the respondents repeated form three involuntarily.

Table 4.10 Frequency of Causes of Teenage mothers class Repetition

		Frequency	Percent
teenage motherhood voluntarily repetition	Form 3	110	60.1
	Form 4	4	2.2
	Total	114	
teenage motherhood involuntarily repetition	form 3	69	37.7
	Total	14	36.8

4.6.4 Teacher Perception toward Effects of Class Repetition on Teenage Motherhood Academic Performance

Table 4.11 illustrates teachers' perception of the influence of repetition on teenage motherhood academic performance. From the table, 34.2% (13) of the respondents agreed that repeating has improved academic performance (mean = 3.74). Similarly, 34.2% (13) of the respondents agreed that repeating has affected teenage mothers participation in class, 21.1% (8) of the respondents strongly agreed, 18.4% (7) of the respondents disagreed and 15.8% (6) of the respondents were undecided (mean = 3.37). Also, 28.9% (11) of the respondents strongly agreed that repeating does not improve academic performance, 18.4% (7) of the respondents agreed, 42.1% (16) of the respondents disagreed and 2.6% (1) of the respondent was undecided. Similarly, 23.7% (9) of the respondents agreed that repeating contributes to a negative attitude to school and learning, 21.1% (8) of the respondents strongly disagreed, 26.3% (10) of the respondents disagreed and 7.9% (3) of the respondents were undecided (mean = 2.97). As well, 28.9% (11) of the respondents strongly agreed that repeating contributes to poor concentration in class 18.4% (7) of the respondents agreed, 42.1% (16) of the respondents disagreed and 2.6% (1) of the respondent was undecided (mean = 3.18). Finally, 44.7% (17) of the respondents disagreed that repeating contributes to poor long term social outcomes, 15.8% (6) of the respondents strongly disagreed, 28.9% (11) of the respondents strongly agreed whereas 7.9% (3) of the respondents were undecided (mean = 3.18). In view of teachers' response, repeating has improved the academic performance of teenage mothers though it was undefined whether repeating has contributed to poor concentration in class, poor long term social outcomes and negative attitude towards learning. There was also uncertainty on whether repeating has affected participation in class.

Table 4.11 Teacher Perception on effect of Repetition on Teenage Motherhood Academic Performance

		SD	D	U	A	SA	Mean	Std. Deviation
Repeating does not improve academic performance	f	3	16	1	7	11	3.18	1.449
	%	7.9	42.1	2.6	18.4	28.9		
Repeating contributes to poor concentration in class	f	3	16	1	7	11	3.18	1.449
	%	7.9	42.1	2.6	18.4	28.9		
Repeating leads to poor long term social outcomes	f	6	17	3	1	11	2.84	1.516
	%	15.8	44.7	7.9	2.6	28.9		
Repeating contributes to a negative attitude to school and learning	f	8	10	3	9	8	2.97	1.498
	%	21.1	26.3	7.9	23.7	21.1		
Repeating has affected participation in class	f	4	7	6	13	8	3.37	1.303
	%	10.5	18.4	15.8	34.2	21.1		
Repeating has improved academic performance	f	6	3	1	13	15	3.74	1.465
	%	15.8	7.9	2.6	34.2	39.5		

4.6.5 Student Perception towards Effects of Class Repetition on Teenage Motherhood Academic Performance

Becoming pregnant as an unmarried adolescent is deviant since it is not approved by the society at large. As result, the researcher found it necessary to establish teenage mother self-esteem. From table 4.12, 31.1% (57) of the respondents agreed that repeating does not improve their academic performance. 29.5% (54) of the respondents strongly disagreed, 18% (33) of the respondents disagreed and 2.2% (4) of the respondents were undecided (mean = 2.47). Further, 31.7% (58) of the respondents strongly agreed that repeating contributes to their poor concentration in class, 24.6% (45) of the respondents strongly disagreed, 5.5% (10) of the respondents disagreed and 20.2% (37) of the respondents were undecided (mean = 3.11). As well, 30.6% (56) of the respondents strongly agreed that repeating leads to poor long term social outcome, 27.9% (51) of the respondents strongly disagreed, 4.9% (9) of the respondents disagreed and 18% (33) of the respondents were undecided (mean = 3.01).

Additionally,30.6% (56) of the respondents strongly agreed that repeating contributes to a negative attitude to school and learning,8.7% (16) of the respondents strongly disagreed and 41.5% (76) of the respondents disagreed (mean = 3.04).Moreover,31.1% (57) of the respondents agreed that repeating has affected their participation in class,9.8% (18) of the respondents strongly disagreed,4.9% (9) of the respondents disagreed and 35.5% (65) of the respondents were undecided (mean = 3.09).Finally,18.6% (34) of the respondents agreed that repeating has improved their academic performance,32.2% (59) of the respondents disagreed and 20.2% (37) of the respondents were undecided (mean = 2.99).In light of the aforementioned findings, it would be true to state that repeating a class affects the self-esteem of teenage mothers negatively. Poor concentration in class, poor long term social outcome, negative attitude to school and learning and dismal participation in class are among the outcomes of class repetition among teenage mothers. The results of the Prince's Trust (2000) states that the arrival of a baby instigates a further spiral into social exclusion and educational under achievement among teenage mothers. Thus, the self-esteem of teenage mothers and academics are positively correlated (Bankston & Zhou, 2002; Lockett & Harrell, 2003)

Table 4.12 Students' Response on Teenage Motherhood class Repetition

		SD	D	U	A	SA	Mean	Std. Deviation
repeating does not improve academic performance	F	54	33	4	57	2	2.47	1.349
	%	29.5	18	2.2	31.1	1.1		
repeating contributes to poor concentration in class	F	45	10	37		58	3.11	1.68
	%	24.6	5.5	20.2		31.7		
repeating leads to poor long term social outcome	F	51	9	33	1	56	3.01	1.714
	%	27.9	4.9	18	0.5	30.6		
repeating contributes to a negative attitude towards school and learning	F	16	76		2	56	3.04	1.567
	%	8.7	41.5		1.1	30.6		
repeating has affected participation in class	f	18	9	65	57	1	3.09	0.972
	%	9.8	4.9	35.5	31.1	0.5		
Repeating has improved my academic performance	f	4	59	37	34	16	2.99	1.078
	%	2.2	32.2	20.2	18.6	8.7		

4.7 Teenage Motherhood Self-esteem

4.7.1 Pupils response on Teenage Mother Self Esteem

The researcher also sought to establish teenage mother self-esteem. From the findings, 58.5% (107) of the respondents strongly agreed that they would do better in class even after teenage motherhood (mean = 4.09). As well, 53% (97) of the respondents agreed that they feel they are attractive even after teenage motherhood (mean = 3.82). Similarly, 46.4% (85) of the respondents agreed that they feel they have let their parents down since they got a child (mean = 3.68). Further, 39.3% (72) of the respondents agreed that they feel they are confident even after teenage motherhood (mean = 3.58). Moreover, 33.9% (62) of the respondents strongly agreed that they feel ashamed about themselves after teenage motherhood (mean = 3.49). Also, 46.4% (85) of the respondents agreed that getting a child while in school is the worst thing ever (mean = 3.46). However, 6.6% (12) of the respondents were not sure if they become violent when someone calls them a mother (mean = 3.01). Further, 31.7% (58) of the respondents disagreed that they hate

school since they got pregnant. Additionally, 30.6% (56) of the respondents disagreed that they hate being in class with their sibling and younger pupils since they are mothers now. Similarly, 43.7% (80) of the respondents disagreed that getting a child was a wrong choice (mean = 2.14). Likewise, the study established that majority of the form three and four pupils repeated voluntarily (62.3 percent).

However, 72.1% of the respondents from form three had repeated involuntarily and 71.7% of the respondents have repeated more than once. Concurrently, Moffitt (2001) argues that mainstream schools are unable to support teenage mothers' personal development needs forcing young mothers to repeat class. Since teenage mothers are mostly absent from school, they lag behind academically hence they are forced to repeat a class. In regards to teenage mother's self-esteem, teenage mothers agreed that repeating does not improve their academic performance (31.1 percent). Precisely, teenage mothers are mostly away from school taking care of their children, the moment they get a chance to go back to school, they are forced to repeat. This diminishes their self-esteem leading to low academic performance (Propper, 2011). Moreover, they affirmed that repeating contributes to poor concentration in class and poor long term social outcome (31.7 percent) and poor long term social outcome (30.6 percent). The lack of concentration in class, which ultimately leads to poor performance, was also confirmed in the study by Chigona and Chetty (2007). Further, it was also stated that repeating contributes to a negative attitude to school and learning (30.6 percent) and has affected their participation in class (31.1 percent). Thus, low self-esteem among teenage mothers impairs effective decision-making thus affecting their academic performance. The youth desire support and structure from their parents but more often, they project an indifferent demeanor and even challenge supportive measures from parents. (Harris and Goodall, 2008; Jeyness, 2007)

Table 4.13 Frequency of Teenage Motherhood Self Esteem

		Sd	d	u	A	Sa	Mean	Std. Deviation
I feel I am attractive even after teenage motherhood	F	22	5	8	97	51	3.82	1.22
	%	12	2.7	4.4	53	27.9		
I feel I am confident even after teenage motherhood	F	25	27	3	72	56	3.58	1.41
	%	13.7	14.8	1.6	39.3	30.6		
I will do better in class even after teenage motherhood	F	11	27	3	35	107	4.09	1.32
	%	6	14.8	1.6	19.1	58.5		
when I got a child I felt I had made the right choice	F	65	80	5	14	19	2.14	1.27
	%	35.5	43.7	2.7	7.7	10.4		
I feel ashamed about myself after teenage motherhood	F	20	37	21	43	62	3.49	1.41
	%	10.9	20.2	11.5	23.5	33.9		
I hate being in class with my sibling and younger pupils since I am a mother now	F	44	56	15	54	14	2.66	1.33
	%	24	30.6	8.2	29.5	7.7		
I become violent when someone calls me a mother	F	37	55	12	27	52	3.01	1.55
	%	20.2	30.1	6.6	14.8	28.4		
I hate this school since I got pregnant	F	46	58	12	32	35	2.74	1.49
	%	25.1	31.7	6.6	17.5	19.1		
I feel I have let my parents down since I got a child	F	21	14	15	85	48	3.68	1.26
	%	11.5	7.7	8.2	46.4	26.2		
Getting a child while in school is the worst thing ever	F	33	16	8	85	41	3.46	1.4
	%	18	8.7	4.4	46.4	22.4		

4.7.2 Teacher Response on Teenage Mother Self Esteem

Teacher response on teenage mother self-esteem was also established. As evidenced in table 4.15, 52.6% (20) of the respondents affirmed that teenage mothers will do better in class even after getting pregnant (mean = 4.08). As well, 44.7% (17) of the respondents agreed that teenage mothers are attractive even after getting pregnant (mean = 3.47). However, 50% (19) of the respondents disagreed that teenage mothers feel confident even after getting pregnant, 21.1% (8) of the respondents agreed and 5.3% (2) of the respondents were undecided (mean = 3.18). In the same way, 21.1% (8) of the respondents disagreed that teenage mothers feel ashamed about themselves after getting pregnant, 21.1% (8) of the respondents agreed, 34.2% (13) of the respondents strongly agreed and 5.3% (2) of the respondents were undecided (mean = 3.32). Nonetheless, 47.4% (18) of the respondents strongly disagreed that getting pregnant is the right choice (mean = 2.32). To sum up, teenage mothers suffer from lack of confidence and they also have a problem of low self-esteem.

Table 4.14 Frequency of Teacher Response on Teenage Mother Self Esteem

		SD	D	U	A	SA	Mean	Std. Deviation
I feel they are attractive even after getting pregnant	Frequency	6	3	4	17	8	3.47	1.35
	Percent	15.8	7.9	10.5	44.7	21.1		
I feel they are confident even after getting pregnant	Frequency	0	19	2	8	9	3.18	1.291
	Percent	0	50	5.3	21.1	23.7		
They will do better in the class even after getting pregnant.	Frequency	1	6	2	9	20	4.08	1.217
	Percent	2.6	15.8	5.3	23.7	52.6		
Getting pregnant is the right choice	Frequency	18	9	1	1	9	2.32	1.646
	Percent	47.4	23.7	2.6	2.6	23.7		
They feel ashamed about themselves after getting pregnant	Frequency	7	8	2	8	13	3.32	1.579
	Percent	18.4	21.1	5.3	21.1	34.2		

4.8 Challenges Faced by Teenage Mothers

It was also established that there are a number of challenges faced by teenage mothers. For instance, 61.2% (112) of the respondents affirmed that there was no one taking care of their child hence they were unable to concentrate in class. In the same way, 55.7% (102) of the respondents noted that discouragement from friends/teachers and parents have made them feel ashamed. Precisely, teenage mothers are isolated and have nobody to share the experiences or problems they encounter both at home and school. Also, 78.1% (143) of the respondents confirmed that they are not being respected both at home and school and 66.7% (122) of the respondents noted that they lack assistance in taking care of the child while they are in class. To sum up, 48.1% (88) of the respondents noted that access to guidance and counseling has been a challenge to them. In conformity with the results, Wellings (2001) posits that many young mothers suffer disaffection from school, lack of career plans other than for early motherhood and the risk of long-term deprivation and social exclusion.

Table 4.15 Frequency of Challenges Faced by Teenage Mothers

	Frequency	Percent
No one taking care of their child/no concentration in class	112	61.2
Discouragement from friends/teachers and parents feeling ashamed	102	55.7
Not being respected both at home and school	143	78.1
Not being assisted in taking care of the child while the mother is in class	122	66.7
Lack of guidance and Counseling	88	48.1

4.9 Measures the School has undertaken to Enhance Teenage Mother's return to School

Figure 4.6 illustrates if there are measures in place to enhance teenage mother's return to school policy. From the figure, 56% of the respondents noted that there are measures in place to enhance teenage mother's return to school while 44% of the respondents stated that there are no measures in place to ensure that teenage mothers return to school.

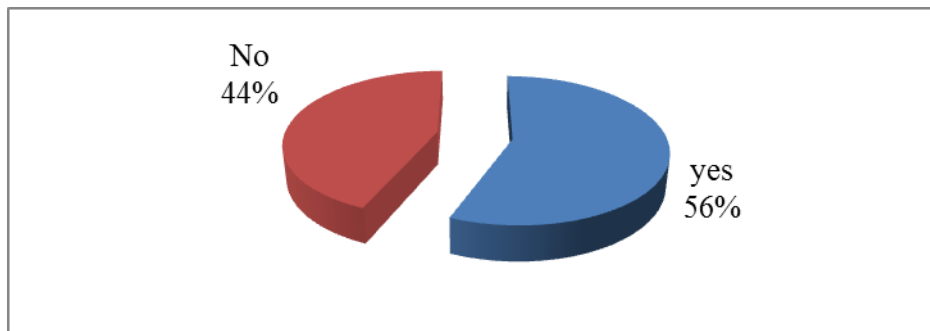


Figure 4.6 Measures the School has undertaken to Enhance Teenage Mother's Return to School

4.9.1 Measures to Improve Academic Performance of Teenage Mothers

Table 4.16 highlights the ways in which the academic performance of teenage mothers can be improved. From the findings, 34.4% (63) of the respondents reported that the academic performance of teenage mothers can be improved through acceptance of the teenage mothers by the school, 28.4% (53) of the respondents reported that provision of guidance and counseling will effectively improve the academic performance of teenage mothers, 13.7% (25) of the respondents noted that assisting teenage mothers in subjects that they are weak will improve their academic performance and 3.8% (7) of the respondents affirmed that provision of nutritive food to teenage mothers will improve the academic performance of teenage mothers. Once measures are put in place and implemented, teenage mothers will be able to face their challenges like stigma from fellow students, families and the social environment which is mostly negative without being emotionally hurt and becoming overwhelmed with the situation.

Table 4.16 Measures to Improve Academic Performance of Teenage Mothers

	Frequency	Percent
Acceptance of Teenage mothers by the School	63	34.4
Providing Guidance and Counseling	53	28.4
Providing Nutritive food to them	7	3.8
Assisting them with subjects which they are weak in	25	13.7

4.9.2 Teacher Awareness Measures the School has undertaken to Enhance Teenage Mother's Retention in School

The researcher put into account teacher awareness measures the school has undertaken to enhance teenage mother's retention in school. The results are presented in figure 4. 7 From the figure, 63% of the respondents affirmed that measures are in place to enhance teenage mothers return to school while 37% of the respondents stated that measures are not in place to enhance the return of teenage mothers to school.

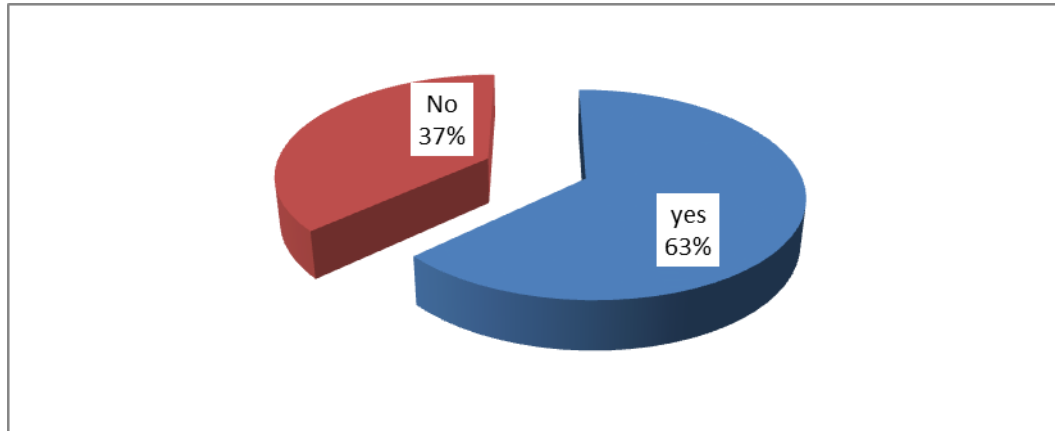


Figure 4.7 Teacher Awareness Measures the School has undertaken to Enhance Teenage Mother's Retention in School

4.9.3 Measures to Enhance Teenage Mother's Retention in School

Table 4.17 highlights some of the measures teachers have suggested and implemented in order to heighten teenage mother's retention in school. From table 4.17, 28.9% (11) of the respondents stated that they have formulate a no abortion policy, 34.2% (13) of the respondents stated that there is counseling/support of parents and teachers and 26.3% (10) of the respondents noted that they allow teenage mothers to study for free/repeat classes. Further, 28.9% (11) of the respondents posited that they would provide guidance and counseling while 18.4% (7) of the respondents aim at setting special schools for teenage mothers.

Table 4.17 Measures to Enhance Teenage Mother's Retention in School

		Frequency	Percent
if yes name some	No Abortion Policy	11	28.9
	Counseling/Support of Parents and Teachers	13	34.2
	allowing them to study for free/repeat classes	10	26.3
if no suggest some	Providing Guidance and Counseling	11	28.9
	setting special schools for teenage mothers	7	18.4

4.10 Relationship between Teenage Motherhood Status, Absenteeism and Teenage Mother Hood

The cross tabulation results showed that there was a significant relationship between teenage motherhood health and academic performance as evidenced by chi-square (χ^2) value of 19.058 is at a level of significance of $p < 0.05$. Further, chi-square (χ^2) value of 20.368 at $p < .05$ level of significance revealed a significant relationship between ability to provide food and academic performance.

Cross tabulations were also used to study the relationship between the number of days teenage mother attend school and academic performance, there was a significant relationship between the two variables basing on (χ^2) value of 16.236 at $p < .05$ level of significance

Furthermore, the person living with teenage mother had a significant relationship with academic performance as shown by chi-square (χ^2) value of 16.236 which is at a level of significance of $p < 0.05$.

Also, teenage mothers staying in school the whole day had a significant relationship with academic performance as revealed by chi-square (χ^2) value of 6.072 which is at a level of significance of $p < 0.05$. Additionally, the number of times teenage mothers have repeated had a significant relationship with academic performance (chi-square (χ^2) value = 21120.144, $p < 0.05$).

Further, involuntary repetition had a significant relationship with academic performance as shown by chi-square (χ^2) value of 16.172 which is at a level of significance of $p < 0.01$. However, voluntary repetition exhibited no significant relationship with academic performance (chi-square (χ^2) value = 0.991, $p > 0.05$).

Table 4.18 Relationship between Teenage Motherhood Status, Absenteeism and Teenage Motherhood

	Pearson Chi-Square	Df	p value
Teenage motherhood health	19.058	2	0.000
Ability to provide food	20.368	4	0.000
No of days teenage mother attend school	16.236	6	0.013
Person living with teenage mother	16.236	6	0.013
Teenage mother staying in school whole day	6.072	2	0.048
No of times teenage mother have repeated	-21120.144	4	0.000
Voluntary repetition	.991	2	0.609
Involuntary repetition	-16.172	2	0.000

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into the following major sections; summary of findings, discussion conclusion, recommendations and areas for further research. The study was carried out to assess the effects of teenage motherhood on academic performance in public secondary schools in Uasin-Gishu County. This study was guided by the following research objectives: to determine the status of teenage motherhood in public secondary schools, determine the effects of teenage motherhood absenteeism on academic performance, establish the relationship between teenage motherhood repetition on academic performance, assess the effects of teenage motherhood self-esteem on academic performance and to find out the existing strategies towards an improvement of academic performance of teenage mothers in secondary schools.

5.2 Summary of Findings

In light of the findings in chapter four, 39.3% of the respondents stated that their health status was very good and 34.4% of the respondents noted that that their health is good whereas 26.3% of the respondents exhibited poor health status. As well, teenage mothers are not capable of feeding themselves and their children (53 percent). This was due to the fact that they are unemployed and they lack support from the child's father. Moreover, majority (74.9 percent) of the respondents live with their parents hence their condition of living is good (41 percent). Further, most (48.6 percent) of the teenage mothers attend school at least five times a week whereas 15.3 percent of them attend school 4 times per week. Moreover, a clear majority (64 percent) of teenage mothers stays in school the whole day and 71.7% of them have repeated more than once. It was also shown that 62.3% of the respondents from both form three and four had repeated voluntarily while 72.1% of the respondents from form three had repeated involuntarily.

In regards to teenage mother's self-esteem, teenage mothers agreed that repeating does not improve their academic performance (31.1 percent). Moreover, they affirmed that repeating contributes to poor concentration in class, poor long term social outcome (31.7 percent) and poor long term social outcome (30.6 percent). Respondents also stated that repeating contributes to a negative attitude to school and learning (30.6 percent) and has affected their participation in class (31.1 percent). However, respondents denied that repeating has improved their academic performance (32.2 percent).

Despite the efforts teenage mothers have made towards enhancing their academic performance, they face a number of challenges in their attempt to improve academically. Specifically, teenage mothers have no one to take care of their child making it hard for them to concentrate in class. Further, discouragement from friends/teachers and parents has made them feel ashamed. Thus they tend to feel they are not respected both at home and school. In addition, access to guidance and counseling is also a challenge. As a result, the school aims at accepting teenage mothers in school (34.4 percent), providing guidance and counseling (28.4 percent), assisting teenage mothers (3.7 percent) and providing nutritive food to teenage mothers (3.8 percent) so as to improve their academic performance.

It has been clearly established from the findings in chapter four that schools do not readily accept teenage mothers especially boarding schools who feel they lack the necessary facilities. Majority of the head teachers and teachers are not aware of teenage mother's rights to re-entry (Mulama, 2009 and Muganda, 2009). Most schools also lack guidance and counseling services which is a "must do" for the teenage mothers. This is a shame considering that the Wangai report (2001) had recommended the introduction of peer programs in schools and training of peer counselors. According to the findings, Counseling was not readily available because there are few professional counselors to cater for the large number of teenage mothers in schools also considering that it is not an academic subject and a teacher may not be necessarily posted for that area of specialization. As a result, the school aims at accepting teenage mothers in school (34.4 percent), providing guidance and counseling (28.4 percent), assisting teenage mothers (3.7 percent) and providing nutritive food to teenage mothers (3.8 percent) so as to

improve their academic performance. Additionally, in order to succeed with schooling teenage mothers need support from parents, professional counselors and the school at large.

5.3 Conclusions

There is concrete evidence from the study that teenage mothers find it challenging to feed themselves and their children. Also, teenage mothers lack jobs and support from the child's father. This is an indication of disruption of the education of the teenage mother and limited access to childcare. However, teenage mothers live with their parents thus their condition of living is good and their health status is commendable.

Most of the teenage mothers attend school less than five times a week. This is a contributing factor to poor academic performance since teenage mothers are coupled with the responsibility of taking care of their children and at the same time studying. Mostly, teenage mothers are preoccupied with taking care of their children rather than focusing on their education leading to frequent absenteeism and poor academic outcomes.

Also, the study has established that a clear majority (72.1 percent) of the respondents have repeated involuntarily as a result of teenage motherhood. This is because secondary schools lack effective measures to facilitate transition of teenage mothers from one class to the other. Specifically, teenage mothers are treated similar to other learners hence they lag behind academically because of their diverged attention and absenteeism.

Similarly, low self-esteem was exhibited from the teenage mothers. Precisely, they stated that repetition does not improve their academic performance but it contributes to poor concentration in class and poor long term social outcome. Also, repeating contributes to a negative attitude towards school and learning and affects teenage mother's participation in class. From the foregoing, repetition has lowered the self-esteem of teenage mothers and has prevented them from making the best in their schooling and lives. These teenage mothers also face rejection from their peers and the community in general. All these factors make it hard for teenage mothers to perform well academically and therefore contributing greatly in lowering their self-esteem.

The study also established that even though the gender policy in education (2007) and the re-entry policy (2005) have been in place for sometime now, most of the teachers and school principals are not well versed on it and that some schools advocate for transfer of the teenage mothers instead of re-admitting them unconditionally. This trend was more evident in public boarding schools that were sampled in this study.

5.4 Recommendations

From this study it is very evident that teenage motherhood negatively affects academic performance in public secondary schools. There was evidence of low self-esteem among teenage mothers, teenage mothers socio-economic status is low, and that the rate of teenage motherhood absenteeism is high and that teenage mothers don't like it when they are forced to repeat classes. It is therefore recommended that:

1. Teenage mothers to be motivated as much as possible and be provided with the required help so that they can have a positive attitude towards school and learning, full concentration in class and long term social outcome. This will enable them to take care of their children and also improve academically.
2. Schools should develop effective measures to enhance transition of teenage mothers from one class to another. Specifically, teenage mothers should be provided with home tuition towards the latter end of pregnancy and in the first few weeks of motherhood, and return to school as soon as possible to benefit from the broader curriculum a school provides.
3. Both parents and teachers need to make an effort to provide counseling for their mothering teenagers when they go back to school even though they know that they will come across alienation and stigmatization by fellow students.
4. Parents to support their mothering teenagers so that they can access childcare, good living condition, good health status and rich nutrition for their children.
5. Government and institutions of learning should ensure that they provide adequate support for teenage mothers for example boarding facilities for both the teenage mother and the care giver to reduce absentees of teenage mothers from school. This would go a long way in ensuring stability and a sense of peace for the teenage mother

6. Teenage mothers should be exempted from paying their fees so that the money can be used in caring for the young child also by doing so their self-esteem will be boosted because there is someone who cares for them.

5.5 Suggestion for Further Research

Further research is needed to;

1. Determine whether a causal relationship exists between absenteeism and teenage parenthood.
2. Future scholars should primarily aim at collecting data from a larger sample size precisely the North-rift region..
3. There is need for a replication study in another county in order to determine if the results of the study hold.

REFERENCES

- Achoka JS and Njeru FM. (2012). De-Stigmatizing teenage motherhood: Towards achievement of Universal Basic Education in Kenya. *Journal of Emerging Trends in Education Research and Policy Studies* 3 (6):887 -892
- Bankston, C. L. & Zhou, M. (2002). Being well vs. doing well: Self-esteem and school performance among immigrant and non-immigrant racial and ethnic groups. *International Migration Review*, 36, 389-415
- Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C., and Tumennast, G. (2006). Children on the move: rural-urban migration and access to education in Mongolia. *CHIP Report* No. 17. Save the Children UK/CHIP.
- Beesham N (2000). The life-world of the schoolgirl-mother. Kwa Dlangezwa: University of Zululand. (M.Ed.-dissertation)
- Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. San Francisco: Far West Laboratory for Educational Research and Development. .
- Benard, B. (1995). *Fostering Resilience in Children: Clearinghouse on Elementary and Early Childhood Education*. ERIC Digest University of Illinois at Urbana-Champaign
- Benard, B. (2004). *Resiliency: what we have learned*. San Francisco, CA: WestEd publishers
- Bezuidenhout, F. J. (2008). *Teenage pregnancy*. Pretoria: Van Schaik.
- Bhalalusesa, E., (2000). An Appraisal of Research and Evaluation in Distance Education; *The Tanzanian Experience*.
- Bourne, P.A., (2004). *An Inquiry of certain factors that influence the academic performance of students who write the Advanced Level Accounting Examination, 2004*. The University of the West Indies, Mona , Thesis, Kingston.
- Boyle, S., Brock, A., Mace, J. and Sibbons, M. (2002). Reaching the Poor: *The 'Costs' of Sending Children to School*. Synthesis Report. London: DFID.
- Brindis, C.D., Sattley, D., Mamo, L. (2005). *From Theory to Action: Frameworks for implementing community-wide adolescent pregnancy prevention strategies*. San Francisco, CA: University of California, Bixby Center for Reproductive Health Research & Policy, Department of Obstetrics, Gynecology & Reproductive Science, and the Institute for Health Policy Studies. Texas Tech University, Valerie McGaha-Garnett, May 2007 124 <http://crhrp.ucsf.edu/> .

- Bynner, J., Londra, M., and Jones, G. (2004). *The impact of government policy on social exclusion among young people*. London: ODPM publications.
- Bynner, J., Parsons, S., (2002) Social exclusion and the transition from school to work: the case of young people not in education, *Journal of Vocational Behaviour* Vol. 60
- Changwach, J.K. (2012). Impact of Teenage Pregnancy on the Education of the Girl-Child: A Care Study of Keiyo South District, Keiyo-Marakwet Country, KENYA. *International Journal of Social Science Tomorrow*, (1). www.ijssst.com : 1-8..
- Chauke O., (2013) Teen pregnancy: *Hosi is concerned*.
<http://capricornreview.co.za/14857/teen-pregnancy-hosi-is-concerned/> (22 October 2013)
- Chavkin, N. F., & Gonzales, J. (2000). *Mexican immigrant youth and resiliency: Research and promising programs*. Rural Education and Small Schools, Charleston, WV. (ERIC Document Reproduction Service No. ED 447990).
- Chigona A & Chetty R (2007). Girls' education in South Africa: special consideration to teen mothers as learners. *Journal of Education for International Development*, 3(1): 1-16.
- Colclough, C., Rose, P. and Tembon, M. (2000) Gender inequalities in primary schooling: the roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20: 5–27.
- Crosson-Tower, C. (2007). Fourth Edition. *Exploring Child Welfare: A Practice Perspective*. USA: Pearson Education, Inc.
- Crotty, M. (2005). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.
- Davies, J. and Brember, I. (1999). Gender, attainment and self-esteem in year 2 – a nine year cross-sectional study *Paper presented in the Conference in Warwick*, University of Warwick, Coventry, England, 12–16 April 1999.
- Dawson, N and Hosie, A (2005) *The education of pregnant young women and young mothers in England*. University of Bristol, Bristol
- De Villiers FPR & Kekesi J (2004). 'Social interaction of teenage mothers during and after their pregnancy'. *SA Family Practice*, 46(2):21-23

- Disiye M. A.(2012) Influence of parent adolescent communication on psychology adjustment of secondary school students in Eldoret municipality. *Unpublished DPhil Thesis*: Moi University Eldoret
- Dlamini LS, Van der Merwe MM & Ehlers VJ (2003). 'Problems encountered by teenage mothers in the southern Hho-Hho region of Swaziland'. *Health SA*, 8(3):74-85.
- Dweck, CS, Leggett, EL. (1988). A social-cognitive approach to motivation and personality *Psychol. Rev.* 95:256–73
- Dweck, CS. (1986). Motivational processes affecting learning. *Am. Psychol.* 41:1040–48
- Eloundou-Enyégué, PM. (2004). Pregnancy- related dropouts and gender inequality in education .*Demography*, 41:509—528.
- FAWE, (2003) *The Quest for Quality in Girls' Education: FAWE Centres of Excellence—Grand Diourbel Junior Secondary School, Diourbel, Ghana.* Nairobi:.
- Frost, R.E. (2001). Grade point averages of male and female student-athletes at public and private Division III institutions during traditional and nontraditional seasons. *Unpublished master's thesis*, Springfield College.
- Gachukia, E. (2003) Task Force on Meeting the Needs of Children with Special Needs. A report on Disadvantaged Groups of Children and Free Primary Education. Nairobi: Government printers
- Gonzales, J. (2003). *Cesar Chavez: A case study of a resilient child's adaptation into adulthood.* (ERIC Document Reproduction Service No. Ed478347)
- Government of Kenya. (2001). Report of the task force on student indiscipline and unrest (*Wangai Report*).
- Gyan, C. (2013). The Effects of Teenage Pregnancy on the Educational Attainment of Girls at Chorkor, a Suburb of Accra. *Journal of Educational and Social Research* MCSER Publishing, Rome-Italy Vol. 3 No. 3 September 2013
- Hamilton, B.E. Martin, J.A. Ventura, S.J. (2006).Births: preliminary data for Natl Vital Stat Rep. 2007.
- Harris, A and Goodall, J (2008). *Do Parents Know They Matter? Engaging All Parents In Learning.* Educational Research, Vol 50: No 3, pages 277 - 289
- Holgate, H.S. Evans, R. and Yuen, F.K.O. (2006). Teenage Pregnancy and Parenthood: *Global Perspectives, issues and Interventions.* London and New York: Routledge.

- Holmlund, H. (2005) Estimating long-term consequences of teenage childbearing: an examination of the siblings approach. *Journal of Human Resources*, 40, 716-43.
- Hosie, A. and Selman, P. (2006 forthcoming). "Teenage Pregnancy and Social Exclusion: an exploration of disengagement and reengagement from the education system" in Holgate H and Evans R Pregnancy and Parenthood: *Global perspectives, Issues, and Interventions*, London: Taylor and Francis. .
- Howerton, D.L., J.M. Enger and C.R. Cobbs, (1994). Self-esteem and achievement of at-risk adolescent Black males. *Res. Schools*, 1: 23-27
- Inter Press Service. (2011). Teen Pregnancy Bucks Global Downward- *IPS Inter Press Service* Nov, 02 2011. <http://ipsnews.net/news.asp?idnews=36729>
- James, W. Auerbach, F. Desai, Z. Giliomee, H. Jordan, P. Krog, A. Kulayi, T. Lehoko, K. Leibowitz, B. and Tlakula, P. (2000). *Values, Education and Democracy. Report on Working Group on Values in Education*. South Africa.
- Jeptoo, I. (2012) *Challenges facing girl-child access to university education in arid and semi-arid regions of Kenya: A case study of Keiyo District. M. phil Thesis*. Moi University Eldoret (*unpublished*)
- Jeyness, W. H. (2007). The Relationship between Biblical Literacy, Academic Achievement, and School Behavior Among Christian and Public-School Students. *Journal of Research on Christian Education* (April 2013), 37–41.
- Johnson, M. P. (2011). *Women's Access to Higher Education in Tanzania: A Qualitative Study*. University of Iowa
- K' Aluoch, M. (2009) "Fury over pregnant Girls; School principals Blame Game Over who is Responsible". *The Daily Nation* .Government press.
- Kamara, M. K. (2011), Challenges facing teen mothers in Kenya. A case study of Wareng district. *D Phil Thesis*. Moi University Eldoret
- Kaplan, A. Midgle, C. (1997). The effect of achievement goals: Does level of perceived academic competence make a difference? *Contemp. Educ. Psychol.* 22:415–35
- Kathuri, J.N. and Pals, D.A. (1993). *Introduction to Educational Research*. Njoro: Egerton University Press.
- Kearney, M. S. (2010). Teen pregnancy prevention. In Targeting Investments in Children: *Fighting Poverty When Resources are Limited*. University of Chicago Press.

- Kenyan-Danish Research (KEDHR), (2013). Why Luo teenage mothers never go back to school. <http://www.africafiles.org/article.asp?ID=1962>
- Kerlinger W F (1978). *Foundations and Behavioral Research*. New Delhi: Sarjeet Publications
- Kombo, D. K. and Tromp, D. I. (2006) *Thesis and thesis writing: an introduction*. Nairobi: Pauline's publications Africa.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International limited.
- Krejcie, R.V. and Morgan, D.W. (1970). Determining sample size for research activities. *Educational and psychological measurement*.
- Lall, M. (2004). Exclusion from school: Addressing the Hidden Problem of Teenage Pregnancy, New Deal for Communities Research report 28, London: *Educational Policy Research Unit, Institute of Education*.
- Lemos, G. (2009). Freedom's Consequences. *Reducing Teenage Pregnancy and their Negative Effects in the UK*. London. Lemos and Crane.
- Levine JA, Pollack H and Comfort ME, (2001). Academic and behavioral outcomes among the children of young mothers, *Journal of Marriage and the Family*, , 63(2):355-369.
- Levine, D.L. Painter, G. (2003). The schooling costs of teenage out-of-wedlock childbearing: analysis with a within-school propensity score-matching estimator. *Rev Econ Stat*.
- Lloyd C & Mensch B (2008). Marriage and childbirth as factors of school dropout: an analysis of data from sub-Saharan Africa. *Population Studies*, 62(1): 1-13
- Lockett, C. T. and Harrell, J. P. (2003). Racial Identity, self-esteem, and academic achievement: Too much interpretation, too little supporting data. *Journal of Black Psychology*, 29(3).
- Madeni F., Horiuchi S., Iida M. (2011): Evaluation of a reproductive health awareness program for adolescence in urban Tanzania-A *quasi-experimental pre-test post-test research*. *Reproductive health*; 8(27)
- Madhavan S (2005) Childbearing and schooling: new evidence from South Africa. *Comparative Education Review*, 44(2).

- Malahlela, M.K. (2012). The effect of teenage pregnancy on the behaviour of learners at secondary schools in the Mankweng area, Limpopo. *M Ed dissertation*. Pretoria: UNISA
- Mamhute R (2012). The educational challenges of pregnant and nursing adult learners: a case study of Morgenster teachers' college. Stellenbosch: Stellenbosch University. (*Med -dissertation*)
- Marteletto, L., D. Lam, V. Ranchhod. (2008). Schooling and Early Childbearing in Urban South Africa. *Studies in Family Planning*, 39(4):
- McWhirter, J. J. McWhirter, B. T. McWhirter, E. H. and McWhirter, R. J. (2007). *At-risk youth: A comprehensive response* (4th Ed.). Pacific Grove, CA: Brooks/Cole.
- Mensch, B.S. Clark, W.H. Lloyd, C.B. Erulkar, A.S. (2001). Premarital sex, schoolgirl pregnancy, and school quality in rural Kenya. *Studies in Family Planning*,
- Micklewright, J. and K. Stewart (1999), 'Is the Well-Being of Children Converging in the European Union?', *Economic Journal*, 109, no. 459: F692-F714.
- MOEST, (2001). *Report of the Task Force on Student unrest in Secondary Schools*. Nairobi :Jomo Kenyatta Foundation
- MOEST, (2007). *Gender Policy in Education*. Nairobi: Government printer
- Moffitt, M. A. Kazoleas, D. and Kim, Y. (2001). Institutional image: A Case Study. *Corporate Communications*, 6, 205-216
- Moffitt, T. and the E-Risk Study Team (2002). Teen-aged mothers in contemporary Britain. *Journal of Child Psychology and Psychiatry*, 43 (6).
- Mohase TB (2006). 'Influence of teenage pregnancy and parenting on the performance of Soshanguve secondary school learners'. Pretoria: *Tshwane University of Technology*
- Muganda-Onyando, R., & Omondi, M. (2009). *Down the Drain: Counting the Costs of Teenage Pregnancy and School Dropout in Kenya*. Nairobi: Centre for the Study of Adolescence
- Mugenda, O. M. and Mugenda, A. G. (2003). Research methods. *Quantitative and qualitative approaches*. Nairobi: Acts Press.
- Mulama, J. (2009). Education Kenya: Nomadic schools for mobile girls. Nairobi: *The gender wire*. Retrieved March 26, 2009 from <http://ipsnews.net/news.asp?idnews=44489>

- Nachmias, C. F. and Nachmias, D. (2008). *Research methods in the social sciences*. 7thed. New York: Worth.
- Ogula, P. A. (2011). *Research Methods*. Nairobi: CUEA Publications.
- Okeyo Nicky O. (2009), *Influence of TICH partnership program on Caregiver's knowledge, attitude and practices in feeding of infant and young children under-five years of age: A comparative study of Nyahera and Kanyawegi sub-sub locations, Kisumu District*, Unpublished Masters thesis, Great Lakes University of Kisumu
- Omulako E. J., Jepchumba V., (2011). *The Teacher, Educational Leadership, Research Paper, Primary school teachers' perception of head teachers' curriculum supervision in Emgwen Division, Nandi North District, Kenya*
- Ormrod, J. E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Oso, W.Y. Onen, D. (2005). *A General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers*. Kisumu, Kenya: Option Press and Publishers.
- Oyaro, K. H.P. (2009) on-line *Teenage mothers Denied Education*. Available/ <http://www.ipsnews.net/Africa/nota.asp? Id news>
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publications.
- Pridmore, P. (2007a) Adapting the primary school curriculum for multi grade classes: a 5-step plan and an agenda for action. *Journal of Curriculum Studies*, 39(1),pp.559-576.
- Propper, C., Monstad, K., and Salvanes, K. G. (2011), "Is Teenage Motherhood Contagious? *Evidence from a Natural Experiment*," Tech. Rep. 11/262
- Rabi A., B. Amudha, P. Van Teijlingen, E. and Glyn, C. (2010). Factors Associated with Teenage Pregnancy in South Asia: a systematic review. *HSJ.GR – Health science Journal*, 4(1): 612-645
- Rangiah, J. (2012). The experiences of pregnant teenagers about their pregnancy. *MNC dissertation*. Stellenbosch: University of Stellenbosch
- Ritcher MS & Mlambo GT (2005). 'Perceptions of rural teenagers on teenage pregnancy'. *Health SA*, 10(2): 61-69

- Russell, S.T. (2002) Childhood developmental risk for teenage child bearing in Britain. *Journal of Research on Adolescence* Vol. 12 (3) 305-324.
- Scott-Fisher, K., & Cambell-Forrester, S. (2000). *Resiliency factors in Jamaican adolescents*. The Pan American Health Organisation, Caribbean Subregion, Barbadoes, WI and the WHO Collaborating Center on Adolescent Health, Division of General Pediatrics and Adolescent Health, University of Minnesota. Secondary analysis on resiliency funded by USAID/CHANGE
- Selman, P. Richardson, D. Hosie, A. and Speak, S. (2001) *Monitoring of the Standards Fund Teenage Pregnancy Grant*, Newcastle; University of Newcastle, available at: http://www.alisonhosie.co.uk/pdf/TPU_and_edu/sfg.pdf
- SEU (Social Exclusion Unit) (1999) *Teenage Pregnancy*. London: HMSO
- Shaningwa LM (2007). *Educationally related challenges faced by teenage mothers on returning to school: A Namibian case study*. Grahamstown: Rhodes University
- Sibeko, P. G. (2012). The effect of pregnancy on a schoolgirl's education. Department of Educational Psychology and Special Education, University of Zululand
- Smith Battle, L (2000): *The vulnerabilities of teenage mothers: Challenging prevailing assumptions*. Pretoria: University of Pretoria Health References Centre-Academic.
- Smith, R. Nesbakken, G. Wirak, A. and Sonn, B. (2007). The Link between Health, Social Issues, and Secondary Education: *Life Skills, Health, and Civic Education*. Washington DC: The World Bank.
- Swann, C. Bowe, K. McCormick, G. Kasmin, M. (2003) *Teenage Pregnancy and Parenthood: a review of reviews*, London, Health Development Agency.
- TEMAK, hp. (2009). On-line *Teen pregnancy* Available <http://www.gendergovernance Kenya>
- The Prince's Trust, (2000). *Mapping Disadvantage: Young people who need help in England and Wales*, London: The Prince's Trust.
- Thomas, E. (2002). *Healthy Futures: Reducing Barriers to Primary School Completion for Kenyan Girls*. Baltimore: John Hopkins University.
- UNESCO, (2003). Integrating Girl Child Issues into Population. Education. <http://unesdoc.unesco.org/>
- UNICEF.(2006). National Master.com Home Encyclopedia Statistics

- Wallace, H.M. and Baumeister, R.F.(2002).The effects of success versus failure feedback on further self-control. *Self and Identity*, 1, 35–41.
- Wellings, K. (2001) Teenage Sexual and Reproductive Behaviour in Developed Countries: country report for Great Britain. *Occasional Report* No. 6.The Alan Guttmacher Institute.
- Wellings, K. (2002) Evaluation of the Teenage Pregnancy Strategy – *Annual Synthesis Report no 1, London: London School of Hygiene and Tropical Medicine.*
- Wellings, K., Wadsworth, J., Johnson, A., Field, J., McDowall, W. (1999) Teenage fertility and life chances, *Reviews of Reproduction* Vol. 4: 184-190
- West, H.A., & Verhaagen, D. (nd). *Giving kids a future and a hope: Promoting resiliency in children.* Retrieved July 17, 2006, from <http://www.councilforchildreninc.org> .
- Whitty, G. (2001) Education, social class and social exclusion, *Journal of Education Policy* Vol. 16 – 4 287-295
- Williams, A. (2010).At- Risk Teenagers. *A Helpful Source for Parents with At- Risk Teenagers.* At- risk.org©2010.
- Wilson, T.D. (2002). Strangers to Ourselves: Discovering the Adaptive *Unconscious.* Harvard Univ. Press, Cambridge, MA.
- Woodall, P. (2002) *Resiliency 101.* National Education Association Health Information Network.
- World Health Organisation (WHO), (2008). Young People and Family Planning: *Teenage Pregnancy.* Malaysia: UNICEF
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An *overview.* *Educational Psychologist*, 25(1), 3-17.
- Zondo MS 2006. *Challenges faced by teenage mothers when balancing their child rearing responsibilities with academic excellence in three secondary schools in Inanda.* Durban: University of KwaZulu-Natal

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear respondent,

I am a Master of Education student at University Of Eldoret carrying out a research on effects of teenage motherhood and their academic performance in public secondary schools in Uasin- Gishu County”. The research is meant for academic purpose only. You are kindly requested to follow these general instructions while giving your responses in the questionnaire;

- Please do not indicate your name on the questionnaire
- Answers all questions as honestly and precise as possible.
- There is no right or wrong answer. The only correct answer is the one that mostly corresponds to your true feelings and experiences.
- The information provided will be kept confidential.
- Please read each question carefully.
- Follow instructions given.
- Try to answer all questions as truthful as possible.

Yours faithfully,

Lydia Cheptoo Koech

APPENDIX II; QUESTIONNAIRE FOR TEENAGE MOTHERS

SECTION A: DEMOGRAPHIC INFORMATION (TICK (✓) APPROPRIATELY)

1. Age bracket in years
11 – 12
13 – 14
15 – 16
Above 16
2. What is your class? (tick one) Form 3 Form 4
3. What was your mean grade in the previous exam _____

SECTION B: STATUS OF TEENAGEMOTHERHOOD

1. How old is your child.....
2. What is the gender of your child Male Female
3. How is your health
Very poor poor good very good
4. Are you able to feed your child and yourself Yes No
5. If No, kindly give reasons
.....
.....
6. Who do you live with
7. What is condition of your living environment?
Very poor poor good very good

SECTION C: TEENAGE MOTHERHOOD ABSENTEEISM

1. How many days do you go to school per week _____
2. Do you stay at school all day?
3. Which days don't you feel like going to school?
Monday Tuesday Wednesdays Thursday Friday
4. What are the reasons that make you not to go to school?

SECTION D: TEENAGE MOTHERHOOD CLASS REPETITION

1. How many times have you repeated _____
2. I voluntarily repeated class. Form 3 [] Form 4 []
3. I was made to repeat Class. Form 3 [] Form 4 []
4. Indicate the extent to which you agree or disagree with the following statements on Perception of teenage motherhood repetition on academic performance. Strongly Agree [5], Agree [4], Undecided [3], Disagree [2] Strongly Disagree [1]

	SA	A	UD	D	SD
Repeating does not improve my academic performance					
Repeating contributes to my poor concentration in class					
Repeating leads to poor long term social outcomes					
Repeating contributes to a negative attitude to school and learning					
Repeating has affected my participation in class					
Repeating has improved my academic performance					

SECTION E: TEENAGE MOTHERHOOD SELF ESTEEM

1. What is your opinion to the following statements on teenage motherhood self-esteem?
Please tick appropriately, Strongly agree [5], Agree [4], undecided [3], Disagree [2] and Strongly Disagree [1].

	SA	A	UD	D	SD
I feel am attractive even after getting pregnant					
I feel am confident even after getting pregnant					
I will do better in the class even after getting pregnant.					
When I got pregnant I felt I had made the right choice					
I feel ashamed about myself after getting pregnant					
I hate being in class with my sibling and younger pupils since am a mother now.					
I become violent when someone calls a mother					
I hate this school since I got pregnant.					
I feel I have let my parents down since I got pregnant					
Getting pregnant while in school is the worst thing ever					

SECTION F: CHALLENGES FACED BY TEENAGE MOTHERS

What challenges do you think teenage mothers encounter in your school?

.....
.....

SECTION G: CURRENT EXISTING STRATEGIES FOR TEENAGE MOTHERHOOD ACADEMIC PERFORMANCE

Are you aware of measures the school has undertaken to enhance teenage mothers' return to school?

Yes No

If yes kindly name the ones used in your school

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

If no kindly suggest some of the strategies you think can be employed in improving teenage motherhood academic performance

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

APPENDIX III : QUESTIONNAIRE FOR TEACHERS

SECTION A: DEMOGRAPHIC INFORMATION (TICK (✓) APPROPRIATELY)

1. Age bracket in years

20 -30 []

31 -40 []

41-50 []

Above 51 []

2. What is your level of education? (tick one)

Primary

University graduate

Secondary

Masters

Diploma college

others (specify)

SECTION B: STATUS OF TEENAGE MOTHERHOOD

Generally describe the status of teenage mothers in your school

SECTION C: TEENAGE MOTHERHOOD ABSENTEEISM

3. How many days do teenage mothers come to school per week

4. Do they stay at school all day?

5. Which days don't they come to school mostly?

Monday [] Tuesday [] Wednesdays [] Thursday [] Friday []

6. What are the reasons that make teenage mothers miss school?

SECTION D: PERCEPTION ON TEENAGE MOTHERHOOD REPETITION

Indicate the extent to which you agree or disagree with the following statements on teenage motherhood repetition influencing academic performance. Strongly Agree [5], Agree [4], Undecided [3], Disagree [2] Strongly Disagree [1]

	SA	A	UD	D	SD
Repeating does not improve academic performance					
Repeating contributes to poor concentration in class					
Repeating leads to poor long term social outcomes					
Repeating contributes to a negative attitude to school and learning					
Repeating has affected participation in class					
Repeating has improved academic performance					

SECTION E: TEENAGE MOTHERHOOD SELF ESTEEM

What is your opinion to the following statements on teenage motherhood self-esteem? Please tick appropriately, Strongly agree [5], Agree [4], Neutral [3], Disagree [2] and Strongly Disagree [1].

	SA	A	UD	D	SD
I feel they are attractive even after getting pregnant					
I feel they are confident even after getting pregnant					
They will do better in the class even after getting pregnant.					
Getting a child is the right choice that they made					
They feel ashamed about themselves after getting pregnant					

SECTION F: CHALLENGES FACED BY TEENAGE MOTHERS

What challenges do you think teenage mothers encounter in your school?

.....

SECTION G: CURRENT EXISTING STRATEGIES FOR TEENAGE MOTHERHOOD RETENTION IN SCHOOL

Are you aware of measures the school has undertaken to enhance teenage mothers' retention in School?

Yes No

If yes kindly name the ones used in your school

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

If no kindly suggest some of the strategies you think can be employed in improving teenage motherhood academic performance

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

APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE

Table 2 Determining Sample Size from a Given Population

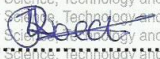
N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	102	1800	317
45	40	290	105	1900	320
50	44	300	109	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384


APPENDIX VII: RESEARCH PERMIT (NACOSTI)

THIS IS TO CERTIFY THAT:

MISS: LYDIA CHEPTOO KOECH
of UNIVERSITY OF ELDORET, 208-30100
ELDORET, has been permitted to conduct
research in Uasin-Gishu County
on the topic: EFFECTS OF TEENAGE
MOTHERHOOD ON ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN UASIN-GISHU COUNTY
for the period ending:
11th September, 2014

Permit No. : NACOSTI/P/14/7837/2470
Date Of Issue : 25th July, 2014
Fee Received : Ksh 1,000


Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

25th July, 2014

NACOSTI/P/14/7837/2470

Lydia Cheptoo Koech
University of Eldoret
P.O.Box 1125-30100
ELDORET.

Proceed
COUNTY COMMISSIONER
UASIN-GISHU COUNTY

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of teenage motherhood on academic performance in public secondary schools in Uasin-Gishu County,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **11th September, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin-Gishu 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.

[Signature]
DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX IX: RESEARCH PERMIT (UOE)



P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 053-2063111 Ext. 242
Fax No. 20-2141257

Our Ref: UOE/SOE/TED/13

25th June 2014

The Executive Secretary,
National Council for Science and Technology,
P.O. BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR- LYDIA CHEPTOO KOECH. -
EDU/PGP/1002/12

This is to confirm that the above named Post Graduate Student has completed Course work of her master of Philosophy in Technology Education (Educational Psychology).

She is currently preparing for a field research work on his thesis entitled: "***Effects of Teenage Motherhood on Academic Performance in Public Secondary Schools in Uasin -Gishu County***". The proposal has been approved by this Institution.

Any assistance accorded her to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,



Dr. K.M. Kitainge
HEAD, TECHNOLOGY EDUCATION DEPARTMENT

Copy to: Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 9583-00200,
NAIROBI.

APPENDIX X: RESEARCH AUTHORIZATION LETTER (MOEST)

REPUBLIC OF KENYA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

When replying please quote:

Ref. No. **MOEST/UGC/TRN/151**

31th July, 2014

Lydia Cheptoo Koech
University Of Eldoret
P.O Box 1125-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

This office has received your request for authority to carry out research on "**Effects of Teenage Motherhood on Academic Performance in Public Secondary Schools**". Within Uasin Gishu County.

We wish to inform you that your request has been granted for a period ending **11TH September, 2014**. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

A handwritten signature in blue ink, appearing to read 'Viola Kigen', written over a horizontal line.

VIOLA KIGEN
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY

Cc:
University Of Eldoret
P.O Box 1125-30100
Eldoret
Eldoret

APPENDIX XI: MAP OF KENYA SHOWING, UASIN GISHU COUNTY

