School Factors Which Enhance the Schooling of Teen Mothers in Secondary School in Kenya: A Case of Trans-Nzoia West Sub-County
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ABSTRACT:
The purpose of this research was to assess school factors which support the education of teen mothers. The objectives of the study were to find out the school factors which enhance the schooling of teen mothers in secondary schools and to evaluate the status of these factors in promoting the schooling of teen mothers. The research was based on the Liberal Feminism Theory. This was a descriptive research yielding both quantitative and qualitative data. The research was carried out in sub-county secondary schools in Trans-Nzoia West Sub-county. Ten out of the thirty sub-county schools were involved in the study. A sample size of twenty six (26) respondents was obtained using purposive sampling techniques. The participants included teen mothers and their class teachers. The data instruments used included questionnaires and semi structured interviews. The quantitative data was analyzed and presented in frequency tables and percentages while the qualitative data was organized, coded and discussed based on emerging themes according to the study objectives. The study established that majority of teen mothers and teachers agreed that the school environment, teacher encouragement, school clubs, school sponsors, attitude of other learners, attitude of the school principal, teacher parenting program, curriculum, guidance and counseling services, opportunities to serve, motivational talks by resource persons, time for arrival and departure from school were important school factors which enhance the schooling of teen mothers. Secondary Schools were trying to apply the school factors to promote the schooling of teen mothers but there are challenges that need to be addressed. The research findings would be useful to the Ministry of Education, schools, parents and other stakeholders in education.

INTRODUCTION

Teen mothers are girls who give birth in their teenage hood and go back to school to continue with their education. Teenage pregnancy and resulting motherhood is a prevalent global phenomenon and research estimates indicates that 16 million girls aged 15 to 19 years give birth every year (WHO, 2009). Within this figure, 7.3 million of the births occur in developing countries (UNDP, 2013). Among the developed countries, the United States of America (USA) leads in the rates of teen mothers while Japan and South Korea seems to be the least affected (Lowen, 2012). Various studies indicate developing countries in sub-Saharan Africa record the highest number of teen mothers, where 53% of the young girls are already mothers by the age of 18 years (Were, 2007: Porta, 2010). In Kenya 13000 girls leave school annually due to teenage motherhood (UNDP, 2010), thereby making teenage motherhood a leading factor in school dropout among girls (Hallman, 2007).

The failure to continue with schooling amounts to young girls loosing key opportunities to actualize
their potential. For example, in the United States of America (USA), teenage pregnancy and resulting motherhood is associated with low incomes, poverty and dependence on public assistance, low education, single parenthood and hindered standards of early development of children (Hoffman, 2006, Breheny and Stephens, 2007). Similarly, in Sub-Saharan Africa, adolescent mothers are associated with poverty, early marriages, poor health, school dropout, impoverished circumstances that are hard to either escape or improve, repeated pregnancy and subsequent child births (Gyesaw and Ankomah, 2013). The few teen mothers who manage to go back to school after delivery have to contend with poor academic performance and low academic aspirations (Amin et. al, 2006).

STATEMENT OF THE PROBLEM
Teenage pregnancy and resulting teenage motherhood is a phenomenon that is experienced globally and a lot of effort has been exerted to ensure that teenage motherhood is not a hindrance to educational achievement of the young girls. Many countries have enacted policies to support the education of teen mothers. These policies remain a bold step towards educational achievement of teen mothers upon re-entry. However, the policies as the only measure of ensuring that teen mothers remain in school to succeed in their education has proved to be inadequate and there is need to work on the school factors which can support the retention of the girls in schools towards completion. Various studies indicate that the schooling of teen mothers is a challenge, especially when the young girls lack adequate support even after a successful re-entry. This calls for the need to identify and enhance school factors that can promote the retention of teen mothers in school towards a successful school completion. Lack of adequate support to teen mothers in schools may result in unsatisfactory school experiences, which eventually makes them to give up their schooling, opting for early marriages to legalize their unwanted pregnancies. This condemns the young girls and their babies to a future of poverty, ignorance and economic dependence. The school factors become crucial in helping teen mothers to overcome hurdles such as stigmatization, ridicule, fear, loneliness, irregular school attendance, social isolation, absenteeism, lack of confidence among others which pose a hindrance to their academic progress.

OBJECTIVES OF THE STUDY
The objectives of the study were to find out school factors which enhance the schooling of teen mothers in secondary schools and the status of the school factors in promoting the schooling of teen mothers.

THEORETICAL FRAMEWORK
The study was guided by the Liberal Feminist theory, as adopted by Naomi Wolf 1993. The theory aims at empowering women worldwide by seeking to establish equal opportunities in education and employment. Their strategy in achieving equal opportunity in education involves altering socialization practices, changing attitudes and making use of relevant legislation.

REVIEW OF RELATED LITERATURE
The review of literature related to the study gives a discussion on teen mothers’ education, the importance of supporting teen mothers in schools and factors which support the education of teen mothers.

TEEN MOTHERS’ EDUCATION
The African charter on the rights and welfare of the child explicitly recognizes the right to education of every child (UNESCO, 2003) including the pregnant girl and teen mothers. Maluwa (2004) states that education is an investment highly accepted as a powerful tool for self advancement and fulfillment of developmental outcomes for present and future generations of children. He continues to indicate that all children should access education since it increases the young women opportunities to get employment and high economic standing. According to Mkwanazi (2010), teenage motherhood is known to lead to termination of formal education, thereby not only delaying the girl’s success socially, but also results into economic and physical strain. Enhancing educational attainment of teen mothers becomes crucial as a perquisite for upward social mobility (Njeru, 2004).

The Australian Bureau of Statistics (2009) states that although educational policies aim to ensure that pregnant girls and young parents are not disadvantaged, in reality many girls do not feel supported by the environment and stop attending school. In agreement, a report by Kenyan Government, G.O.K (2013) argues that, despite the introduction of re-entry policy, a significant majority of adolescent mothers are still not attending school. This clearly depicts a situation where most teen mothers are out of school and not achieving their desired educational achievements. Fancy (2012) ascertains that such a truncated education among teen mothers has a negative repercussion on their future in terms of
employment opportunities and general wellbeing. According to UNPFA (2013) report, allowing teen mothers to remain in school after giving birth is significant in delaying the second birth.

Although it is a goal for most teen mothers to return to school and achieve their academic dreams, their educational outcomes measured by grade performance, aspirations for school completion and tertiary education is very low (Kaufman et.al 2001, Amin et.al 2006) Without adequate levels of education attainment, teen mothers find it difficult to get employment and as a result they become the most economically disadvantaged group in most societies (Dangal, 2006). Education apart from preparing the teen mothers for jobs and livelihoods, it also raises their self esteem and status in their households and communities (UNPFA, 2013). This points out that teen mothers who drop out of school miss out on such important opportunity of achieving educational resources necessary for acquiring economic independence and other lifetime goals to reach their potential (Duncan, 2011).

**IMPORTANCE OF SCHOOL SUPPORT FOR TEEN MOTHERS**

Teenage pregnancy and resulting teenage motherhood is a leading factor for school dropout among teenage girls (Hallman, 2007). As a hindrance to the young girls’ education, Eloundou (2004) asserts that teenage motherhood denies the academic achievement of the young girls and continues to cause constraints in their participation in education. Adolescent motherhood is therefore disruptive to the educational process and as a consequence, many of the young girls leave school never to return (Thenn and Dunn, 2006). The few teen mothers who manage to go back to school have to content with issues of grade repetition and periods of temporary withdrawal from school, which may lead the young girls to remain in secondary school past puberty, into their late teen age hood thus increasing the risk of consequent pregnancy and other related school disruptions (Grant and Hallman, 2006). Lewis and Locckheed (2007) indicates that very little is known about how to successfully attract and retain teen mothers through secondary schools and this calls for adequate school support to enhance the schooling of the young girls towards successful school completion.

Teenage motherhood has its effects of placing more demands on one’s life that were nonexistent prior to the birth of the child and school support is a crucial factor in determining whether a teen mother is able to continue with education (Morrel, Bhana and Shefer, 2012). There is need for teen mothers who re-enter school to acquire right support in order to manage their dual responsibilities as mothers and learners (Maluli and Bali, 2014). Counseling of teen mothers upon re-entry to formal schooling is key in helping them to cope with stigma and labelling associated with having mothers in a learning environment (Omwancha, 2012). Denying them such support amounts to humiliation of the teen mothers as learners and encourages their isolation in social gatherings (Omondi, 2008) while in school.

Teen mothers value education and view it as the only hope to restore their future and that of their children hence they re-enter school with a lot of determination (Membali, 2010). This enthusiasm to education is not an easy task as Chetty and Chigona (2007) reports that the schooling of teen mothers is coupled with a lot of challenges including lack of professional counseling, fear, poverty, loneliness, lack of acceptance by teachers, irregular class attendance and lack of support to deal with stigma. They continued to state that such experiences leads teen mothers to have a lot of disaffection towards school and find schooling to be boring. These unfavourable conditions in the school make it hard for teen mothers to adapt to their changed circumstances and they end up experiencing high levels of maladjustment than their non parenting peers while schooling (Mokoena, 2002). Eventually, the demoralization and criticism encountered by teen mothers make their chances of completing school very low even after they make the decision to re-enter school (Association of Women Educators, 2006).

There is need to ease the schooling of teen mothers through adequate school support since the World Health Organization (2007) reports that, the normative picture of adolescent mothers in sub-Saharan Africa is that of an unhealthy looking girl, poorly educated, suffering from poverty, unemployment, shattered future, lack access to reproductive health services and stigmatized for having unintended pregnancy. Kamara (2011) also gives insights on challenges facing teen mothers in secondary school as social rejection, psychological torture, lack of material support, lack of follow-up, hostility, poor participation in class activities, teacher embarrassment, absenteeism and balancing education and mothering responsibilities. Although the Ministry of Education in Kenya through its re-entry policy publicly encourages schools to allow teen mothers back to school after
After delivery, most of them go back to school services to their teen mothers (Pillow 2004), and struggling to provide adequate counseling. Most countries are still missing the link between teen mothers and their schools. Apart from the United States of America, most countries lack specified individuals in schools once they are readmitted. Shawn (2012) reported that schools lack individuals in place to act as a liaison and advocate between teen mothers and schools. Apart from the United States of America, most countries are still struggling to provide adequate counseling services to their teen mothers (Pillow 2004), and after delivery, most of them go back to school without undergoing any counseling to prepare them for the challenges of school, parenting, and sexual matters. As a result, most of them got overwhelmed by their situation in school and fail to cope, leading to their dropout. Chigona and Chetty (2008) state that lack of counseling makes TMs feel unprepared to resume their studies, handle their motherhood responsibilities as well as deal with ridicule and prejudice from the society, teachers and other learners.

**FACTORS WHICH SUPPORT TEEN MOTHERS IN SCHOOLS**

**School Environment**: Teen mothers become vulnerable to school environments which are not supportive and these increases a risk of not completing their education (Shaningwa, 2007). Teen mothers need to be connected to school since alienation apart from having negative implication on their schooling, it may lead to a feeling of being out of a place and low esteem which eventually leads to premature drop out of school by teen mothers.

**Teachers**: Bonny (2000) states that young people who feel connected at least one adult in the school are much more likely to graduate. According to Knesting (2008) most teen mothers complain of teachers and administration being uncaring and disrespectful and these impacts negatively on their adjustments in school. Chetty and Chigona (2008) share the same views where they found out that most teen mothers felt that there were teachers who did not care about their feelings and expected them to achieve like the rest of the students. Although Bhana et al. (2010) reveals that there are caring teachers in schools who are sympathetic with teen mothers and understand what they go through as they negotiate schooling and parenting. Finding of a study by Shawn (2012) are in agreement with previous studies by reporting that teen mothers receive inappropriate comments and behaviour from teachers which hinders their smooth integration forcing them to give up on their schooling. Therefore inadequate teacher support may impede teen mother's ability to remain in school and succeed.

**Guidance and Counseling**: there seem to be a missing link between teen mothers and their schools once they are readmitted. Shawn (2012) reported that schools lack individuals in place to act as a liaison and advocate between teen mothers and schools. Apart from the United States of America, most countries are still struggling to provide adequate counseling services to their teen mothers (Pillow 2004), and after delivery, most of them go back to school without undergoing any counseling to prepare them to deal with stigma, parenting and schooling simultaneously (Chigona and Chetty, 2008). As a result, most of them got overwhelmed by their situation in school and fail to cope, leading to their dropout. Chigona and Chetty (2008) continue to state that lack of counseling makes TMs feel unprepared to resume their studies, handle their motherhood responsibilities as well as deal with ridicule and prejudice from the society, teachers and other learners.

**School Programs**: School programs have the potential to give TMs a platform to share their experiences, challenges and together came up with solutions. Jennifer (2012) affirms that school programmes that support groups of teen mothers provide support and guidance that is more accessible for teen mothers and this helps them to complete their schooling. Moreso, Geyesaw and Ankoham (2013) recommended that special programmes should be initiated in schools to address ignorance concerning sexual matters, challenges and risks associated with teen mothers. In addition, apart from parenting techniques, teen mothers should also be taught assertive interpersonal skills, such as negotiating and refusal skills and at the same time allow teen mothers to practice these skills.

**Relationship between Teen Mothers and other Students**: The interaction between teen mothers and other learners is very important for their schooling as Mambiri (2008) states that teen mothers stay away from their friends as they find it difficult to be part of a group they belonged to before they became young mothers. The study reported that teenage mothers avoid their friends because they are ashamed of their motherhood status hence see themselves as misfits within the group. This feeling of being a misfortune sometimes is extended into fear to participate in class discussions especially during lessons where topics related to their motherhood are discussed since they become uncomfortable (Chigona and Chetty, 2007). A socially welcoming environment that enhances interaction between teen mothers and peers is key to the schooling of teen mothers hence there is need for schools to limit the impact of teenage pregnancy on the girls by providing an enabling and interactive association geared towards meeting their needs (Chigona and Chetty, 2008, Panday et. al. 2009).

**Time for parenting and schooling**: Teen mothers face difficulties in striking a balance between school work and parenting. Mokoana (2002) asserts that it is a great challenge for teen...
mothers to handle parenthood responsibilities as well as devoting adequate time for school due to physical and emotional strain which often leads to decline in academic attainment. According to Mangino (2008), teen mothers cite school related reasons for dropping out of school as rigidity of some school administration concerning school attendance policies, inability to provide adequate time for teen parents to complete their child care responsibilities among others.

Head teachers; although head teachers remain crucial as far as the implementation of re-entry policy in schools is concerned, (Wanyama and Simatwa, 2011) found out that head teachers faced various challenges in the implementation of the re-entry policy such as; lack of corresponding guidelines towards policy implementation, fear of teen mothers being a bad influence to other students in their schools and lack of awareness of the re-entry policy. School Sponsor is also a critical entity in the administration and management of public secondary schools in Kenya. Mangino (2008) indicates that both school related support and personal support remains key to teen mother’s journey towards high school graduation.

School curriculum; Teen mothers reinforce their interests in education once they re-enter school and view education as the only roadmap to a better future for their children by increasing their employment possibilities and saving them from the bondage of economic dependant (Zachary, 2005). There is need for the curriculum to address specific needs of teen mothers as parents and learners. Jeniffer (2012) reports that a diversified curriculum specialized in providing services for teen mothers has been successful in the United States in reducing dropout rates.

RESEARCH METHODOLOGY
A descriptive research design was used. Questionnaires were administered to sixteen (16) teen mothers and ten (10) teachers (class teachers for teen mothers). A semi structured interview schedule was used with six (6) teen mothers and four (4) class teachers. Purposive sampling technique was used to select the respondents in the ten sub-county schools in Trans-Nzoia West Sub-county. The instruments were used to collect data related to school factors which enhance the schooling of teen mothers in secondary schools and the status of the school factors in promoting the schooling of teen mothers. The study represented the results from the interviews were organized, coded and discussed base on emerging themes.

DISCUSSIONS OF STUDY FINDINGS
SCHOOL FACTORS WHICH ENHANCE THE SCHOOLING OF TEEN MOTHERS
The first objective of inquiry in the study was to find out the responses of teachers and teen mothers on various factors perceived to enhance the schooling of teen mothers. Teachers and teen mothers were asked to tick appropriately on the questionnaire statements of the school factors that enhance the schooling of teen mothers as to whether agree or disagree. The purpose of this questionnaire was to establish the level of agreement or disagreement of specific factors in enhancing the schooling of teen mothers. Sixteen teen mothers and ten teachers responded to the questionnaire. Table 1 highlights the school factors and the opinion gathered from teachers and teen mothers.

<table>
<thead>
<tr>
<th>Statements of school factors</th>
<th>Opinion</th>
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<tbody>
<tr>
<td>School Environment</td>
<td>Agree 25</td>
</tr>
<tr>
<td>School Environment</td>
<td>Frequency 25</td>
</tr>
<tr>
<td>School Environment</td>
<td>Frequency 1</td>
</tr>
<tr>
<td>Teacher Encouragement</td>
<td>Agree 23</td>
</tr>
<tr>
<td>Teacher Encouragement</td>
<td>Frequency 23</td>
</tr>
<tr>
<td>Teacher Encouragement</td>
<td>Frequency 3</td>
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<tr>
<td>Guidance and Counseling</td>
<td>Agree 24</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>Frequency 24</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>Frequency 2</td>
</tr>
<tr>
<td>School Programs/Clubs</td>
<td>Agree 22</td>
</tr>
<tr>
<td>School Programs/Clubs</td>
<td>Frequency 22</td>
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<tr>
<td>School Programs/Clubs</td>
<td>Frequency 4</td>
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<tr>
<td>Attitude of Other Learners</td>
<td>Agree 17</td>
</tr>
<tr>
<td>Attitude of Other Learners</td>
<td>Frequency 17</td>
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<tr>
<td>Attitude of Other Learners</td>
<td>Frequency 9</td>
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<tr>
<td>The Curriculum Offered</td>
<td>Agree 20</td>
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<tr>
<td>The Curriculum Offered</td>
<td>Frequency 20</td>
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<tr>
<td>The Curriculum Offered</td>
<td>Frequency 6</td>
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<tr>
<td>Time for Reporting and Leaving School</td>
<td>Agree 17</td>
</tr>
<tr>
<td>Time for Reporting and Leaving School</td>
<td>Frequency 17</td>
</tr>
<tr>
<td>Time for Reporting and Leaving School</td>
<td>Frequency 9</td>
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<tr>
<td>Role of School Sponsors</td>
<td>Agree 16</td>
</tr>
<tr>
<td>Role of School Sponsors</td>
<td>Frequency 16</td>
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<tr>
<td>Role of School Sponsors</td>
<td>Frequency 10</td>
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<tr>
<td>Attitude of the School Principal</td>
<td>Agree 18</td>
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<tr>
<td>Attitude of the School Principal</td>
<td>Frequency 18</td>
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<tr>
<td>Attitude of the School Principal</td>
<td>Frequency 8</td>
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<tr>
<td>Motivational talks from guest speakers invited in school</td>
<td>Agree 22</td>
</tr>
<tr>
<td>Motivational talks from guest speakers invited in school</td>
<td>Frequency 22</td>
</tr>
<tr>
<td>Motivational talks from guest speakers invited in school</td>
<td>Frequency 4</td>
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The responses revealed that both teen mothers and class teachers agreed that all the school factors were important in enhancing the schooling of teen mothers in secondary schools.
THE STATUS OF SCHOOL FACTORS IN SECONDARY SCHOOLS IN ENHANCING THE SCHOOLING OF TEEN MOTHERS

The second objective of inquiry was to evaluate the status of school factors in secondary schools in enhancing the schooling of teen mothers. This was done through interviews administered to six (6) teen mothers and four (4) class teachers. The aim of this objective was to explore further on the practical ways in which the school factors promoted the schooling of teen mothers in secondary schools through the experience of the respondents in school.

Majority of teen mothers were in consensus that the school environment in their schools was positive, welcoming and inclusive in helping them to connect or fit in the school. It was revealed that most schools were trying to create a favorable environment by treating teen mothers equally and limiting their stigmatization through strict adherence of school rules. In regard to school program, it was noted that the school program was flexible enough to allow teen mothers to seek necessary help/advice from teachers, whenever they were in need. Whereas teen mothers indicated that they rarely sought help from teachers, the teachers also lamented that teen mothers do not willingly consult them unless they are followed up by teachers. This situation pinpoints that there must be other reasons that hinder the teacher-teen mother interaction apart from school schedule.

Concerning teacher encouragement, most teen mothers alluded the fact that they felt cared for by teachers because of the concern, academic assistance and encouragement they received from them on various occasions. Majority of teen mothers also applauded the guidance and counseling departments in their schools for helping them overcome personal, family and school challenges while schooling. Two class teachers revealed that on some occasions they intervened to arbitrate conflicts between teen mothers and their parents. There was also consensus in the interviews that school clubs provided a good platform for teen mothers to interact and share experiences. Although most schools had only the Christian Union (CU), Young Catholic Students (YCS) and a few sport clubs, teen mothers expressed concern that these clubs lacked diversity and resources, were on and off and lacked active leadership of patrons (teachers).

Concerning the attitude of other learners on teen mothers, the interviews revealed that there exist good relationship between teen mothers and their non parenting colleagues. This good interaction provided support for teen mothers and reduced their victimization and stigmatization in the school environment. This support was more overwhelming in the girls’ secondary schools than mixed secondary schools. Teen mothers were also convinced that the curriculum offered in school was adequate in meeting their needs as learners and mothers. Majority was enthusiastic about their education as a roadmap to a better future for their children but they could not clearly state how the curriculum enhanced their parenting role. Similarly teen mothers reported that time allocated for reporting and leaving school was conducive for them as learners and mothers, and it allowed them to juggle with their motherhood and schooling responsibilities with a lot of ease. Both TMs and teachers were consensus that family support was handy and was very important in helping TMs family cope and succeed in this schooling by providing parenting support to the child. Most teachers reiterated that TMs who lacked family support faced greater challenge in coping with their schooling.

With regard to the role of school sponsors and motivational speakers invited to school, majority of teen mothers reported that such talks inspired to remain in school and succeed. Teen mothers expressed their concern that although motivational talks were important, most school rarely invited resource persons and this meant the girls were missing on important inspiration to succeed. Apart from that teen mothers reiterated that school sponsors readily offered moral and spiritual to them and not financial and material support which is vital for their schooling.

Concerning school principals’ attitude, majority of teachers and teen mothers were in consensus that the positive attitude on matters relating to teen mothers had encouraged them to stay in school and succeed. Teachers stated that school principals can easily rally the school to support teen mothers through their positive views, actions and programs that practically encourage acceptance, interaction and retention of the young girls in schools. Teen mothers also unanimously agreed that the fact that the decision of school principals to accept their re-entry even with their motherhood status is a prior indicator that they support their education.

The interviews also revealed other factors which enhance the schooling of teen mothers as;

- Giving teen mothers opportunity to serve in school especially if they qualify. Two of the teen mothers revealed that they were serving as school prefects in schools and...
this opportunity to serve gave them confidence and earned them respect among teachers and colleagues.

- Practicing teacher parenting programs in schools. Two class teachers revealed that they were having a scheduled program in their schools where each teacher is allocated a family of 10-15 students across the school to closely interact on various issues apart from academics, guide and monitor their progress. According to teen mothers, these forums had been successful in their schools in helping them to cope with schooling and address their challenges.

- Encouraging Family/Home support for teen mothers: Although it is not a school factor both teachers and teen mothers agreed that it is very important in helping the teen mothers to connect, cope and remain in school towards a successful completion.

CONCLUSION

This paper assessed the school factors which enhance the schooling of teen mothers and their current status in promoting the young girls’ education in secondary schools. It discusses why the education of teen mothers is vital and the need for schools to support their education. It outlines the school factors perceived to enhance the schooling of teen mothers in secondary schools as: school environment, teacher encouragement, guidance and counseling, school clubs, relationship between teen mothers and other learners, time for parenting and schooling, school principals’ attitude, active role of school sponsors and motivational speakers and the school curriculum. Teen mothers face extraordinary challenges while schooling and this plays a significant role in their decision to remain or drop out of school. The dual responsibilities of parenting and learning make it hard for teen mothers to undergo schooling especially when they lack adequate school support in school. The re-entry policy and other policies alone cannot guarantee the young girl's successful education hence teen mothers require firm policies as well as corresponding school practices to enable them realize their secondary school graduation. Enhancing school factors which promote the schooling of teen mothers remains crucial in sustaining them in secondary schools towards a successful completion. Secondary schools are making some efforts to enhance teen mothers’ education using the school factors but still there are challenges. For example, most schools are yet to come up with specific school programs to address teen mother needs, the school clubs are few, lack diversity, resources and consistent leadership, limited support from school sponsors, limited invitation of motivational guest speakers and lack of capacity to meet financial, material and health needs of teen mothers. These calls for the need to scale up the school factors in order to adequately support teen mothers persist with their schooling towards the end.

RECOMMENDATIONS

The successful schooling of teen mothers towards completion of their secondary education depends on the concerted efforts of secondary schools in enhancing school factors which promote their success in education. The study made the following recommendations:

- School administration to identify, and promote school factors which enhance the schooling of teen mothers through sensitization of staff members and provision of moral, financial and material support to enhance the factors. Schools to engage other stakeholders like the family, school sponsors, school alumni and non-governmental organizations (NGOs) in enhancing the school factors.

- The government through the ministry of education should encourage secondary schools to keep records of re-entry and successful graduands of teen mothers and come up with strategies/criteria for acknowledging schools which offer adequate supportive school factors thereby enabling a large number of these unique students to complete their secondary education.

REFERENCES


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Majority of the information gathered are from media sources which don’t reflect the author’s own opinion.

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