

# Influence of Teenage Mothers' Re-Admission Policy on Public Secondary Schools Completion Rate in Pokot South Sub County, West Pokot County, Kenya

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**Abstract:** The purpose of this study was to evaluate the influence of teenage mothers' re-admission policy on public secondary schools completion rate in Pokot South Sub County. The study was guided by the objective, to examine the influence of stakeholders on the implementation of re-admission policy in Pokot South Sub County secondary schools Kenya. The study relied on critical theory. Descriptive survey design was used. Data was collected through the use of questionnaires and interview schedule. After data collection data was sorted, classified, coded, and tabulated and then analyzed using descriptive statistics with the aid of the Statistical Package for social Sciences (SPSS) program version 20. Quantitative data was analyzed descriptively using measures of central tendency; that is frequencies and percentages. For ease of analysis the researcher analyzed the data collected in terms of objectives so as to answer the four study questions. The findings indicated that majority of the respondents were aware of their friends or relatives who had become pregnant while in high school and they were aware of a law that allows girls to enroll back to school soon after delivery but despite of this law, majority of parents hardly brings the girls back to school. The findings showed that there were cases of students and teachers alike engaging in sexual relationships with girls in many schools and that very few girls are readmitted back to school, though, the few who come back, continue schooling to completion. It came out to that many teachers were not keen to support re-admission policy. The study concluded that, there was no significant relationship between, stakeholders' participation and girls' completion rates; there was a significant relationship between socio-cultural factors and the girls' completion rates. The study recommended that, the public at large needs to be sensitized on the issues of re-entry.

**Keywords:** Re-admission Policy, Socio-cultural, Teenage Mother.

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## Introduction

According to Molosiwa and Maswela (2012) school girls' pregnancy is a global emergency that influences the social monetary welfare of nations, social orders and families everywhere on the grounds that it is one, if not the main sources of school wastage for female students. Proof in the United States of America, 30 percent of every single teenager young lady who drop out of school refer to pregnancy as a key reason (Shuger, 2012) and less than 38percent of the adolescent girls at any point earned their school diplomas (Van Pelt, 2012).

The (EFA) World Education Conference, Dakar 2000, and the United Nations Millennium Development Goals (MDGs), have conveyed sex education to the frontline of worldwide consideration. The Dakar 2000 introduction reaffirms that education is an essential appropriate for all individuals, ladies and men, all things considered and essential education must be general (United Nations, 2000). The focal point of the Dakar 2000 gathering was on conveyance of the Jomtien Vision and six explicit objectives were distinguished. Of the six objectives, three expressly referenced girls and ladies and tended to conviction of access to education, improving education levels for ladies, and the disposal of gender disparities abolition, that is, the sex hole among girls and young men (UNESCO, 2000).

The thousand years summit of the United Nations in New York in 2000 communicated various establishing values which included opportunity, equity, solidarity, and resilience. Eight Millennium Development Goals (MDGs), all of which certified the particular equivalent privileges of ladies and men were set out. Each MDG had explicit targets and pointers that were expected to set a period by which there would be proof that the objective and the objective may be met. Gender disparities and tutoring were expressly referenced in two targets and shaped piece of five markers (Trivedi, 2018).

According to a United Nations Children's Fund report, Ruck *et al.*, (2016), tens of millions of girls are not getting basic education across the developing world and especially in the rural and poor areas of Sub Saharan Africa, the Middle East and South Asia. This situation has attracted public attention and more than 180 nations have committed to addressing this challenge by pledging that every boy and girl will receive equal opportunity and a quality basic education by 2015. Although the above target has been established and endorsed as one of the eight United Nations Millennium Development Goals, the attainment of this goal is still challenging. For instance, according to Loagiza and Liang, (2013) teenage pregnancy trends in percentage terms are quite worrying in sub-Saharan Africa because of the health, social, economic and educational consequences. Niger is most noticeably affected influenced at 51 percent, Chad at 48 percent, Uganda at 33percent, Tanzania at 28.5 percent and Kenya at 26 percent.

Strategies that help on-going access to education for girls who drop out of school after high school pregnancy are imperative to the Kenyan government as well as have been of a importance to worldwide concern. Many global conferences and pacts reinforce the rights of teenage mothers to on-going education. The 1948 Universal Declaration of Human Rights, International Covenant on Economic Social and Cultural Rights (1976), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979), and the Convention on the Rights of the Child (CRC) as cited by Ruck *et al.*, (2016), all recognize education as a human right and point out that each child has a right to education and proper measures should be taken to encourage regular attendance at schools and reduce drop-out rates. The re-admission policy has been reviewed trying to make the policy and its rules more relevant and pull in more young mothers to school. For instance, a gender and education

policy created in 2003 revisited the 1994 policy making arrangement for the re-admission of girls who end up pregnant while still in school and notwithstanding empowering them to look for a vacancy in different organizations as opposed to the one they were in. investigations did by FAWE (2001) Kenya found that however the readmission methodology has been articulated, it has been left to the discretion of the head educators and educational committees to choose whether to readmit the girls or not. The Forum at that point inferred that if the head instructors or educational committees don't value girls' education, at that point the girls looking for re-admission suffer.

### **Stakeholder Involvement in policy Formulation and Implementation**

Broadly defined, a stakeholder is a person, group, or organization is affected by a course of action. Key stakeholders in education incorporate different groups of parents, general public, suppliers, advocacy groups, policy makers, as well as the students themselves. Stakeholder engagement alludes to the process by which an organization includes individuals who may be affected by the decisions it makes or who can impact the implementation of decisions. Stakeholders may support or contradict decisions and may be influential in the organization or within the community in which they operate (PMBOK, 2009).

One of the major factors leading to collapse of strategies implementation is the lack of stakeholder contribution in policy formulation and implementation. The "targets" of the strategies may fail to behave in the ways that were anticipated by policy makers and that are necessary if the policy is to achieve its objectives. This is likely when a policy is planned without meaningful stakeholder engagement hence, it ends up hard executing because it didn't consider the requirements of or creating partnership from the individuals who will actualize or profit by the policy.

Acquiring those in charge of actualizing arrangements earlier achieves greater outcomes and is probably going to improve practical learning of what may work on the ground. Policy "stakeholders" incorporate groups or individuals with the greatest information or understanding of the issue, individuals most affected by the policy's implementation (or lack of implementation), the individuals who have an enthusiasm for the workability of the arrangement and those in charge of its implementation (Kodek, 2012).

According to Brynard (2009), the stakeholders play an exceptionally critical role in the implementation process. They impact how strategies are experienced and how their impact is achieved because of their high margin of discretion. The stakeholders have their own ideas, values, convictions and interests which they use re-translate and reshape policy in surprising ways. Notwithstanding when a program's leadership supports a reform and wants its full implementation, the stakeholders may do as such in ways that partially supplant the goals of policy makers with their own. Studies recommended that arrangements with greater implementer impact in policy forms were more effectively actualized. Stakeholders should have been engaged from the initial stage of the policy and the policy made exceptionally clear to them. This would create responsibility for process (Baa-Poku, 2016).

### **Method**

The study adopted a descriptive design. This type of design is quite appropriate for gathering information, summarizing, presenting and interpreting for the purpose of clarification (Orodho, 2002). The population of this study consisted of the principals, teachers, students and quality assurance and standards offices. There are 45 secondary schools in the sub county with 271 teachers with a student population of 13,114 students and 1 quality assurance and

standards officer making a total population of 13,431 respondents. A sample of 486 was selected from the study population for data collection.

The research instrument that was used in this study for data collection was questionnaires. The researcher obtained an introduction letter from JKUAT, and obtained a research permit from the National Council for Science and Technology and innovations. The researcher established the reliability of the research instruments before proceeding to the field to collect data. The questionnaire was administered to the senior managers who were not involved in the final study. This study was descriptive survey and hence descriptive data analysis methods were suitable.

## Discussion

### Influence of stakeholders on the implementation of re-admission policy

Respondents were asked to provide their opinion on stakeholders' participation in implementation of re-admission policy in Pokot South Sub County secondary schools. They were to use a likert scale where 5-Strongly disagree 4 -disagree 3- Not sure 2. Agree 1. Strongly agree

**Table 1. Role of stakeholders on readmission policy**

Stakeholders	5	4	3	2	1
	%	%	%	%	%
Teachers support readmission policy by admitting girls back	42.86	28.57	7.14	14.28	7.14
Board of school Management support readmission policy by admitting girls back	28.57	57.14	7.14	7.14	0
County Director of Education support readmission policy by admitting girls back	57.14	21.43	7.14	7.14	7.14
Ministry of Education support readmission policy by admitting girls back	71.43	21.43	0	7.14	0

The table shows that majority of the respondents 42.86 percent strongly disagree that teachers support re-admission policy by admitting girls back, 28.57 percent disagree on the same with 14.28 agreeing. 7.14 percent remain neutral with the same percentage strongly agreeing 57.14 percent disagree. On whether the Board of school management supporting readmission policy by admitting them back to school, 28.57 percent strongly disagree on the same with 7.14 percent both remaining neutral and agreeing. None of the respondents did strongly agree. 57.14 percent strongly disagree.

With County Director of Education supporting readmission policy by admitting girls back with 21.43 percent disagreeing on the same. Those who remained neutral, agreed and strongly disagreed had 7.14 percent each 71.43 percent Strongly disagree with Ministry of Education supporting readmission policy by admitting girls back with 21.43 percent disagreeing, 7.14 percent agreed on the same with none neither remaining neutral nor strongly agreeing.

This clearly showed that stakeholders have not put much emphasis on the implementation of the readmission policy in the study area. This study was found to be in agreement with

studies done by Kodek (2012) who found out that lack of stakeholder participation affect policy’s implementation or lack of implementation, those who have an interest in the workability of the solution and those responsible for its implementation. By lack of the stakeholder participation confirms Brynard (2009), view that if stakeholders do not play a very critical role of in the implementation process, the policy implementation in question and subsequent impact thereafter will not be is achieved due to their high margin of discretion.

**Inferential Statistics**

**Analysis of Variance stakeholder participation**

The study used the test of analysis of variance to establish any significant relationship between the stakeholder participation and girls’ completion rate. The results were as below:

**Table 2. ANOVA for readmission policy**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.358	4	.839	.342	.843 <sup>b</sup>
	Residual	22.110	9	2.457		
	Total	25.468	13			
a. Dependent Variable: completion rate						
b. Predictors: (Constant), stakeholders-Ministry of Education support readmission policy by admitting girls back, stakeholders-County Director of Education support readmission policy by admitting girls back, stakeholders-Teachers support readmission policy by admitting girls back , stakeholders-Board of school Management support readmission policy by admitting girls back						

From Table 2, stakeholder participation and completion rate ( $\beta = 0.843$ ) was found to be negatively related to readmission of girls to school. Statistically, this null hypothesis was accepted because  $p > 0.05$ . Hence, the study accepted the null hypothesis which showed that there was a no significant relationship between socio-cultural factors and readmission of girls to school.

**Table 3. Model summary for stakeholder participation**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.363 <sup>a</sup>	.132	.254	1.567
a. Predictors: (Constant), stakeholders-Ministry of Education support readmission policy by admitting girls back, stakeholders-County Director of Education support readmission policy by admitting girls back, stakeholders-Teachers support readmission policy by admitting girls back , stakeholders-Board of school Management support readmission policy by admitting girls back				

From table 3, the R value was determined as 0.363<sup>a</sup> whereas it’s R Square was 0.132. The R<sup>2</sup> value indicates how much of the dependent variable, "Completion rate of girls", was explained by the predictors of stakeholder participation. In this case, 13.2 percent was the R Squared, implying that this high percentage was a high correlation between the two variables.

**Table 4. Coefficient for stakeholder participation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0 percent Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.182	2.744		1.160	.276	9.389	3.025
Teachers support readmission policy	-.877	.258	.846	3.391	.008	.292	1.461
Board of school Management	.253	.605	.150	.418	.049	1.116	1.622
County Director of Education	.087	.457	.080	.190	.019	.946	1.120
Ministry of Education	.134	.430	.082	.312	.008	.839	1.107

a. Dependent Variable: Readmission effect

The study establish significant relationship between the following elements of stakeholder participation and completion of girls; Teachers support readmission policy by admitting girls back  $r=-.877$ ,  $p=.008<.05$ . This was followed by Ministry of Education support readmission policy by admitting girls back  $r=0.134$ ,  $p=.082>.05$ .

Conversely the study established no relationship on the following elements: County Director of Education support readmission policy by admitting girls back  $r=0.87$ ,  $p=.019>.05$ . Board of school Management support readmission policy by admitting girls back  $r=-.892$ ,  $p=0.049>.05$ .

### Conclusions

Based on the study findings, it is concluded that there was no significant relationship between, stakeholders' participation and girls' completion rates.

### Recommendations

The government needs to create awareness on the existence of the re- entry policy at a national level. The public at large needs to be sensitized on the issues of re-entry. This could be done through nationwide campaigns using the print and electronic media, chief's *barazaa*, seminars, parent/teacher conferences and all other public gatherings. The stakeholders should be more involved in implementing the readmission policy so as many girls if not all of them are attracted back to school after delivery. The head teachers should also speak out on pregnancy and re- entry and facilitate such discourse in schools.

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