

Abstract

Although much has been done towards attainment of gender equity in education as envisaged in the MDGs, gender disparities persist in many parts of the country. Studies indicate that most of girls who drop out of school due to pregnancies do not return to class after childbirth despite provisions for it. The purpose of this study was to examine factors that influence re-entry of schoolgirl mothers in primary schools in Muhoroni District, Kisumu County in western Kenya. Cross-sectional descriptive research design combining both qualitative and quantitative approaches was used in this study. The data was collected from schools, teachers, pupils, parents/guardians and teenage mothers using questionnaires, structured interviews and Focus Group Discussions. It emerged that a range of socio-cultural factors constrained school re-entry of teenage mothers. The study recommended policy review to comprehensively address the exclusion of these mothers from school in order to enhance gender equity in education.