

**DETERMINANTS OF IMPLEMENTATION OF RE-ADMISSION
POLICY OF GIRLS' AFTER TEENAGE PREGNANCY IN PUBLIC
SECONDARY SCHOOLS IN KITUI COUNTY, KENYA**

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of Doctor of Philosophy in Educational Administration of South Eastern Kenya
University**

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DECLARATION

This thesis is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offence and I declare therefore that this research thesis is my original work and has not been submitted for any award in any other institution.

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DEDICATION

I dedicate this study to my dad, Paul Kinyala, my late mom, Ruth Munyiva, my beloved husband Jerome Musili, my dear children Evelyn Mbithe, Steve Kamuti and Ruth Munyiva and my grandchild, Keron Musili

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LIST OF ABBREVIATIONS AND ACRONYMS

APHRC	African Population Health Research Centre
BOM	Board of Management
CDE	County Director of Education
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CQASO	County Quality Assurance and Standards Officer
CREAW	Centre for Rights Education and Awareness
CSA	Centre for Study of Adolescence
SCQASO	Sub County Quality Assurance and Standards Officer
EFA	Education for All
EQUIP	Educational Quality Improvement Program
FAWE	Forum for African Women Educationalists
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
KAACR	Kenya Alliance for Advancement of Children
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KDHS	Kenya Demographic Health Survey
KESSP	Kenya Educational Sector Support Program
KCDI	Kenya Curriculum Development Institute
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NACECE	National Centre for Early Childhood Education
NGO	Non-Governmental Organizations
PA	Parents Association
SCDE	Sub County Director of Education

ABSTRACT

The purpose of this study was to investigate the determinants of the implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County, Kenya. The objectives for the study were; to analyze the influence of home based determinants, school based determinants and the influence of principals' characteristics on implementation of re-admission policy of girls after teenage pregnancy. The study was based on the critical theory by the Frankfurt school in German. The target population for this study was all the girls in both 120 Girls' Schools and 155 Co-education schools, making a total of 275 schools in Kitui County, Kenya. The researcher used stratification and simple random sampling to get the population sample. In stratification, the researcher selected four sub-counties out of the possible 16 counties. From the four sub-counties a sample of 36 girls' schools and 47 co-educational schools were selected using simple random sampling making a total of 83 schools. Using stratified and simple random sampling, 83 principals, 83 guidance and counseling teachers, 83 head girls and 16 sub-county directors of education were selected for the study. The county director of education was purposively selected. The head girls were chosen to represent the students' opinion concerning the re-admission policy. The researcher also used simple random sampling to select 30% of the 16 sub-County directors making a sample of four Sub-County Directors of Education. Data was collected using questionnaires, interview schedules and document analysis. The questionnaires were administered to the principals, Guidance and Counseling teachers and students while the interview schedule was administered to the County and sub-County directors of Education. The researcher analyzed the documents at the County Director of Education about the dropout rate due to teenage pregnancies. Data collected was edited and analyzed qualitatively and quantitatively and inferences drawn. Quantitative data derived from the demographic section and the closed items in the research instruments was analyzed using descriptive and inferential statistics. Inferential statistics was done using correlation coefficient and chi-square. The Qualitative data generated from the open ended items and interviews was organized into themes and patterns based on the study objectives. After analyzing the data, the findings were summarized, conclusions drawn, and recommendations made. The study established that; there was a statistically significant association between family based factors ($\chi^2_{(1,4)}= 40.000$, at significant level, $p <0.05$), a strong positive relationship $r (65)=0.852$ at significant level, $p<0.05$ between school based factors and a statistically significant association ($\chi^2_{(1,4)}=79.920$ at significant level $p<.05$) between principals' characteristics and implementation of re-admission policy of girls after teenage pregnancy in Kitui County, Kenya. Based on the findings of this study, the researcher recommends that; the ministry of Education should sensitize all principals, teachers, students, parents on the implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ensuring access to education among girls who drop out of school is a global concern. This means that policies ensure that girls remain in school or are readmitted to school after getting pregnant and dropping out or schools are not only important to Kenyan government but also have been a major global concern (Omwancha, 2012). Omwancha further opines that girls are often disadvantaged in education as they drop out more easily than boys due to a myriad of reasons which include teenage pregnancies, early marriages, traditional factors, gender based violence both at home and at school. This implies that girls deserve special attention to mitigate the effects of such factors which easily lead them to drop out of school. The Convention on the Rights of the Child (CRC) recommends measures that need to be taken to ensure that pregnant teenagers are provided with an opportunity to complete their education. These measures include not excluding them from school and developing special programs for girls (Mieke, 2006).

While taking cognizance of the fact that education of girls and women is of paramount importance, the Dakar Framework for Action put in place a time-bound goal number 5 which devoted itself to issues of gender parity and equality in education. This laid the foundation on attention to women and girls in other goals. For instance, goal number 2 that states that all children and especially girls living in challenging environment and circumstances and those in the ethnic minorities will have get an opportunity to access education which is free and compulsory and good quality by 2015 (Millennium Development Goals).

In the same vein, gender politics in developing countries such as Kenya have been conducted within the content that women deserve better in terms of numerical

political numerical representation. In Kenya, although women constitute slightly half of its population, majority of them are generally poor (Institute of Economic Affairs (IEA) Survey in Kenya of July, 2008).

According to the Omende Commission (1964) and other education reports, recommendations were made for the need to enhance education of the girl child. Republic of Kenya (2003) on Economic Recovery strategy for Wealth and Employment creation notes the great efforts that the Kenyan government has made in improving girls education. This has been through, but not limited to affirmative action on the expansion of school facilities that would enable the girl child to study science subjects.

According to Koringura (2004) a policy on re-admission of girls to schools after pregnancy and delivery was enacted. It is noted by Word Bank (2006) developing girl friendly measures and packages which includes locating many schools to the communities; waiving fee and providing female teachers to act as role models and also having a flexible school calendar that cater for girls involvement in domestic chores and responsibilities is the only way that can help in the reduction of disparities in women involvement in economic activities.

As stated by the World Bank report on Governance, accountability and management in secondary education in Sub Saharan Africa have been emphasized. The report states need for reform in secondary education in the Sub-Saharan Africa (SSA) regional has been an international trend. An international commitment to basic education for all and the free universal primary education that came in place around the 1990 has led to creation of policies and donor funding and investment in the developing countries. Some of the achievements of this international movement have been its ability to address the issues of equity and quality facing the developing countries as they seek to expand their educational systems. The noted increased demand for secondary education has been as a result of the Education for All (EFA). This expansion has been

witnessed amidst inadequate resources necessary to respond to the demand for education (World Bank, 2008).

Among the national development agendas in Kenya is the provision of quality education and relevant training to all is among the national development agenda in Kenya as in other developing countries. The government of Kenya has specifically focused attention in the formulation of appropriate education policies that seek to ensure maximum human resources development which is necessary for all spheres of development and creation of wealth through industrialization. Quality education at all levels is a concern to all education stakeholders since quality education would enable utilization of natural resources efficiently and efficiently so that all Kenyans can live desirable lifestyles (Munavu, Ongutu, & Wasanga, 2008).

One way that the Kenya Constitution (2010) ensures that both boys and girls access education is provision of teachers to public secondary schools. This is because, the teachers is recognized as an important resource in the achievement of educational objectives which among them is the objective of re-admission of girls to secondary schools after teenage pregnancy (Republic of Kenya, 2008). According to the National Education Sector Plan (2013), equitable distribution of teachers has remained one of the challenges in teacher management. The number of teachers has remained constant over the years despite growth in enrolments and the number of educational institutions resulting to inequality in distribution of teachers and impacting negatively on quality and access to education. In order to cope with the increased enrolment and to assist in the implementation of the girls' re-admission policy, the Ministry of Education Science and Technology through TSC has undertaken several measures, TSC Act (2012). Particular emphasis has been on decentralized employment of teachers so that they are employed at the school level for secondary and tertiary institutions.

In 2003, the Ministry of Education developed a Gender Education Policy which was enshrined in the Millennium Development Goal 4.4.3 (Affirmative Action) in which, a law for the readmission of girls who drop out of schools as a result of pregnancies was enacted (Republic of Kenya (2002). The current transition rate from primary to secondary for girls stand at 60%, (Children's Act, 2007). Girl's participation, retention, transition and completion at secondary education level are low. In this regard, the 2007 gender policy sought to improve girls' participation in education which included issues of transition, completion and improved academic performance in secondary education. Some of the strategies in the gender policy was the advocacy for the importance of girls' education among the parents and in the communities, sensitizing them against the retrogressive social-cultural practices and facilitation of readmission of girls who drop out of school as a result of pregnancy and early marriages (UNESCO, 2007).

Even with legislation in place for allowing pregnant girls to be re-admitted to schools after delivery, studies have demonstrated cases where such girls do not return to school (UNICEF, 2012). Most schools prefer expelling such girls who are viewed as being a negative influence to other girls in schools. School managers perceive the girls as potential for triggering multiplier effects on other girls. In view of the above, the MOEST policy on re-admission of girls is rather wanting. One of the drawbacks of the policy is that it lacks the back-to- schools formula owing to the fact that these young mothers have social, physical, financial and psychological turmoil. The researcher feels that there is need to provide them with some training and counseling with the aim of reintegrating them. This will go a long way in boosting their self-image and abilities. These girls are in need of guidance and counseling to enable them continue with their education and improve their academic performance (Njaki &Mwania, 2017).

Schooling of girls who have experienced pre-marital pregnancies falls under the umbrella of gender equity, non-discrimination and specialist intervention for

pregnant girls. There seem to be a consensus among the developed countries that young people need to be empowered and should be given knowledge and skills to avoid early pregnancies since these are perceived as something undesirable. Public attention directed towards a search for solutions that seek to prevent teenage pregnancies and childbearing did not directly focus on the morality of early sexual activity (Pillow, 2006). There is therefore need to facilitate teenage girls who drop out of school due to pregnancies to be re-admitted and complete their education.

Tens of millions of girls globally are not able to access basic education more so in the developing countries and especially those in the rural and poor areas of the Sub Saharan Africa. The same scenario is observed in the Middle East and in South Asia. This is according to a report by the United Nations Children's Fund report (2010). A major factor contributing to this scenario has primarily been due to pre-marital pregnancies and early marriages among other factors. Economic and social cultural barriers have also been blamed as factors that lead to a large number of girls in poor countries not accessing education after teenage pregnancies. In support of girls becoming pregnant, a study by Inziani (2013) showed that to a great extent, social economic problems are precursors rather than penalties of pre-marital motherhood. Inziani suggests that there should be policies that emphasize the support services for the young mothers and ensure that they recover from social disadvantage.

Duncan (2007) opines that young parents are less often identified by education policies as a group that is 'at risk' of being excluded from school or targeted by strategies or initiatives to prevent early school leaving of educational disadvantage. He recommends that there is need for a mitigation factor through a comprehensive support system where all the stakeholders and agencies in education and policy makers and strategists recognize the various needs, life experiences and the circumstances that teenage parents live in and experience.

Involve all relevant agencies and education policies and strategies to recognize the diversity of needs, life experiences and circumstances amongst teenage parents.

Across many highly industrialized countries there is a crisis of consensus over inclusiveness in schools (Bank (2007). On one hand are those who seek to reward students who are most productive while on the other hand those that view the classroom as a public forum for challenging social injustices in education (Bank (2007). Bank further observes that there is usually a conflict between exclusion in formal education and formal inclusion. This perceived conflict bring about a debate of whether pregnancy among girls should be used as a base from grouping students and the nature of their education. Bank therefore suggest that there should be a democratic discussion among the conflicting points of view that are based on rationality where equality is supposed to bring about the much wanted consensus on educational policies. Education practices can be improved when there is inclusion of all views on policy formulation and implementation. Jacobsen (2009) opines that in order to maintain satisfaction and loyalty, it is important to understand what people have to say about their education and what affects education and schools. Their voices should therefore be activated so that policy makers can be provided with important direction in policy formulation and implementation. Such discussions are important on the issue of policy implementation of girls' readmission policy after teenage pregnancy.

Very little is known, according to Lockheed (2007), about how to make girls who have been excluded from schools come back and have them in school through secondary school. Existing knowledge on generic problems is unlikely not enough to shape policies that meet the needs and concerns of parents and children from excluded communities, although this knowledge is useful. Experiences with excluded groups in a number of countries such as New Zealand and the United States of America reveal that traditions incentives meant to attract girls back to

schools were insufficient, implying that there was need for extra effort to reach such girls.

Taking cognizance that inclusion as a policy has received a global attention through debates; there are still challenges in its full achievement which results in piecemeal reforms in a good number of African countries. Ironically as Kadzamira (2007) argues, in as much as there is a growing concern over the issues of rights and inclusion, there are evident exclusionary practices and hindrances in various social contexts. Different countries have come up with stated intentions and written policies that are meant to achieve inclusion through re-admission of girls after teenage pregnancy, Kenya included however, the policy responses on re-admission of girls after teenage pregnancy appear to have been unsuccessful. It is important to understand why policies that are supposed to achieve inclusive education are not often successful. If the readmission policy is to be useful in the realizing inclusive education, consultative approach, incorporation and sensitization of all stakeholders in issues that affect education is required. This approach is most likely able to lead to the support of education practices and policies where all the education actors are able to give the marginalized and the minorities an opportunity to be heard. This could result to the elimination of the prevalent exclusion and discrimination practices in education systems.

According to Mutombo and Mwenda, (2010), regional approach is demonstrated in Zambia where the girls' re-admission policy is based on the outcomes of the Beijing Conference of 1995. This is the conference in which women movement came up with its own priorities and action plan. It is in this conference that it was demanded that girls who had dropped out of school as a result of pregnancies should be readmitted. (Central Statistical Office 2007 & 2013-14). Zambia is a signatory to most of the international instruments that promote the rights of children and women. The country recognizes that Education for All (EFA) is a

basic human right as enshrined in Article 26 of the United Nations Universal Declaration of Human Rights. Zambia further recognizes education as a right that is also guaranteed by the policy of Education for All (EFA), the United Nations Convention on the Elimination of Discrimination against Women (CEDAW), the United Nations Platform for Action, and the Millennium Development Goals. Major national policy developments within the education sector were initiated, culminating in the development of the third Ministry of Education, Science, Vocational Training and Early Education (MESVTEE, 2014) policy on education.

Policy implementation for inclusive education points in general to the importance of a ‘ground up’ approach. However, where teenage pregnancy is of concern, scholars advocate for a ‘top-down’ approach. In the ground up ‘approach’, formulation and implementation of policies in inclusive education has however been neglected and fails to take into account the voices of the excluded groups. In ‘top-down’ approach, on the other hand, policies have been informed by what governments and policy makers think is the problem and not by the experiences and information of the excluded groups such as pregnant girls and teenage mothers. Osler and Starkey (2005) underscore that right to education as any other right is a continuous process. Disadvantaged populations are often able to clearly identify ways in which they are excluded from some rights including the right to education. Despite them being disadvantaged in a number of ways, these people are able to take up their fight place and ensure that their right to education is secured.

The challenge of the new century is to expand access to education while breaking the existing barriers of exclusion and discrimination in education (Oduaran & Bhola, 2006). Overcoming this challenge would lead to a new order of accessing education which is reconstructed and which serves the interests of all the people involved in Education. They further argue that, social justice would be realized and serve the cause of prosperity and peace within, between, and among the

nations of the world. It is therefore important to note any existing forms of exclusion and any form of discrimination but with an aim of eliminating them. Once these barriers and structures are removed, a ground will have been prepared for ensuring successful implementation of re-entry policy hence achieving inclusive education.

According to Bunyi (2008) poverty in many countries in Sub Saharan Africa has a major negative impact on girls' education on a number of ways. Bunyi further opines that at national level lack of resources hinders governments in their efforts to the provision of education. Most governments do not have adequate resources for school infrastructure hence leading to inadequate schools. Inadequacy of schools contributes to more girls than boys being excluded from education. Readmission of girls to schools after delivery has been hindered by the high direct and indirect cost of schooling. Free primary education policies in a number of countries in the Sub Saharan Africa has seemingly created a window for readmission of girls in the primary schools however, this is not the situation in secondary schools where education is not yet free in a great majority of the countries. This compounds the problem where readmission of girls in the secondary schools implies higher cost for their education. Other factors such as the socio-economic factors of the parents have an effect on readmission of girls after teenage pregnancy and therefore in the policy addressing the readmission.

In Kenya, Kindiki (2009) noted that the principals' personal characteristics which includes; academic, age and gender had an impact in the effectiveness of secondary schools' management. For instance, principals with Bachelor's Degree, Masters' Degree and PhD Degree are likely to ensure that, better implementation of the curriculum was achieved than those with diploma education levels of education. The Sessional Paper No. 1 of 2005 emphasizes the need for regular training for principals on the management of school affairs, as well as their roles and responsibilities to enhance professionalism in fulfilling their oversight

mandate (Republic of Kenya, 2005). The school principals are the central implementers of the government's education policies including the girls' re-admission policy.

The re-admission policy has been reviewed in an attempt to make it more relevant and more attractive to as many young and teenage mothers to return to school after delivery. For example, the gender and education policy that was developed in the year 2003 was revisited in the year 1994 which emphasized and made provision of re-admission of girls who had become pregnant while in school to get re-admission to another school different from the one they had attended to avoid stigmatization. This has not been the case citing an earlier study carried out by FAWE in 2011 in Kenya, which found out that, though the readmission strategy has been initiated, the policy implementation has been left to the prerogative of the headteachers and boards of schools to decide whether to readmit the girls or not. It was concluded by the forum that, if the headteachers and their boards do not consider or value the education of girls, the girls seeking readmission will be denied such an opportunity.

One of the initiatives in addressing gender disparities and a part of affirmative action in education in Kenya is the readmission of girls back to schools after they have fallen prey, while in school, of teenage pregnancies and ultimately delivering. (Republic of Kenya, 2007). One of the major objectives of this policy is to increase pupil participation of marginalized and disadvantaged girls and young women in education which also aims at assuring that there is gender equity and parity in education. In Kitui County, the issue of girls getting pregnant and consequently becoming young mothers is worrying in a big proportion. The condition is making many potential girls drop out of school and hence denying them the opportunity for education (CDE, Kitui County, 2018). Apparently the society seems to have accepted, and seem to consider having girls becoming pregnant while at school as a normal occurrence. This is however contrary to

times when girls become pregnant while at school was unheard of. In fact, girls who became pregnant before married in the traditional societies were treated as outcasts. It is a result of this background that this study sought to investigate and analyze the determinants that influence the implementation of re-admission policy of girls to schools after pregnancy in public secondary schools in Kitui County, Kenya.

1.2 Statement of the Problem

The importance of education of girls cannot be reemphasized as it plays a major role in creating pathways that lead to the promotion of social and economic development of any society. Drop out of girls has a great financial and material wastage where millions of shillings are lost hence loss in manpower development. This implies that readmission policy is paramount in ensuring that no girl is denied access to education. However there seems to be a missing link in implementation of readmission policy of girls who have dropped out of school and the actual situation. This shows that there has to be factors that hinder the process of the policy implementation.

Most studies and surveys on girl education in Kenya have focused on the problem of drop-outs among girls due to pregnancy and other reasons (Omwacha, 2012, Njaki & Mwania, 2017 and Inziani, 2013). Studies done in Kitui County, scholars have concentrated on principals' financial management, management styles, performance of co-education schools, among others but none has studied the issue of implementation of girls' readmission policy after teenage pregnancy. Statistics and data held in the County Education Directors' office in Kitui County confirms the need for an investigation on the levels of implementation of girls' readmission to school after teenage pregnancy. For instance, Kitui North specifically Mwingi had a total of 97 girls who had dropped out as a result of teenage pregnancies in 2018 alone. A similar scenario is observed in Kitui South (Mutomo) with 91 girls; Kitui East (Mutitu) with 84 girls and lastly Kitui Central had 73 girls who had

dropped out in duration of one year. In total there were 345 girls who had left school in the county. Statistics shows that out of this number of drop outs, only 46 or 13 percent who had been readmitted back to school after giving birth (CDE Report Kitui, 2018). From these findings, though the re-admission policy was in place, majority of the girls (299) did not get back to school after delivery. There was therefore a need to investigate and evaluate determinants of implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County, Kenya.

1.3 General Objective of the Study

The general objective of this study was to investigate the determinants of the implementation of re-admission policy of girls' after teenage pregnancy in public secondary schools in Kitui County, Kenya.

1.3.1 Specific objectives of the study

This study was guided by the following specific objectives:

- i) To analyze the influence of family based determinants on implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County.
- ii) To synthesize the influence of the school based determinants on implementation of the re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County.
- iii) To evaluate the influence of principals' characteristics on implementation of girls' re-admission policy after teenage pregnancy in public secondary schools in Kitui County.

1.4 Research Hypothesis

H_{01} : There is no statistically significant association between family based determinants and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

H_{02} : There is no statistically significant relationship between school based determinants and implementation of girls' re-admission policy after teenage pregnancy in public secondary schools.

H_{03} : There is no statistically significant association between principals' characteristics and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

1.5 Significance of the Study

This study is would help girls to understand the re-admission policy thus seeking re-admission after delivery in case one gets pregnant while in school. The policy makers would be helped in analyzing and reviewing the current re-admission policy. This study would help in improvement of the current re-admission policy of girls after teenage pregnancy. The study provided an initial step in the development of body of literature regarding the experiences of dropout reintegration in school. This provides a new dimension to the education access debate in the country. The study would help parents as well as principals to understand their role in guiding and counseling girls on good morals and in case of a pregnancy seek re-admission after delivery. This would minimize the rate of secondary school girls drop outs and help them complete their education.

1.6 Limitations of the Study

One of the limitations of this study was that Kitui County is very expansive and therefore the researcher would not be able to reach all the schools. The researcher sampled some schools and used research assistants to help in data collection. There were also cultural barriers where in some communities it is a taboo to discuss matters concerning sex and sexuality. Some respondents also gave false responses for fear of embarrassment. To overcome this, the researcher assured them of confidentiality. The intervening variables came to play probably altering the expected results. There were no other previous research studies on this topic

done in Kitui County. Time and geographical terrain of the fast Kitui County constrained access to some areas for the purpose of data collection. The method of sampling and getting sample size was also a challenge due to the heterogeneous nature of the co-education secondary schools in Kitui County. The study is limited in its scope therefore posing a challenge in making generalization in its application in other counties in Kenya.

1.7 Delimitations of the Study

This study only focused on the determinants that influence the implementation of re-admission policy of girls' after teenage pregnancy in public secondary schools in Kitui County and not other counties. The study delimited itself to family based determinants including; size, socio-economic status, policy awareness. School based factors include; school policy, guidance and counseling and school size. Principals' characteristics include age, gender, teaching experience and professional qualification. It confined itself to public secondary schools leaving out private schools not funded by the government. Some secondary school principals, students, guidance and counseling teachers and sub-County directors were sampled thus excluding others who could have given important information..

1.8 Assumptions of the Study

The study assumed that all girls in secondary schools in Kitui County face the same problems; family backgrounds, school based factors and community setups. Another assumption was that the principals are aware of the girls' re-admission policy. The study assumed that school administrators and education officers kept up to-date students' records of enrolment. Since the study gathered data from principals, teachers, students and education officials, it assumed that all respondents were co-operative and provided reliable responses. It was also assumed that all students who were pregnant or mothers would be available and willing to give their responses.

1.9 Definitions of Significant Terms

Determinants-factors which decisively affects the implementation of re-admission policy

Dropout- any student who leave school before completing the education system

Family based determinants – variables in the family that influence the readmission policy of girls after teenage pregnancy.

School based determinants – variables in the school that affect the implementation of readmission policy of girls after teenage pregnancy.

Implementation –putting the system of enrolling girls back to school after teenage pregnancy

Re-admission policy –official directive and guideline approving students back to school after dropping out due to teenage pregnancies

Teenage pregnancy – a female under the age of 20 (adolescent) getting pregnant before marriage and while in school

Principals characteristics- Personal attributes of the principals

Co-education schools- learning institutions admitting both girls and boys

1.10 Organization of the Study

The study was organized into six chapters. Chapter one consisted of; the background, statement of the problem, purpose, objectives and hypothesis, significance, limitation and delimitation, basic assumptions, organization and definition of significant terms of the study. Chapter two consisted of; the literature review which comprises the past studies about the re-admission policy of girls after teenage pregnancy. This is organized according to the objectives of the study; the family based determinants, school based and the principal's characteristics, Summary of the literature review, theoretical and conceptual framework was given at the end of the section.

Chapter three consisted of; the introduction, research design, target population, Sampling techniques and sample Size, research instruments, validity and reliability of research instruments, data collecting procedures, analysis techniques and ethical consideration. Chapter four presented result of the study organized in subtopics based on the objectives. Chapter five gave the discussion and interpretation of research findings based on the objectives. Chapter six presented conclusion based on research findings, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the variables of the study. The main aim of the chapter was to highlighting the relevant information regarding the key areas of the study. The objectives include; family related determinants, school based and influence of principals' characteristics and how these variables influence the n implementation of the re-admission policy of girls' after teenage pregnancy in public secondary schools. Theoretical and conceptual framework was discussed and summary of the literature review given at the end of the chapter.

2.2 Family Determinants and Re-admission policy

Bunyi (2008) in one of her studies argued that in non-industrial countries the work of the family is a responsibility of all members of the family. There was however a clarification that choice was an important distinction in deciding whether a child was participating in work or they were being exploited. In instances where a child is kept in a house to work all the time, it is difficult to blame the parents that they are exploiting the child if they themselves are also working out of economic necessity. It is also important for the child to understand that life demands sometimes exert pressure on the parents and once the pressure is too much on the parents, the children also suffer the same and that the parents are not able to provide to the children as the children deserve. Further it is important for families and the society to assess the necessity of child labour and ensure that it is not an excuse for governmental or societal inaction. This study therefore supports the aspect of poverty as a cause for teenage pregnancies and inability to get readmitted back to school after delivery.

The African Union Commission (2012), shows a general consensus that young people in the developing countries need help and should be empowered to avoid pregnancies and births since they are viewed in general to be undesirable. This help can be obtained from the families as well as from the schools. Young mothers face a number of educational challenges first because of the pregnancy at their tender age and secondly the challenge of taking care of the child. These two conditions makes it difficult for them to be accommodated in a conventional classroom (Baragwaneth 2007). This calls for a policy that addresses these challenges and that offers alternative system of education which if well monitored and evaluated, it can work. Cultural shortfalls and seemingly carelessness among girls and their parents has been seen as the root cause for teenage pregnancies. These conceptions and attitudes towards teenage pregnancies where it is viewed a result of recklessness and negligence on the part of the girls impacts on policy and practice affecting the education of pregnant students and young mothers. (Pillow, 2006). Pillow concludes that education of pregnant and mothering students is supposed to be determined not by factual investigation but by beliefs.

Although the re-admission policy has been formulated, it appears to have been unsuccessful since most parents are not aware of it this implies that involvement of all stakeholders in the readmission policy implementation is important if it is to be successful. Such involvement calls for consultations with all the stakeholders and sensitization of the stakeholders with parents playing a crucial or in the whole process. One there is adequate consultation and sensitization educational practices will be enhanced since all the stakeholders will be key role players in addressing issues of exclusion, discrimination and marginalization of the minority hence enabling girls who have dropped out of school due to pregnancy and child birth are readmitted to school.

There should be outreach programs to target parents and benefit all pregnant girls, mothering students and other girls in all settings. These outreach programs are

meant to be awareness campaign to the parents so that they can support the pregnant girls, mothering students and encourage them to go back to school after delivery.

Lewis and Lockheed (2007) in their study agree that though existing knowledge on generic challenges may not be adequate to shape policies that are supposed to meet the needs and concerns parents and children from the excluded communities. There has not been a realization of full implementation. The researchers also revealed that experiences with excluded groups in some countries such as New Zealand and the United States of America showed that some traditional incentives were not sufficient in attracting girls back to school implying that extra efforts were required to have them fully back to school. This gives room to examine the implementation of re-admission policy to ensure such girls are readmitted back after delivery to complete their education.

A study by Omwancha (2012) showed conflicting views on the value, nature and implementation of the policy. The study showed lack of awareness and understanding of the policy and the policy guidelines. It was also revealed that a number of social cultural factors were important in denying the young mothers opportunities to return to school. There was therefore a strong desire from participant involvement in policy discussion. The results of this study assisted in awareness creation of the policy among all stakeholders. It also provided insights into inclusive policies, valuing and listening voices but typically heard with an objective of enhancing the education of young mothers in Kenyan schools.

The findings were important in assisting the understanding of the challenges that policy formulators and implementers face in the context of limited resources. The findings are also important in understanding the diverse points of view and expectations in the study of the problems of pregnancy related policy implementation in specific contexts.

The results of his study can however be criticized in that not all communities in Kenya hold traditional and cultural practices such as early marriages, payment of dowry and female genital mutilation which can lead to teenage pregnancies. The study findings are not showing anything to do with school girls' pregnancies and readmission back to school after delivery, hence creating a gap which this study is intended to address.

Another study by Nyakio (2011) investigated the measures to improve pregnant and teenage mothers' participation in secondary education: a case of Etago Division, Kisii County. The study reviewed various attempts that have been carried world over, and Kenya in particular, to ensure that education for the girl child is improved. The study further mirrored to the extent of this wastage between the year 2007 and 2010 by analyzing enrolment and performance trends of pregnant and teenage mothers in the area of study. The findings of the study are that poverty was the central cause of teenage pregnancy. Virtually all respondents identified financial constraints as a reason why most girls engage in premarital sex. It was found that majority of the girls who got pregnant and who never resumed their studies were those whose parents had relatively low socio-economic status while those who resumed school were from parents with relatively high socio-economic status. The family structure also contributed to the moral life of the girls.

Girls from large families were disadvantaged since parents who have many children would not bother much when one girl drops out of school. At times the parents would prefer that the child stays at home and give an opportunity to other children especially in the family is not economically stable. Girl who become pregnant and then give birth, though they may want to return to school, have challenges since they are not able to hire baby sitters as they return to school so they may prefer to drop out all together in order to take care of the child. The study by Nyakio did not touch on the issue of allowing and making provisions for

such girls to be readmitted back to school after teenage pregnancy. This therefore creates a gap that this study intended to address by investigating the determinants that influence the implementation of the readmission policy of girls' after teenage pregnancy.

2.3 School Determinants and Re-Admission Policy of Girls after Teenage Pregnancy

World Bank report (2007) states that girls' drop out gives advantages to the boys who remain in school hence become more valued than their girls counterparts the report argued that young teen mothers face the challenge of being isolated where they are unable to fully participate in schools and in school programs and activities within a normal school setting. This is despite these children being legally entitled to formal inclusion. However, the report does not address the readmission back to secondary school after teenage pregnancy. This remains a gap to be addressed by this study.

Isaac (2011) conducted a study on the influence of socio-economic factors and counseling on drug abuse among rural and urban secondary schools in Laikipia, Nakuru and Kericho Counties, Kenya. Findings of the study revealed that headteachers should be sensitized of how to deal with the girls after they have been readmitted to schools. The study also suggested that the girls should be counseled and helped to fit back to school, they should also be relieved of heavy duties at schools due to their condition after birth. Teachers should avoid anything that would affect the girls such as use of abuse and referring to their conditions.

Out of the 70 girls who were respondents, 56 of them said that they hate themselves because of the state they were in. Asked why they hated themselves, most of them cited rejection / stigmatization at home and in school. Their parents, brothers, sisters, teachers and fellow students abuse and laugh at them. Social cultural challenges facing girls in Africa appear to be related to the traditional

attitudes towards the role of boys and girls. In a bid to overcome these challenges scholars suggest that there should be unlearning of some of these cultural and traditions that seem to hinder girls' access to education. However, there seems to have no clear way of overcoming some of the traditional and cultural barriers and how they can be unlearned.

A study by Ouma (2013) conducted a study to investigate factors that affect participation of the girl-child in Secondary school education in Migori District, Migori County, Kenya. Findings of the study revealed that girl child participation in secondary education was to a large extent based on socio economic levels of the parents, parental level of education and the distance that the girls had to cover to and from school and also school factors. Parents who are educated are likely to support their girls in their educational needs unlike those that are not educated. They also serve as role models to their daughters in matters of education. Distance from home to school is a factor that also affects the girl child participation in education. The longer the distance from home the more insecure the girls which would trigger to opt not to go to school. Long distance from school makes a day scholar girl tired and fatigued due walking for long. In the long distance the girls are likely to face other challenges including being lured into relationship by people other than students who would then make them pregnant. Girls who are boarders may also get challenges during long school holidays if they are not supervised. The researcher proposed a study be conducted to determine other factors that affect girls' participation in secondary education. He also suggests that a similar study should be conducted in other districts, and in girl schools and in co-education public schools in the district. This study is however too general focusing on factors affecting girls participation in secondary schools. This is because there are many factors which can influence girl' participation in secondary education. Although the study talked about girls' pregnancy, it is silent about the re-admission policy after delivery. This creates a gap which this study intended to fill.

2.4 Principals' Characteristics and Readmission Policy of Girls after Teenage Pregnancy

According to Derrick Meador (2019), a principal in a secondary school performs many tasks, the most important ones being the mobilization of resources, management and control of finances, the organization and management of curriculum, management and motivation of teachers, students and support staff, secretary to BOM and PA, and maintaining positive school-community relations. Principals, who are in or above Job Group 'M' are the managers of their schools who play the most crucial role in ensuring school effectiveness in terms of performance and students welfare. They are in charge of implementation of all government education policies in schools, including the readmission policy of girls after teenage pregnancy which the current study sought to investigate.

In Kenya, in 1988, in an effort to develop capacities for Management bodies among other school leaders, the government established the 'Kenya Education Staff Institute (KESI) to provide in-service training to serving leaders and potential school leaders. The intended benefactors were the principals, deputy principals, heads of departments, school committees and boards of management. Evidence indicate that the institution has been in existence for over two decades but it has not been able to provide in-service programmes successfully due to inadequate funding and lack of full time training facilities (Kindiki, 2009). Perhaps that may partially explain the reasons for lack of capacity among school Managers in Kenya. Other issues linked to training that have been highlighted include lack of government commitment in their budget for training, as a result there is inadequate funding for training programme. Timing of training is important to provide sufficient time for training and relevancy of training. These trainings should be geared towards empowering the stakeholders in implementation of education policies including readmission policy of girls after teenage pregnancies.

Mwangi (2011) in his study that sought to investigate the determinants of gender inequalities in education administration among teachers in public secondary schools in the larger Thika District revealed that gender inequality in educational administration was as a result of involvement in gender roles among teachers. It was revealed that there were few female teachers in educational administrative positions. Another cause for the imbalance in educational administration was teachers' self-perception. There was however a moderate effect on gender imbalance caused by socialization and gender stereotypes on education administration among teachers. It was further revealed that gender imbalance was caused by unavailability of role models among teachers in educational administration. The respondents in the study indicated that most of women teachers rarely attended professional workshops and seminars hence could be promoted to administrative positions since they lacked professional training. The study concluded that gender roles, teachers' self-perception, socialization and gender typecast and lack of role models and mentors and lack of training among women teachers were factors responsible for gender imbalance in education administration. The study however did not focus on the characteristics of the principals in enhancing the implementation of readmission policy of girls in the secondary school hence the current study sought to fill in that gap.

Kabono (2014) sought to establish the influence of head teacher in-service training on how teachers performed in public primary schools in Kiambu East District, Kenya. It also sought to establish the relationship between headteachers in-service training and the motivation of teachers in the schools in the district. The study revealed that headteachers who had undergone training were able to reduce administrative challenges such as absenteeism, employee turnover and job restrictions among the teachers. It was also concluded that in-service training had assisted the headteachers in motivating the teachers. The headteachers had acquired skills in human resource management. It had also helped in changing the attitudes of teachers towards work and finally the motivation among teachers

largely resulted to better student academic performance. The study made a conclusion that in-service training is paramount in promoting teachers to take up administrative positions. It was recommended in the study that all headteachers should be taken through in-service training so that they on the other hand promote teachers to take up administrative positions in schools. This study however, did not address the characteristics of the principals in implementation of readmission policy of girls after teenage pregnancy. This left a gap that needs to be investigated by this study.

2.5 Summary of Literature Review and Research Gap

A study by Omwancha (2012) investigated the implementation of an educational re-entry policy for girls after teenage pregnancy in Kuria District, Kenya. Another study by Nyakio (2011) investigated and critically examined factors that are responsible for educational wastage occasioned by pregnant and teenage mothers dropping out of secondary school and their dismal performance in Etago Division, South Gucha District. None of these studies had their objectives similar to this study. The studies were also done in other counties other than Kitui County, Kenya. This left a gap that the researcher intended to investigate.

A study by Bunyi (2008) investigated the influence of poverty on girls' education. She argued that education of girls in many Sub Saharan Africa countries is affected by poverty. She further argues that at national level, inadequate resources hinder governments in their efforts to provide education due to the failure of the governments to construct many schools hence making more girls than boys being excluded from school. Another study by Mule (2008) found early marriage to be the main cause why more girls drop out of school. According to Pillow (2006) Girls are expected to move to their husbands' household when married while boys remain in their parents' households and take families welfare.

According to Bunyi (2008), the high direct and indirect costs of schooling act as a barrier to the readmission of girls after pregnancy. She further mentions that while many countries in Sub Saharan Africa have recently instituted free primary education policies, secondary education is still not free in the great majority of the countries. Bank (2007) maintains that until recently exclusion was more commonly reported by writers who focus on the position of young girls who become pregnant while at school. In most countries where enrolment rates are low in primary and secondary schools, exclusion of pregnant and mothering girls makes the boys to be more valued.

A study that was carried out by Mule (2008) found early marriage to be the main cause why more girls drop out of school. Girls are expected to move to their husbands' household when married while boys remain in their parents' households to take care of family's welfare, Pillow (2006). Therefore, investment in boys' education when the financial resources are limited becomes more preferable from the perspective of the household economy compared to the investment in girls' education. Some of these girls who are married off at tender ages are at times divorced after bearing children. These divorcees may wish to return to school but they face many challenges. None of these studies investigated what the current study is focusing on which is a research gap that this study seeks to fill.

2.6 Theoretical Framework

This study was based on the critical theory. Critical theory is a social theory that is oriented towards critiquing with an aim of transforming the society as a whole. The theory has its origin from the Marxist tradition and was generated by a group of sociologists from the University of Frankfurt, Germany and who referred to themselves as 'The Frankfurt School'. The theory aims at digging beneath the surface of social life in a bid to unearth and uncover the assumptions that keep people away from full and true understanding how the world works.

The task of critical social theory is that of evaluating the rationality of any system of social domination in view of certain standards of justice. Critical theory has the task of clarifying the socio-political determinants explaining the limits of analyses of a certain philosophical view as well as transcending the use of imagination.

Characteristics of critical theory include; **contradiction** where tension happens when the ideas of social systems change over time. **Dialectic** it is not the history of philosophy but the history of economic production. **Change** taking action to create social system change which provides for greater human freedom. It offers critique of the status quo and provides vision for a better future. The strength of this theory is that it combines both theory and practice in order to create actual change from theoretical underpinnings. It actually seeks positive social change. The critics of this theory cite its failure to provide rational standards by which it can justify itself why it is better than other theories. The weakness of this theory is its dependence on social values which are mostly subjective compared to empirical laws theories which seek objective reality. The importance of this theory is that it identifies and challenges ideologies that support inequality in society.

The critical theory was used in this study despite the weakness as a lens in identifying and challenging the determinants of implementation of the readmission policy for girls after teenage pregnancy in secondary schools in Kitui County, Kenya. One of the major precepts of the critical theory is the liberation of people by creating awareness among them on the basis of their deceit. This is done by making the self-aware and self-understanding of their prevailing conditions. The liberation entails involving the affected people and engaging them in the reconstruction of their situation and hence enabling them to pursue their goals in life. Drawing from critical theory will be a way to critique the implementation of readmission policy with the objective of bringing to light relationships of power and inequality, and work towards empowerment.

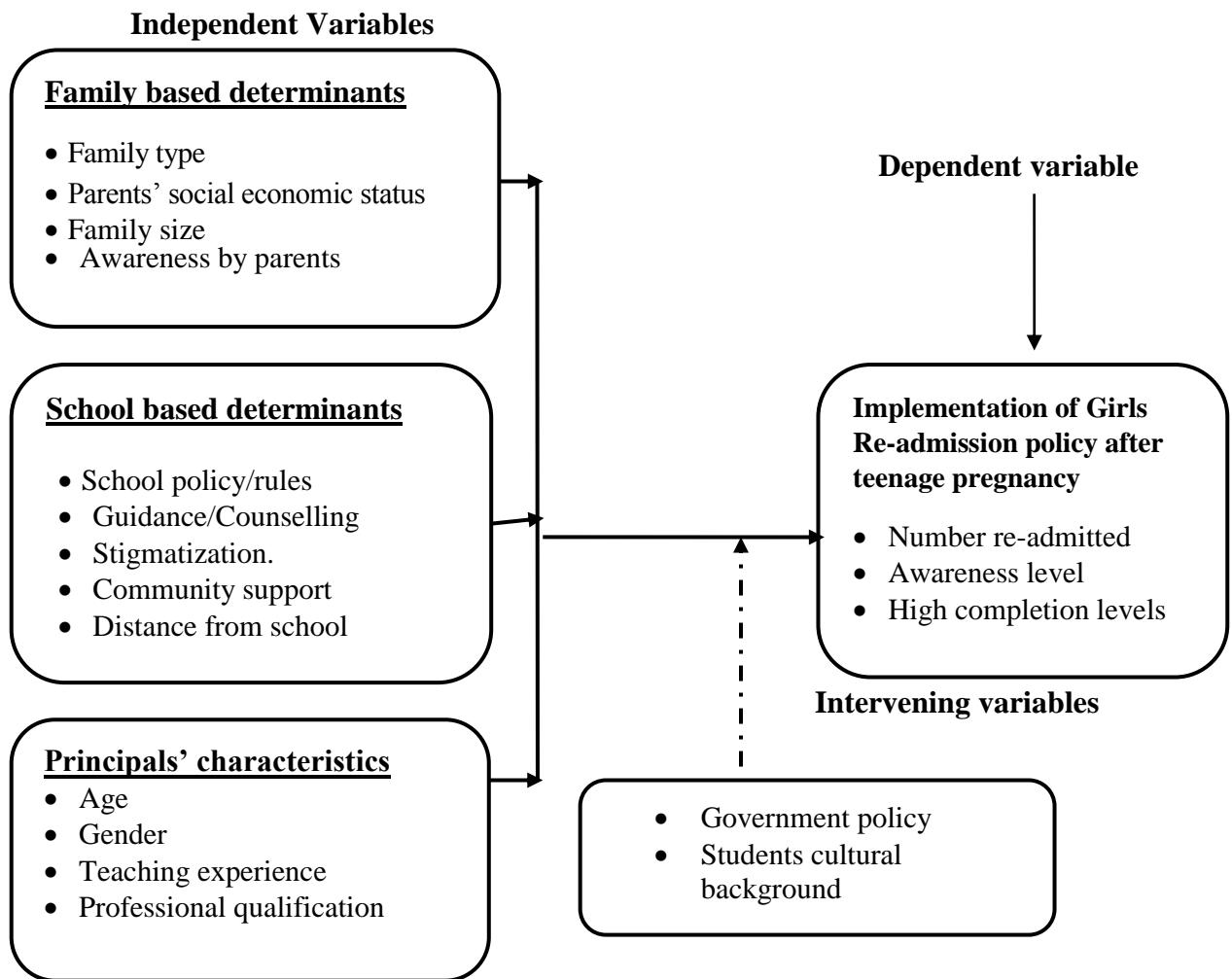
Critical theory helped in identifying and exploring this research problem. There is a general agreement among the education stakeholders in education that exclusion from school as a result of pregnancy is acceptable even though it may have denied many young girls access to education which has an effect on them not leading better lives hence making them miserable. These misrepresentations and experiences could at times be taken for granted and remain unexamined hence the researcher hoped to provide a deeper understanding of the readmission policy of girls who otherwise have given up and lost hope of competing school.

Using this theory, the readmission of girls who have previously dropped out of school can be best explained in the way communication is done in the whole implementation process. The critical theory opines that stakeholders and other actors in education which include policy makers, head teachers, teachers officials from the Ministry of Education, students and parents need to be involved in a free open and democratic discussion hence communication becomes paramount in such deliberations.

According to this theory democratic deliberations and consultations could be used to expose meaningful enlightenment and challenge including falsehoods and conventions that influence policy implementation. The illumination of situations attained as a result of communication of that is used. The communication in such deliberations should lead to a cultivation of a certain belief system that is based on self-understanding and self-evaluation. Only then that it is possible to that engagement of the different stakeholders and participation in education through democratic sharing of their experiences could lead to creating knowledge and awareness of how the purposes in their lives have been distorted. This understanding and cognizance of their circumstances could bring about ways of eliminating these distortions and the development and engagement of rational interest. Sykes, Schneider and Plank (2009) have argued that critical theory is a suitable and robust legacy since it brings about insights in policy discussion that

lead to enabling the various education stakeholders to jointly address educational concerns while engaging research.

2.7 Conceptual Framework



The independent variables for this study were; family based determinants, school based determinants, and the principal's characteristics. The family based determinants to be addressed in this study include; family type, parental social-economic status, family size and awareness about the girls' re-admission policy. In this study we have shown how each of the family factors significantly

influences the implementation of girls' re-admission policy after teenage pregnancy.

The second variable addressed in this study was the school based determinants which influence the implementation of girls' re-admission policy. The study has analyzed the influence of the school policies, guidance and counseling services, community support, distance from home to school and stigmatization/acceptance of girls after readmission. These variables were tested to assess their influence on the dependent variable which is the implementation of girls' re-admission policy.

The third variable for this study was to assess the principals' characteristics on the implementation of girls' re-admission policy. The study has evaluated the influence of; age, gender, teaching experience and professional qualification on the implementation of girls' re-admission policy after teenage pregnancy. These variables were tested to ascertain whether there was a significance association between them and implementation of girls' re-admission policy after teenage pregnancy.

There were other factors which were beyond the scope of this study although they affected the implementation of girls' re-admission policy after teenage pregnancy. The intervening variables for this study includes; the Government policy and students cultural background. The dependent variable for this study was Implementation of Girls' Re-admission policy after teenage pregnancy. Indicators include; number of girls re-admitted, sensitization level of parents and students and the level of completion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises the methodology in the following subsections: Research design, target population, sampling techniques and sample size, research instruments, validity, reliability of the instruments, data collecting procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Descriptive survey design was used in this study. Orodho (2009) noted that a whole range of educational problems can be investigated using the survey research. Studies involving surveys account for a substantial proportion of the research done in the field of education. Lazarsfield and Sieber (2009) did a content analysis of educational research appearing in 40 journals and found that about one third of them involved use of survey method. Orodho (2009) observed that, this design is ideal because it would enable the researcher to gather qualitative and quantitative data from a vast number of cases at a specified period of time. In this case all public girls' secondary and co-education secondary schools made the vast number of cases thus making this design ideal. The design is applicable in this study because it allowed the use of a wide range of research methods including the questionnaires, interviews and document analysis in collection of data. This helped in the investigation of the independent and dependent variables of the study.

3.3 Target Population

Target population refers to a group of individuals, objects or items from which samples are taken for measurement also referred to as census (Kombo & Tromp, 2006). Target population for this study consisted 120 girls' schools and 155 co-education schools in Kitui County, making a total of 275 schools. This included 275 principals, 275 guidance and counseling teachers and 275 head girls. The study also included the County Director of Education all the 16 sub county directors of education in Kitui County. Total target population was 842

3.4 Sampling Techniques and Sample Size

Sampling is referred to the process of picking out or selecting individual subjects of from a given population. The selected group should be a representation of the whole population (Kombo & Tromp, 2006). In this study, the researcher used stratified sampling and simple random sampling. In stratification, the researcher randomly selected four sub-counties from the 16 sub counties. These include; Mwingi North, Kitui Central, Mutomo and Katulani Sub Counties. From the four sub-counties a sample of 36 girls' schools and 47 co-educational schools were selected using simple random samplings (cluster sampling) making a total of 83 schools. From the 83 sampled schools, the study included all the 83 principals, 83 guidance and counseling teachers and 83 head girls, a total of 249 in the research. The principals were chosen because they were directly involved in the implementation of the re-admission policy of girls after teenage pregnancy in their schools. The guidance and counseling teachers were involved because they counseled most of the expectant girls while in school and also those readmitted after teenage pregnancy. The head girls were chosen to represent the students' opinion concerning the re-admission policy. The researcher also used simple random sampling (cluster random sampling) to select 30% of the 16 sub-County directors making a sample of five Sub-County Directors of Education (SCDE). These were chosen because they offer supervisory role as well as principals'

sensitization on the implementation of the readmission policy. The County Director of Education was purposively selected.

Table 3.1: Sampling matrix

Respondents	Population	Girls	Co-education	Sample size	Sampling
Principals	275	36	47	83	Simple Random
G&C teachers	275	36	47	83	Simple Random
SCDE	16	0	0	5	Purposive
Head girls	275	36	47	83	Simple Random
Total	841	108	141	254	

3.5 Research Instruments

The study made use of the questionnaires, interviews and document analysis to gather information from the respondents.

Questionnaires

This study used questionnaire for data collection. One of the advantages of a questionnaire is that it enables a researcher to collect large amounts of data within a short time. It also ensures anonymity and it is easier to fill especially for the literate populations Orodho (2009). According to Keith (2009), questionnaires can enable standardization of questions and uniform procedures besides being flexible. The questions were based on the research objectives. The questionnaires were administered to the principals, guidance and counseling teachers and students. Section one of the questionnaires were composed of the respondents' demographic data, section two; school based; section three, family based determinants. Section four was composed of principals' personal characteristics. The tool is appropriate in collecting both quantitative and qualitative data in detail.

Interviews

The researcher used structured interviews to gather information from the Sub County Directors of Education. The researcher in this study preferred use of interview because it saves time and gives in-depth information on specific issues as the participants simply answer what has been asked by the researcher, Mugenda & Mugenda (2011). Interviews ensure easy correction of speech and help to develop relationships. It gives first hand and sufficient information. The interviews collected qualitative data. The researcher could probe for in depth information and seek clarification from the respondents. This gave firsthand information.

Document Analysis

The researcher analyzed the documents in the offices of the county director of education. The data collected here was quantitative. The researcher gathered information about the enrolments in schools, the dropout rates and readmission of girls after teenage pregnancies.

3.6 Validity of Research Instruments

Validity entails ascertaining whether an item measures what it intends to measure and consequently permitted appropriate interpretation of scores (Orodho 2005). To determine the validity of the instruments the researcher consulted the lecturers in the School of Education at South Eastern Kenya University to check the content, coverage and clarity of the questions on the issues that were being investigated. Their recommendations were incorporated into the instruments and ensured validity. Piloting of the instruments was done in two schools; a Girls' school in Mwingi Central and a Co-education school in Ikutha Sub County. The two principals, guidance and counseling teachers and head girls participated in the pilot study. These schools were not included in the sample size.

To test the validity of the interview schedules, inter-rate validation procedure proposed by Gwet (2008) was used. This was done using 4 directors of education who were interviewed in two groups and then Spearman's correlation coefficient was calculated for the two groups and then to measure pair wise correction among raters. Pearson assumes the rating scale is continuous and if the correction is more than 0.75 is considered high. This means that there is little variation between the scores given to each item by the two raters hence there is high validity observed. After performing the inter-rater validation on the interview schedule, an average level of agreement for the groups was calculated as the mean of the correlation coefficient for the pair wise correlation was 0.83. This shows that the interview schedules were valid.

3.7 Reliability of Research Instruments

Reliability of research instrument refers to the degree to which a research instrument gives consistent results upon repeated trials. Reliability is defined as the degree to which a research instrument yields consistent results after repeated trials (Denscomb, 2007). In this study, the researcher employed the Split-half technique to test for the reliability of the questionnaire whereby the pilot instruments were divided into two equivalent halves. The questionnaire items were divided into one half of even number items and the other of odd number items. Using Pearson Product Moment Correlation Coefficient, the coefficient of relationship for the results were computed. The correlation co-efficient (r) were obtained as 0.822 which was deemed reliable (Orodho, 2009). He asserted that a correlation co-efficient (r) of about 0.75 should be considered high enough to judge the reliability of an instrument. The Pearson's Product- Moment correlation(r) formula used was as below:

$$r_{xy} = \frac{\sum x_i y_i - n \bar{x} \bar{y}}{(n-1)s_x s_y} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}.$$

3.8 Data Collection Procedures

The researcher sought authority to collect data from South Eastern Kenya University, Office of the Director, Board of Post Graduate Studies. A permit was sought from the National Council for Science and Technology. The authorization letter was then presented to the County Commissioner and County Director of Education in Kitui County. Copies of the permit were availed to the SCDE of the sampled Sub counties. The researcher then made appointment with the Principals of the sampled secondary schools. The researcher gave the introduction letter to the school principals and explained the purpose of the study. The principals then introduced the researcher to their guidance and counseling teachers and the head girls. After establishing a rapport, the researcher administered the research instruments personally. She gave adequate time to participants to fill the questionnaires and then collected them. While in the schools the researcher checked the school records to gather information to fill the document analysis worksheets. The researcher made prior arrangements with the CDE and the SCDE to visit them at their respective places of work and administer the in-depth interview schedule to them at their convenient time through face to face conversation.

3.9 Data Analysis Techniques

Once the data was collected from the field, it was sorted to identify errors made by the respondents such as spelling and any un-responded to items. The data was then cleaned, coded and entered in to the IBM Statistical Package for Social Sciences (SPSS) software version 25. Quantitative data to be derived from the demographic section and the closed ended items in the research instruments were analyzed using descriptive and inferential statistics. Inferential statistics was done using Pearson correlation coefficient and chi-square. The correlation showed the strength of relationship between the independent and dependent variables while the Chi-square test for independence. The association must show all at 0.05

significant levels. The assumption behind the use of the Chi-square is that, there is a significant association between the independent and dependent variables. Descriptive statistical tools were the mean, mode and frequency tally. The Qualitative data generated from the open ended items and interviews were organized into themes and patterns based on the study objectives and research hypothesis and analyzed thematically and inferences drawn.

Table 3.2: Hypothesis testing matrix

Hypothesis	Independent variable	Data type	Dependent variable	Data	Statistical tool	Reason
H_{o1}	Family based factors	Nominal	Re-admission policy	Ratio	Chi-square	Association
H_{o2}	School based factors	Ratio	Re-admission policy	Ratio	Correlation	Relationship
H_{o3}	Principals' characteristics	Nominal	Re-admission policy	Ratio	Chi-square	Association

3.10 Ethical Considerations

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior, and so, most professions have ethical guidelines which govern their profession, (Dooley 2007). Ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights. The researcher took great care to assure respondents' information was treated with a lot of confidentiality. The researcher then informed the respondents that no information was to be shared to the third party. Also their information was not to be identified and was to be used for research purposes only.

The researcher ensured that no individual identity was to be revealed whatsoever. Information about individual or the institution was not revealed in written form. Such information was only used for the purpose of the study and not for any other purpose. Before administering the questionnaires, the researcher explained the aim and the purpose of the research to the respondents. She also took them through the procedure of filling in the questionnaire. They were also allowed to make decision on whether to participate in the study or not. The respondents were also provided with a form to sign for their consent to participate in the study. The study would not harm the respondents and would only focus only on relevant components. The raw data was filed while analyzed data was printed and filed as well as storing soft copies in CDs and flash disks with a password.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter presents the research results.. The study utilized both descriptive and inferential statistics. The analysis was based on findings from the three research objectives.

4.2 Questionnaire Return Rate

According to Mugenda and Mugenda (2003), questionnaire return rate is the proportion of the usable questionnaires that are returned by the sampled respondents after administration. The questionnaires for this study were administered to 83 principals, 83 students and 83 guidance and counseling teachers. The researcher also used interview to collect data from five Sub County Directors of Education and one County Director of Education. The questionnaire return rate is shown in Table 4.1.

Table 4.1: Questionnaires Return Rate

Respondents	Returned	Not Returned	Total
Principals	65(78%)	18(22%)	83(100%)
Students	65(78%)	18(22%)	83(100%)
Guidance and counseling Teachers	65(78%)	18(22%)	83(100%)

The questionnaires return rate as presented in Table 4.1 shows that the rate of completion was high. Mugenda and Mugenda (2003) opine that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent

is regarded as good while at 70 percent and above, it is termed as very good. The response rate for this study was therefore very good since it was over 70 percent. The high return rate could be attributed to the fact that the questionnaire were personally administered by the researcher and the good rapport that she had with the respondents. The respondents were given ample time to fill and the researcher used the headteachers to remind the respondents to complete them in time.

4.3 Demographic Information of the Respondents

The respondents were requested in the questionnaires to indicate their demographic characteristics which included; gender, age, highest academic qualifications and their working experience.

4.3.1 Distribution of Respondents by Gender

The information on gender distribution helped the researcher to ascertain the real representation in the study in terms of the gender. The results on gender were shown in figure 4.1

Chart1: Gender Distribution of Respondents

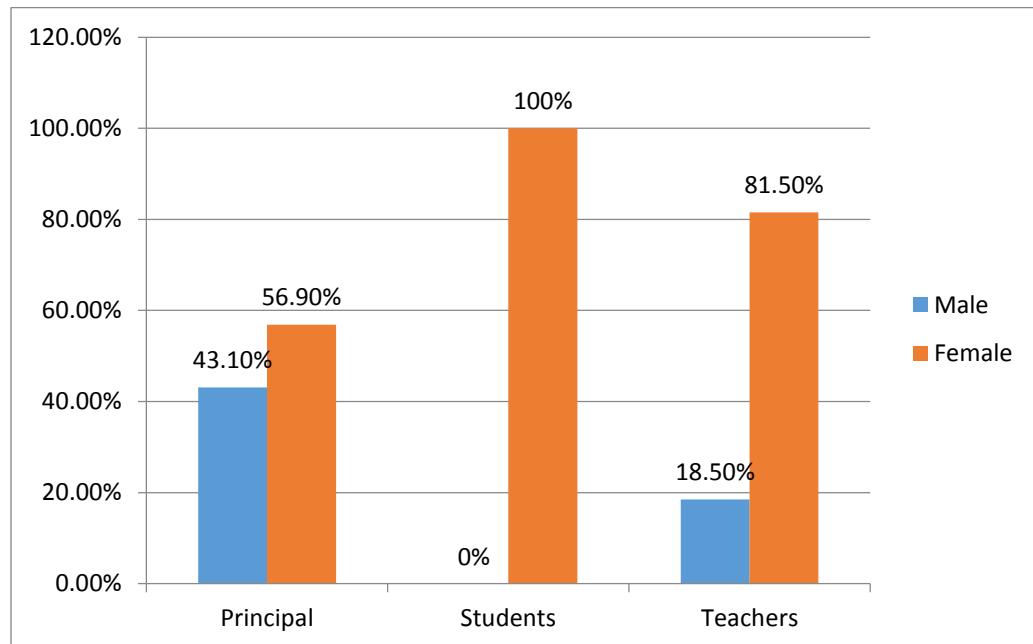


Figure 4.1: Gender Distribution of Respondents

Table figure 4.1 shows that in general there were more female respondents than their male counterparts. The researcher noted that this was due to the fact that all the girls' schools were headed by lady principals as part of the ministry of education policy. This was because most schools studied were girls and mixed schools which were most headed by female principals. This gender distribution was likely to give a good representation in terms of gender as it followed a two thirds majority rule of either gender.

4.3.2 Distribution of Respondents by Age

The respondents were requested to indicate their age. The age characteristic is likely to show the physical maturity rate of a principal or guidance and counseling teachers and the results are shown in Chart 2.

Chart 2: Distribution of Respondents Age

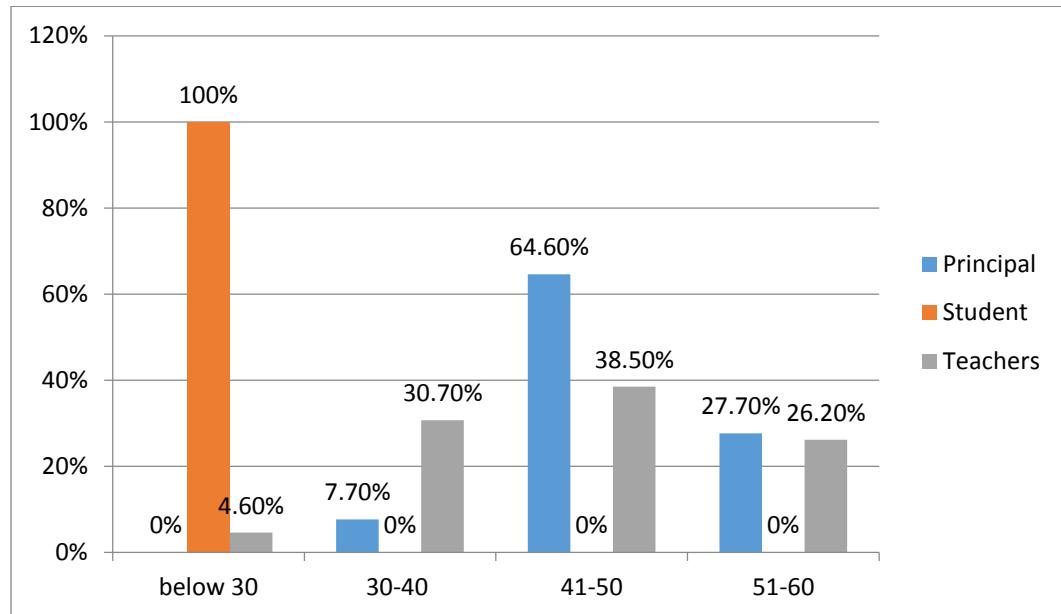


Figure 4.2: Age distribution

Figure 4.2 shows that majority of the principals were more aged than the guidance and counseling teachers. Most (64.6%) principals were aged 41-50 years of age. However, all the students were below 30 years which is an indication that there were no students who were abnormally old.

4.3.3 Distribution of Respondents by Academic Qualification

Academic qualification of Principals determines the professional development of a teacher. In Kenya, Principals are promoted to that position if they are at least at job group M which is acquired after serving for more than three years at job group L. The principals and guidance and counseling teachers were required to indicate their highest academic qualification. The results were as shown in Table 4.2

Table 4.2: Academic qualification for Principals and Teachers

Qualification	Principals		G & C teachers	
	Frequency	%	Frequency	%
Diploma	2	3.1	6	9.2
Degree	40	61.5	49	75.4
Masters	22	33.8	10	15.4
PhD	1	1.5	0	0.0
Total	65	100.0	65	100.0

Table 4.2 shows that in Kitui County there were more Principals with masters' degrees (33.8%) compared to guidance and counseling teachers (15.4%). Majority of the respondents however had degrees, with 75.4% of the guidance and counseling teachers and 61.5% principals.

4.3.4 Distribution of Respondents by Professional Experience

The experience of teachers is a pointer to quality leadership and management including student's behavior. This experience is dictated by the duration of work in years. The respondents were requested to indicate their experience. The results are presented in Table 4.3.

Table 4.3: Professional Experience of Principals and Teachers

Principals			Guidance and counseling Teachers	
Experience	Frequency	%	Frequency	%
Less than 5 years	0	0.0	0	0.0
5 -9	3	4.6	7	10.8
10 – 15	21	32.3	15	23.1
More than 15	41	63.1	43	66.1
Total	65	100.0	65	100.0

Table 4.3 shows that, teachers become principals and guidance and counseling teachers with experience while the less experienced seemed to play their role just as assistant teachers.

4.4 Family Determinants and Implementation of the Re-admission Policy of Girls after Teenage Pregnancy

This study sought to establish the influence of family based determinants on implementing the re-admission policy of girls. The principals, guidance and counseling teachers and students were required to indicate the type of families where most girls who got pregnancies came from. Since the question was the same for all respondents, the responses were combined and presented in Table 4.4.

Table 4.4: Family types and pregnant girls

Family Type	Principal		Students		G&C Teachers	
	Frequency	%	Frequency	%	Frequency	%
Both parents	7	10.3	8	12.3	3	4.6
Single parent	25	37.4	26	40.0	20	30.7
Orphaned one parent	15	23.6	16	24.6	25	38.5
Orphaned both parents	18	28.7	17	26.2	17	26.2
Total	65	100.0	65	100.0	65	100

Table 4.4 shows that there were slightly more responses (40%) who indicated that most of the girls who became pregnant at school were from single parents. This was followed by 28.7% who were from families without both parents. The least (10.3%) were those girls from families with both parents. From the open ended questions, the reason for teenage pregnancies was sighted as peer pressure, lack of proper guidance from parents, financial constraints, neglect from single parents, lack of parental love and absence of parents.

The respondents were further requested to indicate whether there were pregnancy cases in the last two years.

Chart 3: Principals Responses on Pregnancy Cases

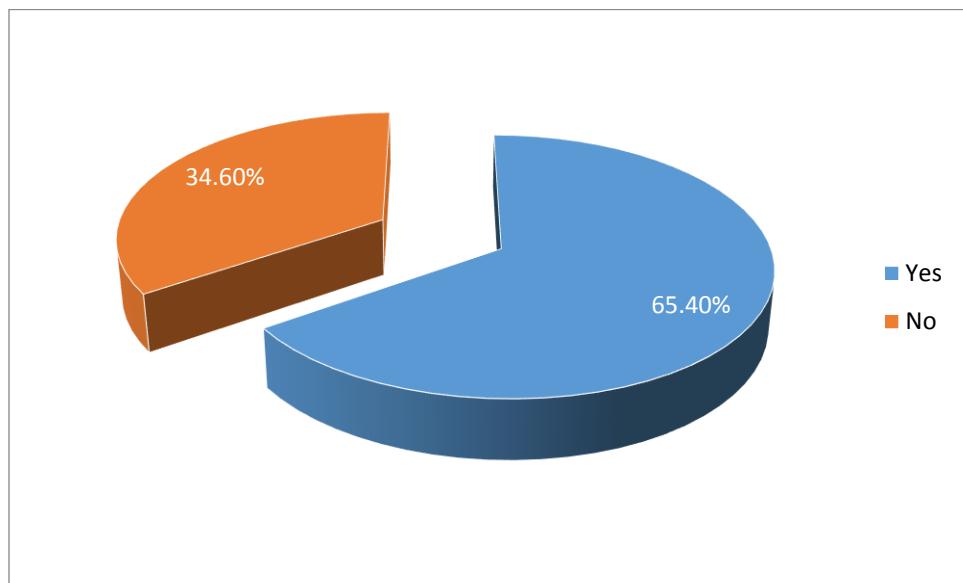


Figure 3: Principals Responses on Pregnancy Cases

Figure 3, revealed that, more than half (65.4%) of the respondents admitted that there were pregnancy cases the last two years. This shows how high the level of teenage pregnancies was in schools hence more need for sensitization on re-admission policy.

The researcher further sought to establish the presence of teenage mothers in the schools.

Chart 4: Principals Responses on Presence of teenage mothers

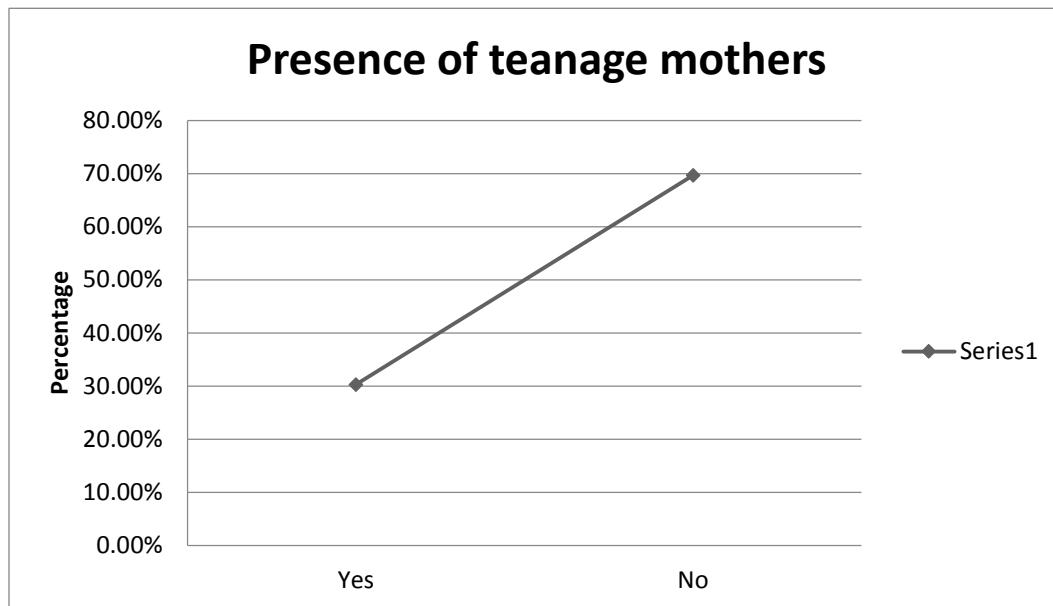


Figure 4.4: Principals Responses on Presence of teenage mothers

Although there were many pregnancy cases as observed in chart 4, it is evident that majority (69.7%) had not go back to school after delivery. This shows that there is a big number of girls who do not go back to school after delivery. This would likely lead to high level of illiteracy and consequently high poverty levels.

The researcher further sought to establish the social economic status of most of the girls who had been re-admitted after teenage pregnancy. The responses were presented in Table 4.5.

Table 4.5: Socio-economic status of parents with re-admitted girls

Status	Principal		Students		G&C Teachers	
	Frequency	%	Frequency	%	Frequency	%
Financially unstable	12	17.9	8	12.3	3	4.6
Financially stable	26	40.0	26	40.0	20	30.7
Educated	20	31.3	16	24.6	25	38.5
Uneducated	7	10.8	17	26.2	17	26.2
Total	65	100.0	65	100.0	65	100

Table 4.5 revealed that majority (40%) of the principals and students responded that girls who had been readmitted back to school were from financially stable families. It was revealed that 38.5% of the teachers who participated in the study responded that the girls who had been readmitted had educated parents with least coming from families that were not stable as it was shown by 4.6% of them. The findings imply that the social economic background of the readmitted girls influenced teenage pregnancies where girls from needy families were likely not to return to school.

Further, the principals were requested to indicate their level of agreement with the statements on the influence of socio- economic status on re-admission policy of teenage girls. The data is presented in Table 4.6.

Table 4.6: Principals opinion on socio- economic status and re-admission

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Educated parents adhere re-admission policy for teenage mothers	42	64.6	15	23.1	3	4.6	2	3.1	3	4.6	65	100
Parents with stable careers follow re-admission policy for teenage mothers	39	60.0	18	27.7	5	7.7	2	3.1	1	1.5	65	100
Family size affects re-admission policy for teenage mothers	31	47.7	19	29.2	4	6.2	5	7.7	6	9.2	65	100
The parents with high and stable income follow the re-admission policy for teenage mothers	37	56.9	20	30.8	5	7.7	2	3.1	1	1.5	65	100
Cultural background of the parents determines the level of policy implementation.	25	38.5	19	29.2	15	23.1	3	4.6	3	4.6	65	100
Parents religious background determine the implementation of re-admission policy	20	30.8	18	27.7	17	26.2	3	4.6	7	10.8	65	100

Data presented in Table 4.6 show that majority of the principals (64.6%) and 60% of the respondents strongly agreed that educated parents and parents with stable careers respectively follow re-admission policy for teenage mothers. This was followed by 56.9% who strongly agreed that, the parents with high and stable income follow the re-admission policy for teenage mothers. Also 47.7% of the principals strongly agreed that family size affects re-admission policy for teenage

mothers. It was however noted that there were few (30.8%) and 38.5% respondents who strongly agreed that parent's religious background and cultural background of the parents respectively determines the level of policy implementation of re-admission policy.

The researcher further tested the first and the second hypothesis using Chi-square test.

H_{01} : There is no statistically significant association between family based determinants and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

To test this hypothesis, the researcher considered the relationship between family type, parents' socio-economic status, family size, family awareness and implementation of re-admission policy of girls. The data is presented in Table 4.7.

Table 4.7: Chi-Square test for family type

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.429(a)	4	.000
Likelihood Ratio	48.869	4	.000
Linear-by-Linear Association	25.210	1	.000
N of Valid Cases	65		

a 23 cells (92.0%) have expected count less than 5. The minimum expected count is .05.

Table 4.7 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 51.429$, $p = .000$. This tells us that there is a statistically significant association between family type and implementation of re-admission policy of girls after teenage pregnancy.

Table 4.8: Chi-Square Tests for Socio-Economic Status

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.000(a)	4	.000
Likelihood Ratio	15.881	4	.003
Linear-by-Linear Association	16.840	1	.000
N of Valid Cases	65		

8 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

Table 4.8 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 40.000$, $p = .000$. This tells us that there is a statistically significant association between social-economic status and implementation of re-admission policy of girls after teenage pregnancy.

Table 4.9: Chi-Square on Family size and implementation of re-admission policy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	133.333(a)	16	.000
Likelihood Ratio	102.737	16	.000
Linear-by-Linear Association	36.977	1	.000
N of Valid Cases	65		

25 cells (100.0%) have expected count less than 5. The minimum expected count is .65.

Table 4.9 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 133.333$, $p = .000$. This tells us that there is a statistically significant association between community support and implementation of re-admission policy of girls after teenage pregnancy.

Table 4.10: Chi-square test on Girls Awareness

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.928(a)	4	.000
Likelihood Ratio	23.003	4	.000
Linear-by-Linear Association	18.080	1	.000
N of Valid Cases	65		

a 8 cells (80.0%) have expected count less than 5. The minimum expected count is .30.

Table 4.10 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 26.928$, $p = .000$. The data implies a statistically significant association between school guidance and counseling frequency and implementation of re-admission policy of girls.

The average Chi-square results averages were presented in table 4.11.

Table 4.11: Chi-square test on family based determinants and implementing the policy on re-admission of girls after teenage pregnancy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.9207(a)	4	.000
Likelihood Ratio	47.6225	4	.000
Linear-by-Linear Association	24.27675	1	.000
N of Valid Cases	65		

a 8 cells (80.0%) have expected count less than 5. The minimum expected count is .30.

Table 4.11 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 62.920$, $p = .000$. This tells us that there is a statistically significant association between family based

determinants and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County. We do therefore reject the hypothesis.

4.5 School based determinants and re-admission policy of girls after teenage pregnancy

To establish the school based determinants that influenced the re-admission policy for girls who had dropped out of school after pregnancy and childbirth, the researcher requested the respondents to indicate how often the girls were tested for pregnancy per year. Since the question was common for all respondents, the responses were combined in Table 4.14.

Table 4.12: Principals Responses on Frequency of testing girls for pregnancy

Number of times	Frequencies	Percentage
Once	38	58.1
Twice	13	20.4
Thrice	8	10.2
More than thrice	6	9.3
Total	65	100

Table 4.12 shows that majority (58.1%) of the respondents indicated that the frequency of testing girls was once per year. This frequency is not enough and therefore there was need to increase the frequency so as to identify the expectant ones early enough. This helps them to understand the re-admission policy early.

Table 4.13: G&C teachers' responses on Frequency of guidance and counseling sessions

Number of times	Frequencies	Percentage
Once	3	4.6
Twice	4	5.1
Thrice	5	7.2
More than thrice	53	83.1
Total	65	100

Table 4.13 shows that majority (83.1%) of the teachers indicated that there were more than three guidance and counseling sessions per term. This frequency is high enough to assist girls in understanding life skills and impact on their moral lives.

The researcher also sought to establish the school policy on re-admission. The responses were presented in Table 4.14.

Table 4.14: Principals Responses on School policy on readmission of girls after teenage pregnancy

Policy	Frequency	Percentage
Expectant girls are allowed in school until due date	15	22.6
We re-admit girls after pregnancy	49	74.9
We do not readmit girls after pregnancy	1	2.5
Total	65	100

It was established from Table 4.14 that majority (74.9%) of the schools re-admitted the girls back after teenage pregnancy. This shows that most schools were re-admitting girls after teenage pregnancy, however it dependent on whether the girls are aware and understand the readmission policy.

The principals were requested to indicate their level of agreement with the statements related to the school and re-admission policy of teenage girls after pregnancy using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.

Table 4.15: Principal's opinion on school related factors on girls' re-admission

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Most schools discriminate pregnant girls	18	27.7	22	33.8	14	21.5	5	7.7	6	9.2	65	100
Peer pressure discourages girls from re-admission after pregnancy	35	53.8	25	38.5	2	3.1	2	3.1	1	1.5	65	100
Schools with strong Guidance &Counseling have less pregnancy cases.	21	32.3	30	46.2	10	15.4	1	1.5	4	6.2	65	100
Pregnant girls' are stigmatized in our schools	18	27.7	30	46.2	5	7.7	7	10.8	5	7.7	65	100
Girls are allowed back to school after teenage pregnancy	20	30.8	35	53.8	6	9.2	3	4.6	1	1.5	65	100
Girls are ashamed of going back to the same school after teenage pregnancy	39	60.0	22	33.8	1	1.5	2	3.1	1	1.5	65	100
Girls are not accorded proper pre-natal and post-natal attention in our schools	18	27.7	31	47.7	9	13.8	3	4.6	4	6.2	65	100

Data presented in Table 4.15 shows that majority (60%) of the respondents strongly agreed that girls who had been readmitted to school were not comfortable returning to their former schools. This implied a need to encourage the girls to go back to their previous schools since teachers in the schools would be in a position to understand them and even take care of them. This was followed by 53.7% who strongly agreed that, peer pressure discouraged girls from re-admission after pregnancy. Other 47.7% and 46.2% agreed that, girls were not accorded proper pre-natal and post-natal attention in the schools and Guidance & Counseling had less pregnancy cases respectfully. These results agree with Isaac (2011) who argued that the school, through the head teachers, should be sensitized on how to deal with the girls after re-admission. The principals were requested to give their opinion on community support on girls' re-admission policy using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.

Table 4.16: Principal's opinion on community support on girl's re-admission

	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The government should sensitize the community on girls' re-admission policy.	29	44.6	28	43.1	4	6.2	3	4.6	3	4.6	65	100.0
Most families prefer to educate boys than girls	10	15.4	12	18.1	3	4.6	5	7.7	15	20.1	65	100.0
The culture does not allow teenage mothers to go back to school.	9	13.8	10	15.4	5	7.7	20	30.8	21	32.3	65	100.0
The community supports re-admission policy of teenage girls after pregnancy.	19	29.2	21	32.3	15	20.1	5	7.7	5	7.7	65	100.0

Table 4.16 shows that, majority (44.6%) of the principals strongly agreed that the government should sensitize the community on girls' re-admission policy. This was followed by 29.2% who strongly agreed that, the community supports re-admission policy of teenage girls after pregnancy. However, 30.8% disagreed with the statement that culture does not allow teenage mothers to go back to school while 20.1% disagreed with the statement that, most families prefer to educate boys than girls.

Further the researcher tested the hypothesis H_05 on relationship between school policy and implementation of re-admission policy of girls.

H_{02} : There is no statistically significant relationship between school based determinants and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

To test this hypothesis, the researcher considered the relationship between; school policy, school guidance and counseling, school size and community support and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools and averaged the results.

Table 4.17: School policy and implementation of re-admission policy of girls after teenage pregnancy

		School policy	Implementation of re-admission policy
School policy	Pearson Correlation	1	.852(**)
	Sig. (2-tailed)		.000
	N	65	65
Implementation of re-admission policy	Pearson Correlation	.852(**)	1
	Sig. (2-tailed)	.000	
	N	65	65

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 shows that there is a strong positive relationship $r(65) = 0.852$, $p < 0.05$ between school policy and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. This means that the better the policy the higher the re-admission of girls after teenage pregnancy.

Table 4.18: Correlations school guidance and counseling and implementation of re-admission policy of girls after teenage pregnancy

		School size	Implementation of re-admission policy
School size	Pearson Correlation	1	.579(**)
	Sig. (2-tailed)		.000
	N	65	65
Implementation of re-admission policy	Pearson Correlation	.579(**)	1
	Sig. (2-tailed)	.000	
	N	65	65

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.18 shows that there was a moderately strong positive relationship $r(65) = 0.579$, $p < 0.05$ between school guidance and counseling and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. This means that the bigger the school the higher the re-admission of girls after teenage pregnancy.

Table 4.19: Correlation for school size and re-admission

		Family size	Implementation of re-admission policy
Family size	Pearson Correlation	1	-.546(**)
	Sig. (2-tailed)		.000
	N	65	65
Implementation of re-admission policy	Pearson Correlation	-.546(**)	1
	Sig. (2-tailed)	.000	
	N	65	65

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 shows that there is a moderate negative relationship $r (65) = -0.546$, $p < 0.05$ between school size and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

Table 4.20: Correlations for community support and re-admission policy

		Implementation of re-admission policy
	Girls awareness	
Girls' awareness	Pearson's Correlation	1 .752(**)
	Sig. (2-tailed)	.000
	N	65 65
Implementation of re-admission policy	Pearson Correlation	.752(**) 1
	Sig. (2-tailed)	.000
	N	65 65

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.20 shows that there is a strong positive relationship $r (65) = 0.752$, $p < 0.05$ between community support and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. This means that awareness increases the re-admission of girls after teenage pregnancy.

The average results for the correlations on school determinants were presented in Table 4.21.

Table 4.21: Correlations for girls' awareness and re-admission policy

		Implementation of re-admission policy	
		Girls awareness	
Girls' awareness	Pearson's Correlation	1	.609(**)
	Sig. (2-tailed)		.000
	N	65	65
Implementation of re-admission policy	Pearson Correlation	.609(**)	1
	Sig. (2-tailed)		.000
	N	65	65

** Correlation is significant at the 0.01 level (2-tailed).

Data presented in Table 4.21 reveals that there is a strong positive relationship $r(65) = 0.609$, $p < 0.05$ between girls' awareness and implementation of re-admission policy of girls. The hypothesis is therefore rejected implying that increase in girls' awareness has a positive correlation with policy implementation.

4.6 Principals' Characteristics and Re-Admission Policy of Girls After Teenage Pregnancy

The study sought to determine the influence of principals' characteristics on implementation of re-admission policy of girls after pregnancy in public secondary schools in Kitui County. To achieve this objective, the researcher first requested the principals to indicate whether principals' characteristics influence re-admission policy and whether they had gone through in-service training on girls' re-admission policy.

Table 4.22: Principals' Characteristics and Influence on re-admission policy of girls' after teenage pregnancy

Responses	Yes		No		Total	
	F	%	F	%	F	%
Characteristics influence	48	73.8	17	26.2	65	100
In-serviced	30	46.2	35	53.8	65	100

It was indicated by 73.8% of the respondents that principal's characteristics influenced the implementation of re-admission policy for the girls after teenage pregnancy. It was however established that only 53.8% of the principals had been sensitized on the re-admission policy. This shows that there is need to sensitize more principals on the policy. For the few who had been in-serviced, they indicated that they were in-serviced by 'Kenya Education Staff Institute' (KESI).

The principals were requested to indicate their opinion on the influence of principals' characteristics and re-admission policy of teenage girls after pregnancy using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree. The responses were presented in Table 4.26.

Table 4.23: Principal's responses on their characteristics and influence of girl's re-admission policy

	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The principal's experience influences implementation re-admission policy.	31	47.7	20	30.8	5	7.7	4	6.2	5	7.7	65	100
Lady principals understand girls' problems more than male principals	38	58.5	24	36.9	1	1.5	1	1.5	1	1.5	65	100
The age of the principal influences re-admission policy.	5	7.7	15	23.1	22	33.8	10	15.4	13	20.0	65	100
The principals' academic level and experience influences re-admission policy.	18	27.7	15	23.1	16	24.6	10	15.4	6	9.2	65	100

Table 4.23 shows that majority (58.5%) of the respondents strongly agreed that, female principals understand girls' problems more than male principals. This was followed by 47.7% who strongly agreed that, the principals' experience influences implementation of re-admission policy of girls after teenage pregnancy. 27.7% strongly agreed that, the principals' academic level and experience influences re-admission policy. However, 20% of the respondents strongly disagreed that, the age of the principal influences re-admission policy.

The researcher further tested hypothesis H₀₉ to establish the association between principals' age and implementation of readmission policy of girls using correlation analysis.

Table 4.24: Correlations for principals' age and implementation of re-admission policy

		Principal's age	Implementation of re-admission policy
Principal's age	Pearson Correlation	1	.762(**)
	Sig. (2-tailed)		.000
	N	65	65
Implementation of re-admission policy	Pearson Correlation	.762(**)	1
	Sig. (2-tailed)	.000	
	N	65	65

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.24 shows that there is a strong positive relationship $r(65) = 0.762$, $p < 0.05$ between principal's age and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. This means that the more the years of age of principals the higher the re-admission of girls after teenage pregnancy.

The researcher further tested hypothesis H_{03} using Chi-square test to establish association between principals' personal characteristics and implementation of re-admission policy.

H_{03} : There is no significant relationship between principals' personal characteristics and implementation of re-admission policy of girls after pregnancy in public secondary schools.

The researcher tested the association between gender, experience and professional qualification and implementation of re-admission policy of girls after pregnancy in public secondary schools.

Table 4.25: Chi-Square Test for principals' gender and implementation of re-admission policy of girls after teenage pregnancy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.920(a)	16	.000
Likelihood Ratio	79.658	16	.000
Linear-by-Linear Association	34.055	1	.000
N of Valid Cases	65		

a 25 cells (100.0%) have expected count less than 5. The minimum expected count is .10.

Table 4.25 shows that the Pearson Chi-Square is $\chi^2_{(1,4)} = 79.920$, $p = .000$. This tells us that there is a statistically significant association between principal's gender and implementation of re-admission policy of girls after teenage pregnancy.

Table 4.26: Chi-Square Test for principals' gender and implementation of re-admission policy of girls after teenage pregnancy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	89.820(a)	16	.000
Likelihood Ratio	89.658	16	.000
Linear-by-Linear Association	44.055	1	.000
N of Valid Cases	65		

a 25 cells (100.0%) have expected count less than 5. The minimum expected count is .10.

As shown in Table 4.26, there is a statistically significant association between principal's gender and implementation of re-admission policy of girls (Pearson Chi-Square is $\chi^2_{(1,4)} = 89.820, p = .000$).

Table 4.27: Chi-Square Test for principals' professional qualifications and implementation of re-admission policy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65.120(a)	16	.000
Likelihood Ratio	48.221	16	.000
Linear-by-Linear Association	30.102	1	.000
N of Valid Cases	65		

a 25 cells (100.0%) have expected count less than 5. The minimum expected count is .10.

Table 4.27 presents a Pearson Chi-Square is $\chi^2_{(1,4)} = 65.120, p = .000$. This implies that there is a statistically significant association between principal's professional qualifications and implementation of re-admission policy.

Table 4.28: Chi-Square Test for principals' personal characteristics and implementation of re-admission policy of girls after teenage pregnancy

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	78.2867	16	.000
Likelihood Ratio	72.5123	16	.000
Linear-by-Linear Association	36.0707	1	.000
N of Valid Cases	65		

a 25 cells (100.0%) have expected count less than 5. The minimum expected count is .10.

According to the data presented in Table 4.28, Pearson Chi-Square is $\chi^2_{(1,4)} = 78.2867$, $p = .000$. The result shows a statistically significant relationship between the personal characteristics of the principals and implementation of re-admission policy of girls. The hypothesis (H_{03}) was thus rejected.

4.7 Interview Schedule Report

In the interview with Sub-County Directors of Education, the County director of Education reported that, the implementation of readmission policy of girls was wanting. Statistics indicates that a good number of girls drop out of school every year due to teenage pregnancies. Evidence gathered in the office shows that a few number of the drop outs find their way back to school. Majority of such girls are those coming from economically stable families and well educated parents. The director also pointed out that, principals in the investigated sub-counties were aware of the re-admission policy. The challenge of stigmatization and lack of full acceptance in schools they were readmitted was cited as a draw back to the

success of implementation of readmission policy of girls after teenage pregnancy in the county.

It was reported that family type influenced the implementation of re-admission policy of girls after teenage pregnancy. One sub-county director said, “*most of the expectant girls are from families with single parents or orphaned. Others are from families with many children since the bigger the size of the family, the more likely that parent didn't care much for their children's education*”. Girls from single parent families and orphaned were reported to experience a lot of problems. Majority of the cases of teenage pregnancies were said to come from girls in such families. It became very difficult to get such girls readmitted back to school after delivery unless sponsored by well-wishers or charitable organizations.

Another sub-county director said, “*the social economic factors affect the readmission policy in that most girls from poor and uneducated parents do not take their children back to school*”. The major challenge which most of the girls who became expectant while in school faced was poverty. The schools should strengthen their guidance and counseling departments to educate girls on good morals as well as sensitizing them on the re-admission policy. The parents and the community should be informed about the girls' re-admission policy. It was also reported that, most community members were aware of the readmission policy and supported it.

Another sub county director reported that *the school policies and environment determined the implementation of readmission policy of girls after teenage pregnancy*. Some school boards of management prohibit readmission of such girls claiming that they might be a bad influence to others and advices the parents to seek for readmission places in other schools different from where they schooled. This limits the success of implementation of readmission policy of girls after teenage pregnancy.

The school environment also affected the implementation of the policy. The schools where teenage girls were accepted fully after readmission were reported to do well. Schools with well laid down policies on readmission supported the implementation.

It was also pointed out that, *schools with strong Guidance and Counseling departments supported implementation of readmission policy through attendance to the girls concerns and solving their problems related to stigmatization.* Guidance was also extended to the other girls to prevent teenage pregnancies and uphold high moral standards among the girls. The directors also pointed to the role that schools must play in sensitizing the girls and their parents on good morals and in case of teenage pregnancy make them aware of the government readmission policy. The schools could do this during the parents' annual general meetings and counseling sessions for students in schools.

It was further reported that principals' characteristics influenced the implementation of girls' re-admission policy to a great extent. One sub-county Director said, "*the female principals understands the girls' problems more than the male principals and are therefore in a position to implement the re-admission policy better*". It was however reported that the principals' academic level and age had no big influence on the implementation of the re-admission policy. The principals with more experience implemented the re-admission policy better. The biggest challenge teenage girls faced after delivery was baby care. They found it difficult to balance education responsibilities and child care. They lacked a person to baby sit their babies as they went back to school. They thus opted to stay and ultimately withdrew from school in order to vend for the child.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1 Introduction

This chapter presents the discussion and interpretation of research findings based on the research objectives. The study sought to investigate and analyze the determinants of implementation of re-admission policy of girls after teenage pregnancy in Kitui County Kenya.

5.2 Family Based Determinants and Implementation of Girls' Readmission Policy after Teenage Pregnancy

The study established that, most of the girls who became pregnant at school were from single parents' families and families without both parents. This was as a result of lack of proper guidance from parents, financial constraints, neglect from single parents, lack of parental love and absence of parents.

It was also established that, most of the girls who had been re-admitted after teenage pregnancy were from financially stable families and educated parents. The poorest families did not take their daughters back to school after teenage pregnancy and delivery.

There was a statistically significant association between family type and implementation of re-admission policy of girls after teenage pregnancy. There was a statistically significant association between social-economic status of parents and implementation of re-admission policy of girls after teenage pregnancy. Parents with stable careers and income managed to take their daughters back to school after delivery. There was a moderate negative relationship between family size and implementation of re-admission policy of

girls after teenage pregnancy in public secondary schools. It was finally established that there was a strong positive relationship between family based determinants and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

A study by Omwancha (2012) showed conflicting views on the value, nature and implementation of the policy. The study showed lack of awareness and understanding of the policy and the policy guidelines. It was also revealed that a number of social cultural factors were important in denying the young mothers opportunities to return to school. This agrees with the findings of this research. However, his study findings are not showing us anything to do with school girls' pregnancies and readmission after delivery. This study investigated the family based determinants influencing the implementation of girls' re-admission policy after teenage pregnancy in public secondary schools in Kitui County, Kenya.

Another study by Nyakio (2011) reviewed various attempts that have been carried world over, and Kenya in particular, to ensure that education for the girl child is improved. The study further mirrored the extent of this wastage between the year 2007 and 2010 by analyzing enrolment and performance trends of pregnant and teenage mothers in the area of study. The findings of the study were that poverty was the central cause of teenage pregnancy.

It was found that majority of the girls who got pregnant and who never resumed their studies were those whose parents had relatively low socio-economic status while those who resumed school were from parents with relatively high socio-economic status. This agrees with the findings of this study. Data showed that most of the girls hailed from families that have many children which implies that the larger the family the more the parents were likely not care about their children's education. His study however did not address the issue of stakeholders' awareness of readmission policy of girls after teenage pregnancy

which this study emphasized on in order to get these girls back to school after delivery.

5.3 School Based Determinants on Implementation of the Re-admission Policy of Girls after Teenage Pregnancy

Results from this study have shown a strong positive relationship between school policy and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. The relationship has a statistically significant association between the frequency of guidance and counseling and the implementation of re-admission policy of girls after teenage pregnancy in public secondary schools for girls who had dropped out because of pregnancy and child birth. It has also been revealed that there was a moderately strong positive relationship between school size and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools while lastly it was established that there was a statistically significant association between community support and implementation of re-admission policy of girls after teenage pregnancy.

A study by Ouma (2013) revealed that girl child participation in secondary education was to a large extent based on socio economic levels of the parents, parental level of education and the distance that the girls had to cover to and from school and also school factors. Parents who are educated are likely to support their girls in their educational needs unlike those that are not educated. They also serve as role models to their daughters in matters of education.

Distance from home to school is a factor that also affects the girl child participation in education. The longer the distance from home the more insecure the girls which would trigger to opt not to go to school. Long distance from school makes a day scholar girl tired and fatigued due walking for long. In the long distance the girls are likely to face other challenges including being lured

into relationship by people other than students who would then make them pregnant. Girls who are boarders may also get challenges during long school holidays if they are not supervised. Ouma's study did not focus on the variables that this study has focused hence the study has filled the gap.

5.3 Principals' Characteristics on Implementing Readmission policy of Girls' After Teenage pregnancy

The study established that, majority of respondents agreed that principals' characteristics influenced the implementation of re-admission policy of the girls after teenage pregnancy. It was however established that only the principals had been sensitized on the re-admission policy. Majority of the respondents strongly agreed that, lady principals understood girls' problems more than male principals. The principals' experience influenced implementation re-admission policy. There was a strong positive relationship between principals' age and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. It was further found that there was a statistically significant association between principals' gender and implementation of re-admission policy of girls after teenage pregnancy. There was also a strong positive relationship between principals' experience and implementation of re-admission policy of girls after teenage pregnancy in public secondary schools.

Mwangi (2011) in his study revealed that gender inequality in educational administration was as a result of involvement in gender roles among teachers. Results showed that there were few female teachers in educational administrative positions. Another cause for the imbalance in educational administration was teachers' self-perception. There was however a moderate effect on gender imbalance caused by socialization and gender stereotypes on education administration among teachers. It was further revealed that gender imbalance was caused by unavailability of role models among teachers in educational administration. The respondents in the study indicated that most of women

teachers rarely attended professional workshops and seminars hence could be promoted to administrative positions since they lacked professional training. From these findings, the study affirms that family based determinants, school based determinants and principals' personal characteristics greatly influence the implementation of re-admission policy of girls after teenage pregnancy in Kitui County, Kenya.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presented the conclusions drawn from the findings, recommendations made from conclusions and suggestions for further research.

6.2 Conclusions of the Study

The following are the conclusions of the study. First, the study makes a conclusion that family based determinants such as social economic parental level of education, family size and family type determined how the implementation of readmission of girls to secondary school policy was conducted. Parents with a high level of education and those from higher social economic level would positively contribute to the implementation of the policy. The type of family and size was also a determinant of the implementation of the readmission policy. For instant, girls who had both parents rarely got pregnant and for those who may have become pregnant, it was easier for them to return to school unlike those from single parents.

School based determinants such as school size, frequency of provision of guidance and counseling services school policy and community support have an influence of the implementation of girls re-admission policy. Well established schools in the guidance and counseling are in a better position of making girls feel at home after readmission unlike schools that do not have well structured guidance and counseling departments. Although the community around the school was aware of the readmission policy, a number of girls preferred being admitted to other schools and not the ones that they dropped from due to fear of stigmatization.

The characteristics of the principals have an influence of the implementation of the policy of readmission. These include principals' gender, age, experience and awareness of the readmission policy of girls after teenage pregnancy. The female principals understood the girls more than the male principals. Majority of the principals understood and were aware of the readmission policy. Their age and experience also determined the level of implementation of re-admission policy of girls after teenage pregnancy.

6.3 Recommendations of the Study

The study recommended that; the family based factors that prevent girls from re-admission after teenage pregnancy should be eliminated and the parents with low income be helped to get their daughters back to school after delivery. This can be either through help of bursaries or provided with jobs and income generating projects to earn income and get school fees. Parents should be sensitized on their noble role to educate girls as they would do to boys and create time to mentor their daughters on sexual morality in order to prevent teenage pregnancies. Parents and students should be sensitized on the implementation of the re-admission policy of girls after teenage pregnancy in public secondary schools.

The re-admission policy should be revised and guidelines for its implementation emphasized to ensure the actors are made aware of policy. Monitoring of the implementation should be emphasized. Ministry of Education must sensitize all principals on the implementation of re-admission policy of girls after teenage pregnancy in public secondary schools. Schools should put mechanisms in place to ensure girls who become pregnant in school were re-admitted after delivery and guarded against any form of discrimination and stigmatization. The school management should strengthen their guidance and counseling departments and increase the frequency of testing girls for pregnancy to at least thrice per term so that those who are affected can be assisted early.

Principal's personal characteristics should be enhanced through in-service training on managerial duties including implementation of the re-admission policy of girls after teenage pregnancy. The policy of girls' schools to be headed by female principals should be encouraged since lady principals understand the problems of girls' more than male principals. Co-education schools should have either the principal or the deputy being a female.

6.4 Suggestions for Further Research

This study analyzed the family and school determinants as well as the principals' characteristics that had an influence on how the girls readmission policy was implemented in public secondary schools in Kitui County. Further research can be done on the following.

Factors that influence the implementation of readmission policy in other counties in Kenya

The factors influencing girls to engage in pre-marital sex

The influence of mixed day secondary school on pregnancy among girls

The influence of school administration on the teenage pregnancy

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APPENDICES

APPENDIX I

TRANSMITTAL LETTER

Elizabeth Kalee Musili

P.O Box 1095, 90200

Kitui Central, Kitui County.

Dear Sir/ Madam,

REF: REQUEST TO FILL QUESTIONNAIRES

I am a student at South Eastern Kenya University pursuing doctor of philosophy degree in Educational Administration. As part of the requirement for the award of this degree, i am conducting a study on determinants of implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County, Kenya. Your school is one of the schools selected for this study. I therefore humbly request you to assist in filing the questionnaire. The information you provide will strictly be used for the purpose of this study and your identity will be kept confidential.

Thank you in advance.

Yours faithfully,

Elizabeth Kalee Musili

APPENDIX II

QUESTIONNAIRE FOR THE PRINCIPALS

Instruction

This study seeks to investigate the determinants influencing the implementation of girls' re-admission policy after teenage pregnancy in public secondary schools in Kitui County, Kenya. Kindly fill the questionnaires below by putting a tick against your preferred response or writing your opinion where necessary. Do not write your name or that of the institution.

Section I: Biodata of the respondents

1. Gender (a) Male () (b) Female ()

2. Age bracket in years
 - a) <40 ()
 - (b) 41-45 ()
 - (c) 46-50 ()
 - (d) Above 50 ()

3. Highest professional qualification
 - a) Diploma ()
 - (b)Degree ()
 - (c)Masters ()
 - (d) Ph.D ()

4. How many years have you been a head teacher in years?
 - (a) 5years ()
 - (b) 10years ()
 - (c) 15years ()
 - (d) 20years()

Section II: Family factors and re-admission policy of teenage girls after pregnancy

5. What type of families do most girls with pregnancies come from?

- a) Both parents ()
- b) Single parent ()
- c) Orphaned one parent ()
- d) Orphaned both parents ()

6. In the last two years have you ever had pregnancy cases?

(a) Yes () (b) No ()

If yes, what type of families do they come from _____

7. Are there teenage mothers in your school?

(a) Yes () b. No ()

If yes, what is the socio- economic status of most of their parents?

- Financially stable ()
- Financially unstable ()
- Educated ()
- Uneducated ()

8. What family size do most of the re-admitted girls come from?

a) 3 children () b) 5 children () c) 10 children ()

9. Are the families aware about the re-admission policy of girls after teenage pregnancy?

- a) Families are not sensitized and are not aware of the policy ()
- b) Great extent of families are not aware of the policy ()
- c) A few families are aware of the policy ()

10. What is the size of your school in terms of students' enrolment?.....

11. What is your school policy on girls' re-admission after teenage pregnancy?

- a) We do not re-admit teenage girls after pregnancy ()
- b) We re-admit at times ()
- c) We rarely re-admit ()
- d) We regularly re-admit ()
- e) We re-admit them always ()

12. The statements below relate to the influence of socio- economic status and re-admission policy of teenage girls after pregnancy. Indicate the extent to which they are agreeable to you. Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.

	SA	A	N	D	SD
Educated parents follow re-admission policy for teenage mothers					
Parents with stable careers follow re-admission policy for teenage mothers					
Family size affects re-admission policy for teenage mothers					
The parents with high and stable income follow the re-admission policy for teenage mothers					
Cultural background of the parents determines the level of policy implementation.					
Parents religious background determine the implementation of re-admission policy					

Section III: The School based determinants and re-admission policy of teenage girls after pregnancy

13. How frequent do you test girls for pregnancy per year in your school?

- (a) Once ()
- (b) Twice ()
- (c) Thrice ()
- (d) More than thrice ()

14. How many guidance and counseling sessions do you have with girls per term in your school?

- a) Once ()
- b) Twice ()
- c) Thrice ()
- d) More than thrice ()

15. What is the school's policy on pregnant girls?

- (a) Expectant girls are allowed in school until due date. ()
- (b) We re-admit girls after pregnancy. ()
- (c) We do not re-admit girls after pregnancy. ()

16. The statements below relate to the school and re-admission policy of teenage girls' after pregnancy. Indicate the extent to which they are agreeable to you. Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree. -

	SA	A	N	D	SD
Most schools discriminate pregnant girls					
Peer pressure discourages girls from re-admission after pregnancy					
Schools with strong Guidance & Counseling have less pregnancy cases.					
Pregnant girls' are stigmatized in our schools					
Girls are allowed back to school after teenage pregnancy					
Girls are ashamed of going back to the same school after teenage pregnancy					
Girls are not accorded proper pre-natal and post-natal attention in our schools					
Co-education schools have the most cases of teenage pregnancies than same sex schools					

Girls academic performance is affected by teenage pregnancies					
School programs and routines do not favor pregnant girls					
The government should formulate proper policy and guidelines for re-admission of girls after teenage pregnancy					
The school administration make follow ups to ensure girls are re-admitted after teenage pregnancy					

17. Is your community sensitized on re-admission policy after pregnancy?

(a) Yes ()

(b) No ()

If yes, give details

18. Does the culture of the society allow girls re-admission policy?

a) Yes ()

b) No ()

If No, give reasons

19. The statements below relate to the community support and re-admission policy of teenage girls' after pregnancy. Indicate the extent to which they are agreeable to you.

Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree

	SA	A	N	D	SD
The government should sensitize the community on girls' re-admission policy.					
Most families prefer to educate boys than girls					
The culture does not allow teenage mothers to go back to school.					
The community supports re- admission policy of teenage girls after pregnancy.					

SECTION IV: Principal characteristics and re-admission policy of teenage girls after pregnancy.

20. Do you think principals' characteristics influences re-admission policy of teenage girls' after pregnancy.

- a) Yes ()
- b) No ()

If yes, how? _____

21. Have you ever gone through any in- servicing training in the last three years on readmission policy of girls after pregnancy?

- (a) Yes ()
- (b) No ()

If yes, who were the organizers of the training?

- a) KEMI ()
- b) County office ()
- c) Head teachers' association ()
- d) TSC ()
- e) Any other, (specify).....

22. Have you ever been sensitized on girls' readmission policy after pregnancy?

- a) Yes ()
- b) No ()

23. The statements below relate to the principal characteristics and re-admission policy of teenage girls' after pregnancy. Indicate the extent to which they are agreeable to you. Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.

	SA	A	N	D	SD
The principal's experience influences implementation re-admission policy.					
Lady principals understand girls' problems more than male principals					
The age of the principal influences re-admission policy.					
The principals' academic level and experience influences re- admission policy.					

SECTION V: Implementation of girls' re-admission policy

24. The statements below relate to the school and the level of implementation of re-admission policy of teenage girls' after pregnancy. Indicate the extent to which they are agreeable to you. Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.-

	SA	A	N	D	SD
The school always re-admits girls after teenage pregnancy					
The school rarely re-admits girls after teenage pregnancy					
The school regularly re-admits girls after teenage pregnancy					
The school sometimes re-admits girls after teenage pregnancy					
The school often re-admits girls after teenage pregnancy					
The school readily re-admits girls after teenage pregnancy					
The school do not re-admit girls after teenage pregnancy					
The school selectively re-admit girls after teenage pregnancy					

APPENDIX III
QUESTIONNAIRE FOR THE GUIDANCE AND COUNSELLING
TEACHERS

Instruction

This study seeks to investigate the implementation of girls' re-admission policy after teenage pregnancy in public secondary schools in Kitui County, Kenya. Kindly fill the questionnaires below by putting a tick against your preferred response or writing your opinion where necessary. Do not write your name or that of the institution.

Section I: Biodata of the respondents

1. What is your gender? (a) Male () (b) Female ()

2. What is your age bracket in years?

(a) <40 () (b) 41-45 () (c) 46-50 ()
(d) Above 50 ()

3. What is your highest academic qualification?

(a) Diploma () (b) Degree () (c) Masters ()
(d) Ph.D ()

4. How many years have you been a G&C mater in this school?

(a) <5 () (b) 5 - 10 () (c) More than 10

Section II: Family determinants and re-admission policy of teenage girls after pregnancy

5. What type of families do most girls with pregnancies come from?

(a) Both parents ()
(b) Single parents ()
(c) Orphaned one parent ()
(d) Orphaned all parents ()

6. What do you think could be the cause of your answer in question (5)

7. In the last two years have you ever had pregnancy cases?

(a) Yes () b. No ()

If yes, from which background do most of them come from _____

8. Are there teenage mothers in your school?

(a) Yes () b. No ()

If yes, what is the socio- economic status of most of their parents?

a) Financially unstable ()

b) Financially stable ()

c) Educated ()

d) Uneducated ()

e) What is the reason for your answer in Qn 8

9. Are educated parents likely to take their daughters back to school after teenage pregnancy?

a) Yes () b) No ()

If yes, from which background do most of them come from _____

10. Do you think parents with stable careers follow re-admission policy for teenage mothers?

a) Yes () b. No ()

If yes, give details _____

11. Does the parents religion affect re-admission of teenage girls after pregnancy?

a. Yes () b. No ()

If yes, give details of their religion background _____

12. Do you think girls' attitude about re-admission policy influences the policy implementation?

a. Yes () b. No ()

If yes, explain _____

Section III: School determinants and re-admission policy of teenage girls after pregnancy

13. How frequent do you test girls for pregnancy per year in your school?

- a) Once ()
- b) Twice ()
- c) Thrice ()
- d) More than three ()

14. How many guidance and counseling sessions do you have per term in your school?

- a) Once ()
- b) Twice ()
- c) Thrice ()
- d) More than three ()

15. What is the schools' policy on pregnant girls?

- (a) Expectant girls are allowed in school until due date. ()
- (b) We re-admit girls after pregnancy. ()
- (c) We do not re-admit girls after pregnancy. ()

16. Are girls discriminated in your school after teenage pregnancy?

- a) Yes ()
- b) No ()

If yes, give details

17. Peer pressure discourages girls from re-admission after teenage pregnancy?

a) Yes ()

b) No ()

If yes, give reasons to support your

answer _____

18. The school with strong guidance and counseling department encourage girls for re-admission after teenage pregnancy

a) Yes ()

b) No ()

If yes, explain the details _____

19. Are girls allowed back to school after teenage pregnancy?

a. Yes ()

b. No ()

If no, give reasons _____

20. Are there support programmes in your school to support girls after teenage pregnancy?

a) Yes ()

b) No ()

If yes, give details _____

21. Are your community members sensitized on re-admission policy after pregnancy?

(a) Yes ()

(b) No ()

If yes, show by who and how _____

22. Does the culture of the society allow girls re-admission policy?

a) Yes ()

b) No ()

If no, give brief explanation _____

23. Is government sensitizing the community on girls' re-admission policy?

a) Yes ()

b) No ()

If yes, show how it is done _____

24. Most families prefer to educate boys than girls?

a) Yes ()

b) No ()

If yes, give reasons _____

25. The culture does not allow teenage mothers to go back to school?

a) Yes ()

b) No ()

If yes, explain the details _____

26. Does the community support re- admission policy?

a) Yes ()

b) No ()

If no, give details _____

SECTION IV: Principal characteristics and re-admission policy of teenage girls after pregnancy.

27. Do you think principals' characteristics influences re-admission policy of teenage girls' after pregnancy.

(a) Yes ()

(b) No ()

If yes, how? _____

28. Have you ever gone through any in- servicing training in the last three years?

(a) Yes ()

(b) No ()

If yes, who were the organizers of the training?

a. KEMI ()

b. County office ()

c. Head teachers' association ()

d. TSC ()

e. Any other, (specify).....

29. Have you ever been sensitized on girls' readmission policy after pregnancy?

(a) Yes ()

(b) No ()

If yes, by who and how frequent _____

30. The government should sensitize guidance and counseling teachers on girls' re-admission policy?

- a) Yes ()
- b) No ()

If yes, give reasons _____

31. Lady Principals understand girls' problems more than male principals?

- (a) Yes ()
- (b) No ()

If yes, give reasons _____

32. Does the age of the principal influence re-admission policy?

- a) Yes ()
- b) No ()

If yes, give details _____

33. Does the principal's academic level and experience influence re-admission policy?

- a) Yes ()
- b) No ()

If yes, show how _____

SECTION V: Implementation of girls' re-admission policy

34. Principals from co-education schools do not encourage girls to be re-admitted after pregnancy?

- (a) Yes ()
- (b) No ()

If yes, give reasons _____

35. Girls from well up families are readmitted faster than from poor families?

- a) Yes ()
- b) No ()

If yes, explain your answer_____

36. Most girls are not willing to be re-admitted in the same school after pregnancy?

- (a) Yes ()
- (b) No ()

If yes, give reasons _____

37. The young principals do not encourage girls to come back to school after pregnancy?

- (a) Yes ()
- (b) No ()

If yes, give reasons _____

38. Female principals encourage teenage girls to go back to school after pregnancy?

a) Yes ()

b) No ()

If yes, explain how _____

APPENDIX IV

QUESTIONNAIRE FOR THE STUDENTS

Instruction

This study seeks to investigate the implementation of girls' re-admission policy after teenage pregnancy in public secondary schools in Kitui County, Kenya. Kindly fill the questionnaires below by putting a tick against your preferred response or writing your opinion where necessary. Do not write your name or that of the institution.

Section I: Bio data of the respondents

1. What is your age bracket in years?
(a) Below 14 () (b) 14-16 () (c) Over 16 ()
2. What is your current class?
(a) Form 2 () (b) Form 3 () (c) Form 4 ()

Section II: Family factors and re-admission policy of teenage girls after pregnancy

3. In the last two years have you ever had pregnancy cases in your class?
a) Yes () b) No ()

If yes, what type of families were girls from?

- a) Both parents ()
- b) Single parents ()
- c) Orphaned one parent ()
- d) Orphaned all parents ()

4. Are the girls re-admitted back to the school after delivery?
a. Yes () b. No ()

How can you describe the economic status of those who were re-admitted?

- a. High () b. Middle () c. Low ()

Explain your answer in question 4 _____

Section III: School determinants and re-admission policy of teenage girls after pregnancy

5. Does your school test students for pregnancy?

a. Yes () b. No ()

If yes, how frequent do your school test girls for pregnancy per year?

- Ones ()
- Twice ()
- Thrice ()
- More than thrice ()

6. How many guidance and counseling sessions do you have per term in your school?

- a) Once ()
- b) Twice ()
- c) Thrice ()
- d) More than three ()

7. What is the schools' policy on pregnant girls?

- a) Expectant girls are allowed in school until due date. ()
- b) Pregnant girls are sent home immediately. ()
- c) Girls are re-admitted after delivery. ()

8. Are your parents sensitized on re-admission policy after pregnancy?

- a) Yes ()
- b) No ()

Do you think there is more that can be done on this, explain _____

9. Do the students know about the re-admission policy after teenage pregnancy?

- a) Yes ()
- b) No ()

If yes, show how _____

10. Does the culture of the society allow girls re-admission policy?

- a) Yes ()
- b) No ()

If no, give details _____

11. Are there girls in your village who have ever been pregnant in secondary schools in the last two years?

- a) Yes ()
- b) No ()

If yes, how many do you know? _____

How many were taken back to school after delivery? _____

12. Are the girls discriminated when readmitted back to school after teenage pregnancy?

- a) Yes ()
- b) No ()

If yes, show details _____

13. Do the girls prefer being readmitted to the same school or a different one?

a) Same school ()

b) Different school ()

Explain _____

14. Male principals do not encourage girls to be re-admitted after teenage pregnancy

a) Yes ()

b) No ()

If yes, explain _____

15. The young principals do not encourage girls to come back to school after teenage pregnancy?

a) Yes ()

b) No ()

If yes, explain _____

APENDIX V

INTERVIEW SCHEDULE

SUB- COUNTY DIRECTOR OF EDUCATION

1. How long have you worked in this County?
2. Are the principals in your County aware of the girls' re-admission policy?
3. How does family type influence implementation of girls' re-admission policy?
4. How do social-economic factors influence the implementation of girls' re-admission policy?
5. What should the schools do to successfully implement girls' re-admission policy?
6. What do you think are the causes of school girls' pregnancies?
7. What do you think are the factors that influence girls' re-entry policy?
8. Does the community support girls' re-admission policy?
9. Do you think principals characteristics influences implementation of Re-entry policy?
10. How does the following influence implementation of Re-entry policy?
 - i) Principals' Gender
 - ii) Principals' academic level
 - iii) Principals' age

APPENDIX VIII

RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. NACOSTI/P/18/50738/24954

Date: 14th September, 2018

Elizabeth Kalee Musili
South Eastern Kenya University
P.O. BOX 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "**Determinants of the implementation of re-admission policy of girls after teenage pregnancy in public secondary schools in Kitui County, Kenya**" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **13th September, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

APPENDIX IX

RESEARCH LICENSE

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the license including cancellation without prior notice.

NACOSTI
National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787; 0735 404245
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Serial No.A 20527

RESEARCH LICENSE

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. ELIZABETH KALEE MUSILI, of **SOUTH EASTERN KENYA UNIVERSITY**, **1095-90200** Kitui, has been permitted to conduct research in **Kitui County** on the topic: **DETERMINANTS OF THE IMPLEMENTATION OF RE-ADMISSION POLICY OF GIRLS AFTER TEENAGE PREGNANCY IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA**, for the period ending: **13th September, 2019**.

Permit No : NACOSTI/P/18/50738/24954
Date Of Issue : 14th September, 2018
Fee Received : Ksh 2000

Applicant's Signature 
Director General 
National Commission for Science, Technology & Innovation

APPENDIX X

RESEARCH PERMIT



SOUTH EASTERN KENYA UNIVERSITY OFFICE OF THE DIRECTOR BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200

KITUI, KENYA

Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)

Email: directorbps@seku.ac.ke

Our Ref: E70/KIT/30013/2013

Date: 19th July, 2018

Musili Elizabeth Kalee
PhD in Educational Administration and Planning
C/O Dean, School of Education, Humanities and Social Sciences

Dear Musili,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Doctor of Philosophy in Educational Administration and Planning Proposal document entitled, *"Determinants of the Implementation of Re-Admission Policy of Girls after Teenage Pregnancy in Public Secondary Schools in Kitui County, Kenya"*.

Following a successful presentation of your PhD. Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Post graduate Studies (BPS) have recommended that you proceed on and carry out research data collection in accordance with your approved proposal.

During the research exercise, you will be closely supervised by Dr. Jonathan Mwania and Dr. David M. Mulwa. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your PhD in Educational Administration and Planning.

DR. PETER NJURU
AG. DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Educational Administration and Planning
Dr. Jonathan Mwania
Dr. David M. Mulwa
BPS Office To file