

Effect of Counselling in Teenage Mothers Academic Performances in Public Secondary Schools in Kenya

Lydia Cheptoo Koech*, John Simiyu, Herbert Ndimo

Department of Education Technology, University of Eldoret., P. O. Box 1125-30100 Eldoret, Kenya

**Corresponding Author*

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

Key words: Adolescent, Counselling, Motherhood, Pregnancy, Teenage.

I. INTRODUCTION

Teenage pregnancy is a problem in the world, with many countries setting up interventions to help the teenage mothers attain their education and other social needs. United Kingdom (UK) is among the countries with high teenage pregnancies in Europe (Whitaker et al., 2016). In the united states teenage pregnancies rates is high up to 24%, though more than 50% births occurring during adolescence are in sub-Saharan Africa (Organization, Child, Health, & UNICEF., 2000). Teenage pregnancies remain high in low and middle income countries and a major contributor to maternal and child morbidities and mortalities (Jonas, Crutzen, van den Borne, Sewpaul, & Reddy, 2016).

Re-entry of teenage mothers back school demands attention to ensure these teenage mothers excel in their academic performance. Those who do return to school suffer from stigmatisation, ridicule, and abuse from other learners (Barmao-Kiptanui, Kindiki, & Lelan, 2015). This study seek to investigate the impact of teenage motherhood on the academic performance in public secondary schools in Kenya. The study will be guided by social integration model on student retention in schools whose primary purpose is to explain how the interactions among different individuals within the academic, social systems and the communities which comprised them lead individuals of different characteristics to withdraw from that institution prior to completion. Descriptive survey will be adopted for the study. The study will employ both quantitative and qualitative technique where quantitative relies on the principle of verifiability and the researcher wants to obtain a large body of data or to perform statistical analysis in order to produce results that can be generalized to the target population while qualitative involves systematic collection, analysis and interpretation of data in order to provide description on selected issues; hence the researcher will use both techniques in order to maximize the strengths and minimize the limitation of each. The study will employ stratified sampling, simple random and purposive sampling. Teenage pregnancy in Kenya among school girls is a worrying trend causing high dropout, most girls who manage to come back to school after delivery are not able to do well in their academics. In Kenya there are no well laid strategies to help teenage mothers cope and improve in their academics after delivery and therefore this study seek to find out if counselling would help teenage

mothers improve in their academics. The results will help education stakeholders in formulation of policies to help improve academic performance of teenage mothers in future. There is a close association between child education, nutrition and general wellbeing with maternal education and therefore efforts to help mothers improve academic performance is important for future child wellbeing. Counselling may help relieve physiological pressure on teenage mothers which would help them excel in their academics and therefore this study seeks to determine effects of counselling on education performance of teenage mothers in Kenya. Teenage mothers are exposed to medical social and economic risks when pregnant (Ahorlu, Pfeiffer, & Obrist, 2015), teenage mothers are likely to experience complications.

II. MATERIALS AND METHODS

Research Design

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

Study Area

The study was conducted in Uasin Gishu County which is a cosmopolitan area. Uasin Gishu County is one of the 47 counties of Kenya. It measures 3,328 km². It borders Nandi, Kericho, Baringo, Elgeyo Marakwet, Trans Nzoia, and Kakamega counties. Eldoret is its capital city as well as its commercial center. The county has three constituencies; Eldoret East, Eldoret South and Eldoret North. It has three administrative districts: Eldoret East, Eldoret West and Wareng, and it also has three Local Authorities: Municipal council of Eldoret, County Council of Wareng and the Town Council of Burnt Forest. According to the 2010 census, Uasin Gishu has a population of 894,179 with 202,291 households and a population density of 269 people per km².

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

under indigenous forest cover. Through the rural afforestation programme, there are woodlots scattered across the constituency.

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

Target Population

Mugenda and Mugenda (2003), assert that target population is the population to which the researcher wants to generalize to the absolute population of a study. The target group for this study was 392 school teenage mothers drawn from 144 public secondary schools within Uasin-Gishu County. The total number of schools was 144. The schools were stratified into sub-counties as indicated in table 1

Table 1: Sub-Counties and Number of schools

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

Source; MOEST, 2014

Description of Sample and Sampling Procedures

According to Oso and Onen (2005), a sample is part of the target population that has been selected as a representative sample. The sample in question was derived from a total of 144 schools and 786 teachers. A multi-stage sampling technique was used. First, the 144 schools were stratified into three sub-counties (table 2). According to Oso and Onen (2005), 30% of the population is an adequate sample size if the population is homogenous. Therefore 30% of schools were 44 schools. The 44 schools were further stratified into mixed and girls' schools then distributed proportionately across the sub-counties (table 2). Schools in each sub-county were given random numbers and randomly selected to constitute the

strata. This reduced the target population to 44 schools as in table 2. The guidance and counseling teacher and academic teacher were automatically selected for the study from the sampled schools.

Table 2 Table for determining sample size

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

Source; MOEST 2014

Sample Size for Schools

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

Sample Size for Teenage Mothers

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

Data Collection Instruments

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

Questionnaire

A questionnaire with both closed ended and open ended questions formed the major instrument of data collection in

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

Documents Analysis

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

Validity and Reliability of Research Instruments

According to Patton (2002), validity is the degree to which a test or an instrument measures the phenomenon under study. In this study, validity was taken to mean the extent to which the instruments covered the research questions. To determine the content validity of the instruments, expert judgmental panel from the ministry of Education and the university were consulted. Advice given by these experts helped the researcher determine the validity of the research instruments. These were used in making necessary changes. To improve on the validity of the instruments the researcher used methodological triangulation where two different instruments of data collection was used that is document analysis and a questionnaire. Triangulation is the use of multiple data collection devices, data sources, data analysis and use of different theories to establish the validity of the findings. For testing face validity of the data collection instruments, colleagues were consulted.

Pilot Study of Research Instruments

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

Reliability Test

Kerlinger (1978) describes reliability as the accuracy or precision of a measuring instrument. The questionnaire was designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. A pilot test was conducted in a neighboring Sub county on a population similar to the target population. Pilot testing assessed the clarity of the instrument items so that those found to be inadequate were either discarded or modified as well. Any additional noted was incorporated to improve the quality and validity of the instruments. The research instrument was administered to the same pilot group twice after an interval of two weeks and the results compared. Split half method was used to determine a reliability index through Pearson's Product Moment Correlation coefficients used. The SPSS computer software aided in working out this coefficient correlations achieved. If a reliability value of above 0.80 was obtained, according to Mugenda (2003), a reliability index of 0.70 was considered ideal for the study Adjustment was done when lower reliability coefficient was realized.

Data Collection Procedures

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

Data Analysis Procedures

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

Ethical Considerations

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

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

III. RESULTS

Demographic Information

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

Demographic Information for Students

The study put into account the age bracket of the respondents. From table 3, it is evident that 51.9% (95) of the respondents are between 15-16 years whereas 48.1% (88) of the respondents are above 16 years of age. The researcher also sought to establish the class of the respondents. From the findings, 54.1% (99) of the respondents were from three students while 45.9% (84) were from four students. Thus, teenage mothers are likely to sacrifice education due to early parenthood. Out of the 183 students, 73.2% (134) of the respondents had attained grade C in their previous examination, 24.6% (45) of the respondents had attained grade B and 2.2% (4) of the respondents had attained grade D in the previous examination.

Table 3 Frequency of Demographic Information for Students

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

Demographic Information for Teachers

The demographic information of teachers was illustrated in table 4. From the findings, 50% (19) of the respondents are between 41-50 years, 28.9% (11) of the respondents are between 31-40 years, 15.8% (6) of the respondents are between 20-30 years and 5.3% (2) of the respondents are above 50 years. Majority of the teachers were over 31 years which points to the fact that young/ fresh out-of-college teachers were not highly involved in teaching public secondary schools in Uasin-Gishu County.

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

Table 4 Frequency of Demographic Information for Teachers

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

Results of the Specific Objective

Student Response on Status of Teenage Motherhood

Child Age

The researcher found it necessary to establish child age of the respondents. As evidenced in table 5, majority (68.9%) 126 of the respondents had children who were 1 year old, 20.8% (38) of the respondents had children who were 2 years and 10.4% (19) of the respondents had children who were less than 1 years old.

Table 6 Child Age

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

Gender of your Child

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

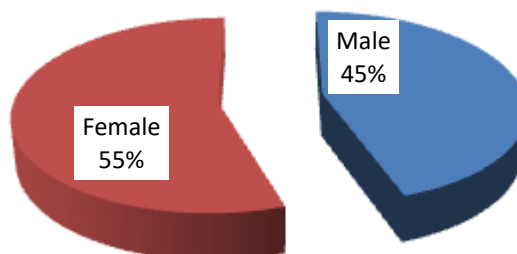


Figure 1: Gender of your Child

Teenage Mother Health Status

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

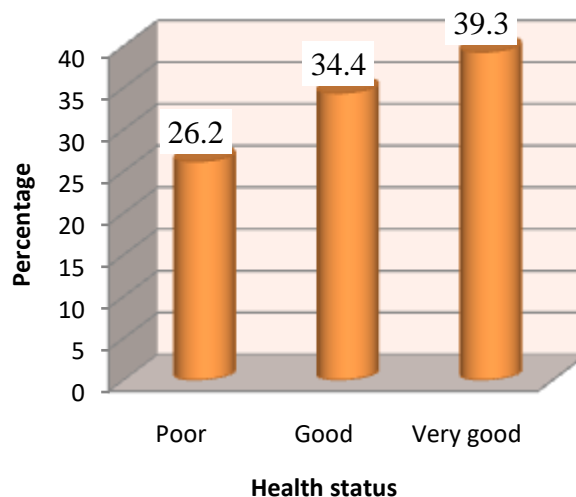


Figure 2 Teenage Mother Health Status

Teenage Mother Ability to feed herself and Child

In most cases, teenage mothers must suddenly assume the responsibility of raising a child before they are ready, emotionally or financially. As such, the researcher sought to

establish if indeed the teenage mothers had the ability to feed themselves as well as their child. From the findings, 53% of the respondents reported that they are not capable of feeding themselves and their children while only 43% of the respondents were capable of feeding themselves and their children.

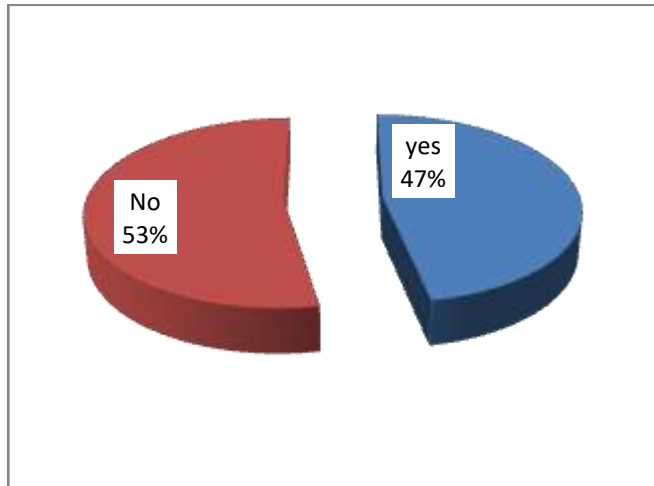


Figure 3 Teenage Mother Ability to Feed Herself and Child

Reasons for not being able to feed herself and the Child

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

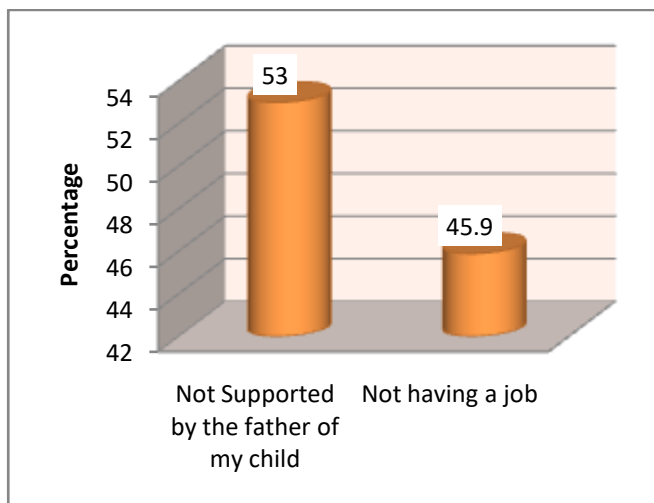


Figure 4 Reasons for not being able to Feed Herself and the Child

Place of Residence and Condition of Living Environment

The place of residence together with the condition of living environment was established by the researcher. As evidenced

in table 4. a clear majority (74.9%) of the respondents live with their parents while 25.1% (46) of the respondents live with the grandparents. In relation to the conditions of their living environment, 41% (75) of the respondents reported that their condition of living is good, 27.9% (51) of the respondents stated that their living condition is poor whereas 23% (42) of the respondents confirmed that their living condition is very good.

Table 7: Place of Residence and Condition of Living Environment

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

Teacher Response on Status of Teenage Mothers in School

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

in line with the government policy (2007) and recommendations by Gachukia’s task force (2003)

Table 8 Teacher Response on Status of Teenage Mothers in School

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

Teenage motherhood Absenteeism

Day’s Teenage Mother goes to School per Week

The association between absenteeism and teenage parenthood was also established and presented in table 7. From the table, 48.6% (89) of the respondents attend school at least 5 times per week, 19.1% (35) of the respondents attend school thrice a week, 16.9% (31) of the respondents attend school twice per week and 15.3% (28) of the respondents attend school 4 times per week.

Table 9 Frequency of Days Teenage Mother goes to School per Week

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

Teenage Mother Staying in School the Whole Day

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

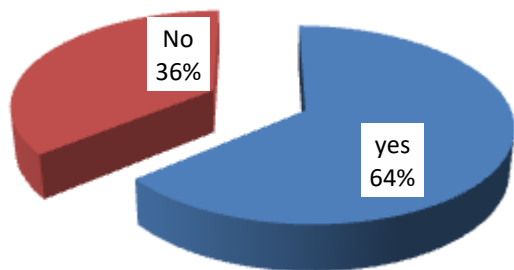


Figure 6 Teenage Mother Staying in School the Whole Day

Days Teenagers go to School

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

Table 10: Frequency of Days Teenage Mothers go to School

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

Teacher Response on Teenage Motherhood Absenteeism

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

Furthermore, 78.9% (30) of the respondents affirmed that teenage mothers stay in school the whole day, 15.8% (6) of the respondents noted that teenage mothers do not stay in school at all whereas 5.3% (2) of the respondents reported that teenage mothers stay in school sometimes. In regards to the days teenage mothers go to school, 36.8% (14) of the respondents stated that teenage mothers go to school on Fridays, 31.6% (12) of the respondents noted that teenage mothers go to school on Tuesday, 26.3% (10) of the respondents confirmed that teenage mothers go to school any day of the week and 5.3% (2) of the respondents reported that teenage mothers go to school on Monday. It was also established by 81.6% (31) of the respondents that sickness of either the baby or themselves makes them miss school. Besides, 21.1% (8) of the respondents stated that teenage mothers lack support from their parents hence they miss school. From the above findings, teenage mothers miss school after giving birth since they have to look after the new born baby as they may not have anyone to assist them.

It is also clear that teenage mothers absent themselves from school, In order to attend ante-natal clinics, this occasional disruption of schooling leads to underachievement. There is also enough proofing that most (48.6 percent) of the teenage

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

Table 11: Frequency of Teacher Response on Teenage Motherhood Absenteeism

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

Teenage Motherhood Class Repetition

Teenage motherhood repetition was determined by the researcher. From table 4.9, 26.2% (48) of the respondents have repeated thrice, 20.8% (38) of the respondents have repeated twice and 20.8% (38) of the respondents have never repeated a class. Further, 7.7% (14) of the respondents have repeated a class only once. From the foregoing findings, it is evident that early parenthood among teenagers has led to poor educational achievement as a result of absenteeism.

Consequently, teenage mothers are subject to repeating the same classes which affects their self-esteem.

Table 12: Frequency of Teenage Motherhood Class Repetition

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

Students Perceptions on Cause of Class Repetition

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

Table 13: Frequency of Causes of Teenage mothers class Repetition

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

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

Table 14 illustrates teachers' perception of the influence of repetition on teenage motherhood academic performance. From the table, 34.2% (13) of the respondents agreed that repeating has improved academic performance (mean = 3.74). Similarly, 34.2% (13) of the respondents agreed that repeating has affected teenage mothers participation in class, 21.1% (8) of the respondents strongly agreed, 18.4% (7) of the respondents disagreed and 15.8% (6) of the respondents were undecided (mean = 3.37). Also, 28.9% (11) of the respondents strongly agreed that repeating does not improve academic performance, 18.4% (7) of the respondents agreed, 42.1% (16) of the respondents disagreed and 2.6% (1) of the respondent was undecided. Similarly, 23.7% (9) of the respondents agreed that repeating contributes to a negative attitude to school and learning, 21.1% (8) of the respondents strongly disagreed, 26.3% (10) of the respondents disagreed and 7.9% (3) of the respondents were undecided (mean = 2.97). As well, 28.9% (11) of the respondents strongly agreed that repeating contributes to poor concentration in class 18.4% (7) of the respondents agreed, 42.1% (16) of the respondents

disagreed and 2.6% (1) of the respondent was undecided (mean = 3.18). Finally, 44.7% (17) of the respondents disagreed that repeating contributes to poor long term social outcomes, 15.8% (6) of the respondents strongly disagreed, 28.9% (11) of the respondents strongly agreed whereas 7.9% (3) of the respondents were undecided (mean =

3.18). In view of teachers' response, repeating has improved the academic performance of teenage mothers though it was undefined whether repeating has contributed to poor concentration in class, poor long term social outcomes and negative attitude towards learning. There was also uncertainty on whether repeating has affected participation in class.

Table 14: Teacher Perception on effect of Repetition on Teenage Motherhood Academic Performance

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

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

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

Additionally, 30.6% (56) of the respondents strongly agreed that repeating contributes to a negative attitude to school and

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

Table 15: Students' Response on Teenage Motherhood class Repetition

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

Teenage Motherhood Self-esteem

The researcher also sought to establish teenage mother self-esteem. From the findings, 58.5% (107) of the respondents strongly agreed that they would do better in class even after teenage motherhood (mean = 4.09). As well, 53% (97) of the respondents agreed that they feel they are attractive even after teenage motherhood (mean = 3.82). Similarly, 46.4% (85) of the respondents agreed that they feel they have let their parents down since they got a child (mean = 3.68). Further, 39.3% (72) of the respondents agreed that they feel they are confident even after teenage motherhood (mean = 3.58). Moreover, 33.9% (62) of the respondents strongly agreed that they feel ashamed about themselves after teenage motherhood (mean = 3.49). Also, 46.4% (85) of the respondents agreed that getting a child while in school is the worst thing ever (mean = 3.46). However, 6.6% (12) of the respondents were not sure if they become violent when someone calls them a mother (mean = 3.01). Further, 31.7% (58) of the respondents disagreed that they hate school since they got pregnant. Additionally, 30.6% (56) of the respondents disagreed that they hate being in class with their sibling and younger pupils since they are mothers now. Similarly, 43.7% (80) of the respondents disagreed that getting a child was a wrong choice (mean = 2.14). Likewise, the study established that majority of the form three and four pupils repeated voluntarily (62.3 percent).

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

Table 16: Frequency of Teenage Motherhood Self Esteem

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

Teacher Response on Teenage Mother Self Esteem

Teacher response on teenage mother self-esteem was also established. As evidenced in table 4.15, 52.6% (20) of the respondents affirmed that teenage mothers will do better in class even after getting pregnant (mean = 4.08). As well, 44.7% (17) of the respondents agreed that teenage mothers are attractive even after getting pregnant (mean = 3.47). However, 50% (19) of the respondents disagreed that teenage mothers feel confident even after getting pregnant, 21.1% (8) of the

respondents agreed and 5.3% (2) of the respondents were undecided (mean = 3.18). In the same way, 21.1% (8) of the respondents disagreed that teenage mothers feel ashamed about themselves after getting pregnant, 21.1% (8) of the respondents agreed, 34.2% (13) of the respondents strongly agreed and 5.3% (2) of the respondents were undecided (mean = 3.32). Nonetheless, 47.4% (18) of the respondents strongly disagreed that getting pregnant is the right choice (mean = 2.32). To sum up, teenage mothers suffer from lack of confidence and they also have a problem of low self-esteem.

Table 18: Frequency of Teacher Response on Teenage Mother Self Esteem

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

Challenges Faced by Teenage Mothers

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

Table 19: Frequency of Challenges Faced by Teenage Mothers

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

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

Figure 6 illustrates if there are measures in place to enhance teenage mother's return to school policy. From the figure, 56% of the respondents noted that there are measures in place to enhance teenage mother's return to school while 44% of the respondents stated that there are no measures in place to ensure that teenage mothers return to school.

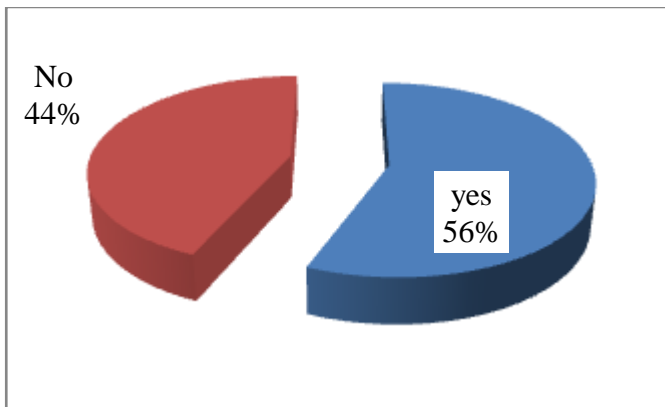


Figure 6 Measures the School has undertaken to Enhance Teenage Mother's Return to School

Measures to Improve Academic Performance of Teenage Mothers

Table 20 highlights the ways in which the academic performance of teenage mothers can be improved. From the findings, 34.4% (63) of the respondents reported that the academic performance of teenage mothers can be improved through acceptance of the teenage mothers by the school, 28.4% (53) of the respondents reported that provision of guidance and counseling will effectively improve the academic performance of teenage mothers, 13.7% (25) of the respondents noted that assisting teenage mothers in subjects that they are weak will improve their academic performance and 3.8% (7) of the respondents affirmed that provision of nutritive food to teenage mothers will improve the academic performance of teenage mothers. Once measures are put in place and implemented, teenage mothers will be able to face their challenges like stigma from fellow students, families and the social environment which is mostly negative without being emotionally hurt and becoming overwhelmed with the situation.

Table 20: Measures to Improve Academic Performance of Teenage Mothers

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

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

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

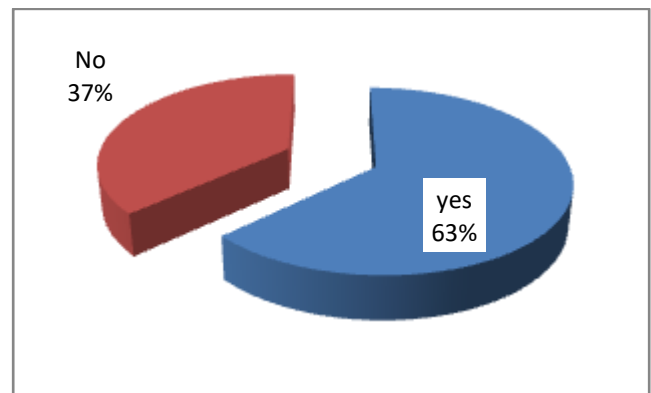


Figure 7: Teacher Awareness Measures the School has undertaken to Enhance Teenage Mother's Retention in School

Measures to Enhance Teenage Mother's Retention in School

Table 21 highlights some of the measures teachers have suggested and implemented in order to heighten teenage mother's retention in school. From table 4.17, 28.9% (11) of the respondents stated that they have formulate a no abortion policy, 34.2% (13) of the respondents stated that there is counseling/support of parents and teachers and 26.3% (10) of the respondents noted that they allow teenage mothers to study for free/repeat classes. Further, 28.9% (11) of the respondents posited that they would provide guidance and counseling while 18.4% (7) of the respondents aim at setting special schools for teenage mothers.

Table 21: Measures to Enhance Teenage Mother's Retention in School

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

Relationship between Teenage Motherhood Status, Absenteeism and Teenage Mother Hood

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

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

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

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

Further, involuntary repetition had a significant relationship with academic performance as shown by chi-square (χ^2) value of 16.172 which is at a level of significance of p

< 0.01 . However, voluntary repetition exhibited no significant relationship with academic performance (chi-square (χ^2) value = 0.991, $p > 0.05$).

Table 22: Relationship between Teenage Motherhood Status, Absenteeism and Teenage Motherhood

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

IV. DISCUSSION

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

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

Despite the efforts teenage mothers have made towards enhancing their academic performance, they face a number of challenges in their attempt to improve academically. Specifically, teenage mothers have no one to take care of their child making it hard for them to concentrate in class. Further,

discouragement from friends/teachers and parents has made them feel ashamed. Thus they tend to feel they are not respected both at home and school. In addition, access to guidance and counseling is also a challenge. As a result, the school aims at accepting teenage mothers in school (34.4 percent), providing guidance and counseling (28.4 percent), assisting teenage mothers (3.7 percent) and providing nutritive food to teenage mothers (3.8 percent) so as to improve their academic performance.

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

V. CONCLUSIONS

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

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

Also, the study has established that a clear majority (72.1 percent) of the respondents have repeated involuntary as a result of teenage motherhood. This is because secondary schools lack effective measures to facilitate transition of teenage mothers from one class to the other. Specifically,

teenage mothers are treated similar to other learners hence they lag behind academically because of their diverged attention and absenteeism.

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

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

REFERENCES

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

- [12]. Bynner, J., Londra, M., and Jones, G. (2004). The impact of government policy on social exclusion among young people. London: ODPM publications.
- [13]. Bynner, J., Parsons, S., (2002) Social exclusion and the transition from school to work: the case of young people not in education, *Journal of Vocational Behaviour* Vol. 60
- [14]. Chang'ach, J.K. (2012). Impact of Teenage Pregnancy on the Education of the Girl-Child: A Care Study of Keiyo South District, Keiyo-Marakwet Country, KENYA. *International Journal of Social Science Tomorrow*, (1). www.ijssst.com : 1-8..
- [15]. Chauke O., (2013) Teen pregnancy: *Hosi is concerned*. <http://capricornreview.co.za/14857/teen-pregnancy-hosi-is-concerned/> (22 October 2013)
- [16]. Chavkin, N. F., & Gonzales, J. (2000). Mexican immigrant youth and resiliency: Research and promising programs. Rural Education and Small Schools, Charleston, WV. (ERIC Document Reproduction Service No. ED 447990).
- [17]. Chigona A & Chetty R (2007). Girls' education in South Africa: special consideration to teen mothers as learners. *Journal of Education for International Development*, 3(1): 1-16.
- [18]. Colclough, C., Rose, P. and Tembon, M. (2000) Gender inequalities in primary schooling: the roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20: 5–27.
- [19]. Crosson-Tower, C. (2007). Fourth Edition. *Exploring Child Welfare: A Practice Perspective*. USA: Pearson Education, Inc.
- [20]. Crotty, M. (2005). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.
- [21]. Davies, J. and Brember, I. (1999). Gender, attainment and self-esteem in year 2 – a nine year cross-sectional study *Paper presented in the Conference in Warwick*, University of Warwick, Coventry, England, 12–16 April 1999.
- [22]. Dawson, N and Hosie, A (2005) *The education of pregnant young women and young mothers in England*. University of Bristol, Bristol
- [23]. De Villiers FPR & Kekesi J (2004). 'Social interaction of teenage mothers during and after their pregnancy'. *SA Family Practice*, 46(2):21-23
- [24]. Disiye M. A. (2012) Influence of parent adolescent communication on psychology adjustment of secondary school students in Eldoret municipality. *Unpublished DPhil Thesis*: Moi University Eldoret
- [25]. Dlamini LS, Van der Merwe MM & Ehlers VJ (2003). 'Problems encountered by teenage mothers in the southern Hho-Hho region of Swaziland'. *Health SA*, 8(3):74-85.
- [26]. Dweck, CS, Leggett, EL. (1988). A social-cognitive approach to motivation and personality *Psychol. Rev.* 95:256–73
- [27]. Dweck, CS. (1986). Motivational processes affecting learning. *Am. Psychol.* 41:1040–48
- [28]. Eloundou-Enyégué, PM. (2004). Pregnancy-related dropouts and gender inequality in education. *Demography*, 41:509–528.
- [29]. FAWECentres of Excellence—Grand Diourbel Junior Secondary School, Diourbel, Ghana. Nairobi:.
- [30]. Frost, R.E. (2001). Grade point averages of male and female student-athletes at public and private Division III institutions during traditional and nontraditional seasons. *Unpublished master's thesis*, Springfield College.
- [31]. Gachukia, E. (2003) Task Force on Meeting the Needs of Children with Special Needs. *A report on Disadvantaged Groups of Children and Free Primary Education*. Nairobi: Government printers
- [32]. Gonzales, J. (2003). Cesar Chavez: A case study of a resilient child's adaptation into adulthood. (ERIC Document Reproduction Service No. Ed478347)
- [33]. Government of Kenya. (2001). Report of the task force on student indiscipline and unrest (Wangai Report).
- [34]. Gyan, C. (2013). The Effects of Teenage Pregnancy on the Educational Attainment of Girls at Chorkor, a Suburb of Accra. *Journal of Educational and Social Research* MCSER Publishing, Rome-Italy Vol. 3 No. 3 September 2013
- [35]. Hamilton, B.E. Martin, J.A. Ventura, S.J. (2006). *Births: preliminary data for Natl Vital Stat Rep.* 2007.
- [36]. Harris, A and Goodall, J (2008). *Do Parents Know They Matter? Engaging All Parents In Learning*. Educational Research, Vol 50: No 3, pages 277 - 289
- [37]. Holgate, H.S. Evans, R. and Yuen, F.K.O. (2006). Teenage Pregnancy and Parenthood: *Global Perspectives, issues and Interventions*. London and New York: Routledge.
- [38]. Holmlund, H. (2005) Estimating long-term consequences of teenage childbearing: an examination of the siblings approach. *Journal of Human Resources*, 40, 716-43.
- [39]. Hosie, A. and Selman, P. (2006 forthcoming). "Teenage Pregnancy and Social Exclusion: an exploration of disengagement and reengagement from the education system" in Holgate H and Evans R Pregnancy and Parenthood: *Global perspectives, Issues, and Interventions*, London: Taylor and Francis. .
- [40]. Howerton, D.L., J.M. Eger and C.R. Cobbs, (1994). Self-esteem and achievement of at-risk adolescent Black males. *Res. Schools*, 1: 23-27
- [41]. Inter Press Service. (2011). Teen Pregnancy Bucks Global Downward- *IPS Inter Press Service* Nov, 02 2011. <http://ipsnews.net/news.asp?idnews=36729>
- [42]. James, W. Auerbach, F. Desai, Z. Giliomee, H. Jordan, P. Krog, A. Kulayi, T. Lehoko, K. Leibowitz, B. and Tlakula, P. (2000). *Values, Education and Democracy. Report on Working Group on Values in Education*. South Africa.
- [43]. Jeptoo, I. (2012) Challenges facing girl-child access to university education in arid and semi-arid regions of Kenya: A case study of Keiyo District. *M. phil Thesis*. Moi University Eldoret (unpublished)
- [44]. Jeyness, W. H. (2007). The Relationship between Biblical Literacy, Academic Achievement, and School Behavior Among Christian and Public-School Students. *Journal of Research on Christian Education* (April 2013), 37–41.
- [45]. Johnson, M. P. (2011). Women's Access to Higher Education in Tanzania: *A Qualitative Study*. University of Iowa
- [46]. K' Aluoch, M. (2009) "Fury over pregnant Girls; School principals Blame Game Over who is Responsible". *The Daily Nation*. Government press.
- [47]. Kamara, M. K. (2011), Challenges facing teen mothers in Kenya. A case study of Wareng district. *D Phil Thesis*. Moi University Eldoret
- [48]. Kaplan, A. Midgle, C. (1997). The effect of achievement goals: Does level of perceived academic competence make a difference? *Contemp. Educ. Psychol.* 22:415–35
- [49]. Kathuri, J.N. and Pals, D.A. (1993). *Introduction to Educational Research*. Njoro: Egerton University Press.
- [50]. Kearney, M. S. (2010). Teen pregnancy prevention. In *Targeting Investments in Children: Fighting Poverty When Resources are Limited*. University of Chicago Press.
- [51]. Kenyan-Danish Research (KEDADR), (2013). Why Luo teenage mothers never go back to school. <http://www.africafiles.org/article.asp?ID=1962>
- [52]. Kerlinger W F (1978). *Foundations and Behavioral Research*. New Delhi: Sarjeet Publications
- [53]. Kombo, D. K. and Tromp, D. I. (2006) Thesis and thesis writing: *an introduction*. Nairobi: Pauline's publications Africa.
- [54]. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International limited.
- [55]. Krejcie, R.V. and Morgan, D.W. (1970). Determining sample size for research activities. *Educational and psychological measurement*.
- [56]. Lall, M. (2004). Exclusion from school: Addressing the Hidden Problem of Teenage Pregnancy, New Deal for Communities Research report 28, London: *Educational Policy Research Unit, Institute of Education*.
- [57]. Lemos, G. (2009). Freedom's Consequences. *Reducing Teenage Pregnancy and their Negative Effects in the UK*. London. Lemos and Crane.

- [58]. Levine JA, Pollack H and Comfort ME, (2001). Academic and behavioral outcomes among the children of young mothers, *Journal of Marriage and the Family*, 63(2):355-369.
- [59]. Levine, D.L. Painter, G. (2003). The schooling costs of teenage out-of-wedlock childbearing: analysis with a within-school propensity score-matching estimator. *Rev Econ Stat*.
- [60]. Lloyd C & Mensch B (2008). Marriage and childbirth as factors of school dropout: an analysis of data from sub-Saharan Africa. *Population Studies*, 62(1): 1-13
- [61]. Lockett, C. T. and Harrell, J. P. (2003). Racial Identity, self-esteem, and academic achievement: Too much interpretation, too little supporting data. *Journal of Black Psychology*, 29(3).
- [62]. Madeni F., Horiuchi S., Iida M. (2011): Evaluation of a reproductive health awareness program for adolescence in urban Tanzania-A quasi-experimental pre-test post-test research. *Reproductive health*; 8(27)
- [63]. Madhavan S (2005) Childbearing and schooling: new evidence from South Africa. *Comparative Education Review*, 44(2).
- [64]. Malahlela, M.K. (2012). The effect of teenage pregnancy on the behaviour of learners at secondary schools in the Mankweng area, Limpopo. *M Ed dissertation*. Pretoria: UNISA
- [65]. Mamhute R (2012). The educational challenges of pregnant and nursing adult learners: a case study of Morgenster teachers'college. Stellenbosch: Stellenbosch University. (*Med - dissertation*)
- [66]. Marteleto, L., D. Lam, V. Ranchhod. (2008). Schooling and Early Childbearing in Urban South Africa. *Studies in Family Planning*, 39(4):
- [67]. McWhirter, J. J. McWhirter, B. T. McWhirter, E. H. and McWhirter, R. J. (2007). *At-risk youth: A comprehensive response* (4th Ed.). Pacific Grove, CA: Brooks/Cole.
- [68]. Mensch, B.S. Clark, W.H. Lloyd, C.B. Erulkar, A.S. (2001). Premarital sex, schoolgirl pregnancy, and school quality in rural Kenya. *Studies in Family Planning*,
- [69]. Micklewright, J. and K. Stewart (1999), 'Is the Well-Being of Children Converging in the European Union?', *Economic Journal*, 109, no. 459: F692-F714.
- [70]. MOEST, (2001). *Report of the Task Force on Student unrest in Secondary Schools*. Nairobi :Jomo Kenyatta Foundation
- [71]. MOEST, (2007). *Gender Policy in Education*. Nairobi: Government printer
- [72]. Moffitt, M. A. Kazoleas, D. and Kim, Y. (2001). Institutional image: A Case Study. *Corporate Communications*, 6, 205-216
- [73]. Moffitt, T. and the E-Risk Study Team (2002). Teen-aged mothers in contemporary Britain. *Journal of Child Psychology and Psychiatry*, 43 (6).
- [74]. Mohase TB (2006). 'Influence of teenage pregnancy and parenting on the performance of Soshanguve secondary school learners'. Pretoria: *Tshwane University of Technology*
- [75]. Muganda-Onyando, R., & Omondi, M. (2009). *Down the Drain: Counting the Costs of Teenage Pregnancy and School Dropout in Kenya*. Nairobi: Centre for the Study of Adolescence
- [76]. Mugenda, O. M. and Mugenda, A. G. (2003). *Research methods. Quantitative and qualitative approaches*. Nairobi: Acts Press.
- [77]. Mulama, J. (2009). *Education Kenya: Nomadic schools for mobile girls*. Nairobi: *Thegender wire*. Retrieved March 26, 2009 from <http://ipsnews.net/news.asp?idnews=44489>
- [78]. Nachmias, C. F. and Nachmias, D. (2008). *Research methods in the social sciences*. 7thed. New York: Worth.
- [79]. Ogula, P. A. (2011). *Research Methods*. Nairobi: CUEA Publications.
- [80]. Okeyo Nicky O. (2009), Influence of TICH partnership program on Caregiver's knowledge, attitude and practices in feeding of infant and young children under-five years of age: A comparative study of Nyahera and Kanyawegi sub-sub locations, Kisumu District, Unpublished Masters thesis, Great Lakes University of Kisumu
- [81]. Omulako E. J., Jepchumba V., (2011). The Teacher, Educational Leadership, Research Paper, Primary school teachers' perception of head teachers' curriculum supervision in Emgwen Division, Nandi North District, Kenya
- [82]. Ormrod, J. E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- [83]. Oso, W.Y. Onen, D. (2005). *A General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers*. Kisumu, Kenya: Option Press and Publishers.
- [84]. Oyaró, K. H.P. (2009) on-line *Teenage mothers Denied Education*. Available/ [http:// www.ipsnews.net/Africa/nota.asp](http://www.ipsnews.net/Africa/nota.asp)? Id news
- [85]. Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publications.
- [86]. Pridmore, P. (2007a) Adapting the primary school curriculum for multi grade classes: a 5-step plan and an agenda for action. *Journal of Curriculum Studies*, 39(1),pp.559-576.
- [87]. Propper, C., Monstad, K., and Salvanes, K. G. (2011), "Is Teenage Motherhood Contagious? Evidence from a Natural Experiment," *Tech. Rep. 11/262*
- [88]. Rabi A., B. Amudha, P. Van Teijlingen, E. and Glyn, C. (2010). Factors Associated with Teenage Pregnancy in South Asia: a systematic review.HSJ.GR – *Health science Journal*, 4(1): 612-645
- [89]. Rangiah, J. (2012). The experiences of pregnant teenagers about their pregnancy. *MNC dissertation*. Stellenbosch: University of Stellenbosch
- [90]. RitcherMS & Mlambo GT (2005). 'Perceptions of rural teenagers on teenage pregnancy'. *Health SA*, 10(2): 61-69
- [91]. Russell, S.T. (2002) Childhood developmental risk for teenage child bearing in Britain. *Journal of Research on Adolescence* Vol. 12 (3) 305-324.
- [92]. Scott-Fisher, K., & Cambell-Forrester, S. (2000). *Resiliency factors in Jamaican adolescents*. The Pan American Health Organisation, Caribbean Subregion, Barbadoes, WI and the WHO Collaborating Center on Adolescent Health, Division of General Pediatrics and Adolescent Health, University of Minnesota. Secondary analysis on resiliency funded by USAID/CHANGE
- [93]. Selman, P. Richardson, D. Hosie, A. and Speak, S. (2001) *Monitoring of the Standards Fund Teenage Pregnancy Grant*, Newcastle; University of Newcastle, available at: http://www.alisonhosie.co.uk/pdf/TPU_and_edu/sfg.pdf
- [94]. SEU (Social Exclusion Unit) (1999) *Teenage Pregnancy*. London: HMSO
- [95]. Shaningwa LM (2007). *Educationally related challenges faced by teenage mothers on returning to school: A Namibian case study*. Grahamstown: Rhodes University
- [96]. Sibeko, P. G. (2012). The effect of pregnancy on a schoolgirl's education. Department of Educational Psychology and Special Education, University of Zululand
- [97]. Smith Battle, L (2000): The vulnerabilities of teenage mothers: Challenging prevailing assumptions. Pretoria: University of Pretoria Health References Centre-Academic.
- [98]. Smith, R. Nesbakken, G. Wirak, A. and Sonn, B. (2007). The Link between Health, Social Issues, and Secondary Education: *Life Skills, Health, and Civic Education* .Washington DC: The World Bank.
- [99]. Swann, C. Bowe, K. McCormick, G. Kasmin, M. (2003) *Teenage Pregnancy and Parenthood: a review of reviews*, London, Health Development Agency.
- [100]. TEMAK, hp. (2009). On-line *Teen pregnancy* Available <http://www.gendergovernance Kenya>
- [101]. The Prince's Trust, (2000). *Mapping Disadvantage: Young people who need help in England and Wales*, London: The Prince's Trust.
- [102]. Thomas, E. (2002). *Healthy Futures: Reducing Barriers to Primary School Completion for Kenyan Girls*. Baltimore: John Hopkins University.
- [103]. UNESCO, (2003). Integrating Girl Child Issues into Population. Education. <http://unesdoc.unesco.org/>
- [104]. UNICEF.(2006). National Master.com Home Encyclopedia Statistics
- [105]. Wallace, H.M. and Baumeister, R.F.(2002).The effects of success versus failure feedback on further self-control. *Self and Identity*, 1, 35-41.

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