



An Analysis of Re-entry Policy Implementation on Teenage Pregnant Girls' Learning Outcomes in Koloa Zone, Baringo County, Kenya

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Abstract: Globally, there is a concern on teenage pregnancies among learners. The objective of this article was to analyze the re-entry policy implementation on teenage pregnant girls' learning outcomes in public primary schools in Koloa Zone, Baringo, Kenya. The study was guided by two theories: Rationale System Theory and the Education Production Functions theory. The study used mixed methodology as well as concurrent triangulation design with descriptive survey for qualitative data and survey for quantitative data. Target population was 920 which included 10 head teachers, 850 pupils, 59 teachers and 1 sub county education officer. The sample was 211 which consisted of 10 head teachers selected through census, 150 pupils selected randomly, 50 teachers selected randomly and 1 sub county education officer sampled through census. There were questionnaires for teaching staff and pupils, interview schedules for heads and a sub county education officer. Quantitative data were analyzed in descriptive and inferential statistics and presented through tables, occurrences, percentages. Inferential statistics used Chi-square test. Qualitative data was analyzed by thematic analysis and presented in narratives method and verbatims. It was established that there was a problem in implementing the re-entry policy among the pregnant girls. The study recommended that there should be a follow-up of girls once they give birth so as to come back to school. This was the work of all stakeholders.

Keywords: Analysis, Implementation, Learning outcomes, Re-entry policy, Teenage pregnant girls

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1. Introduction

Internationally, adolescent pregnancy has been a challenge to all nations of the world and has negatively affected girls' learning outcomes. Head teachers and other school managers have been employing various techniques such as counselling, to curb this vice. Teenage pregnancy is well-defined as pregnancy in girls, ten to nineteen years. It is predictable that nearly sixteen million girls, fifteen to nineteen years get a child every year, amounting to almost eleven percent of all deliveries internationally (Lloyd,

2022). Historically, the question of teenage pregnancy arose from community inconspicuousness in the nineteen fifties to nineteen sixties, after prevalence of childbirth amongst youths got historical escalation, and went up to a stage of community fascination as levels of teen childbirth were beginning to drop in the last years of nineteen sixties and first years of nineteen seventies. The topical discussion was conceived due to the trend of its development after world leaders realized that it was so escalating in America in the 20th Century (Fergusson & Woodward, 2022). Since this evolution and trend, teenage pregnancies are a cause

for concern worldwide, especially for its negative impacts to the learning outcomes of the girls. Referring to the WHO (2018), approximately sixteen million adolescents between fifteen and nineteen years old remained a discussion among many governments (Harden, Brunton, Fletcher & Oakley, 2019).

For girls to be in school, the entire public must catapult monetary production, reduce baby and motherly mortality, progress nutrition and increase changes in education for the coming generations. All children, and especially girls, should have access to and complete quality education. Teenage pregnancy shatters dreams of young girls if school management does not take measures to curb the vice (Unguku, 2021). Education has been established as a human right and important to develop MDGs and EFA by governments who wanted to attain equality in gender in basic education by 2015. There is an emphasis to make sure girls get complete admittance to basic education with fair quality. This is a foundation in additional training and education. Nevertheless, this is not the case due to various challenges, for instance, teens getting expectant and contributing to girls not completing education. The key aim of any education system is to enable the registered learners to complete the learning as arranged and this would impact their learning outcomes (Kato, 2018).

Besides the teenage pregnancy continued discussion, it has been a critical hinderance to education accomplishment of girls in numerous nations raising concerns on the completion rates or in that case the high drop-out rates experienced and is considered by education stakeholders as a great social problem that needs to be addressed since it affects learning outcomes and makes school managers fail in their duties (Chigona & Chetty, 2021). The issue has led to governments in developed and developing nations to do trial strategies to counteract the norm, especially by pressing school managers towards ensuring their practices enhance the teenage girls complete their learning for better education outcomes. Head teachers are expected to ensure that all children who enroll complete their studies, which is only possible by the approaches towards mitigation of such teenage pregnancies of girls in primary schools. To this end, the school head teachers are mandated by the education ministry to apply best practices, play a vital part in enhancing the learning in the institutions where a greater role is to avoid chances of teenage pregnancies and unwanted dropouts as an alternative to learning outcomes achievement (Alika & Egbochuku, 2020).

Teenage pregnancy in America has progressively gone down since the early 1990s. In nineteen seventy-two, the pregnancy level for adolescences age fifteen to nineteen was 95.1 pregnancies per a thousand resulting in sixty-two births as indicated by Guttmacher Institute (2020). For the following decades, that level amplified though the cases of births remained around fifty-two till nineteen ninety, while

at the same time, education learning outcomes increased. From nineteen ninety till nineteen ninety-five the birth level ranged from roughly fifty-six to sixty-two. As from nineteen ninety-five onward, the degree of expectancies and delivery for teens aged fifteen to nineteen reduced progressively to the most recent information which reports a birth level of over forty-two deliveries annually for teens of ages fifteen to nineteen in 2008. This has been affecting the learning outcomes of girls since they have to drop out of school and come back after giving birth. There seems to be no measures taken by the head teachers to help control this situation (Guttmacher Institute, 2020).

In the UK in 1997, the labour government came into power. One of their recorded objectives was to reduce teens' pregnancy by half, by 2010. To enable them do this, they enacted Teenage Pregnancy Strategy (TPS,) which was supervised by the National Statistics and Teenage Pregnancy Strategy Unit of 2010. NSTPU published latest figures on teen conception in England. The data showed that from nineteen ninety-eight there had been an over-all decrease in the prevalence of teen expectancy, put into category by UK alternatively as conceptions to girls under sixteen or eighteen. Nevertheless, the level has been above forty per every 1000 in the under eighteen-year-olds category and above seven per every 1000 in the under sixteen group, and there have been minor variations in rates. The clear strategy aim has been unsuccessful for a nuanced reviewing of the relative achievements and catastrophes of specific strategy creativities that could enhance the teenage pregnant girls resume or continue with their learning in the institutions, which affected learning outcomes (Teenage Pregnancy Unit, 2021).

African countries seem to suffer the most on the experience towards teenage pregnancy cases hence affect the learning outcomes. For example, investigations in Ghana between nineteen ninety-seven and two thousand and two showed that the cause for seventy percent of primary school dropouts was due to expectancy (World Bank, 2020). It had been distinguished that a data gap amongst school girls regarding sex education and contraceptive device is one of the aspects causing sex before marriage amongst youngsters hence leading to school dropouts among the girls or poor learning outcomes. The report also stated that premature ending of girls' education has grave implication at countrywide and household levels posing the issue as head teachers' failure to offer intervention measures envisaged in their practices. It worsens the issue of education waste. At the household stage, it is seen that wasting of funds is obvious since when the girl leaves institution, she might not have acquired useful schooling. This hampers the energy to create gender equality in institutions. It too, indicates that larger number of girls are cut out of schooling structure owing to wellbeing problems

or even passing away henceforth spoiling their chances to attain education learning outcomes (Waweru, 2021).

One good thing that teachers and school managers can do for teenage pregnant girls is to help them stay in school while ensuring that their intended learning outcomes are realized at the end (Stewart & Kaye, 2022). With sensitization and campaigning like the NCPTUP, adolescents are more improved in deciding about sex than youths were twenty years down the line. Since NCPTUP was founded, it has done a noteworthy job in firming a philosophy of individual accountability concerning sexual activity, getting expectant, and bringing kids into the creation, as well as firming the training of continuously utilizing contraception when one is not prepared to have a kid (The National Campaign, 2019). The aim of NCPTUP is to decrease the level of teenage expectancy and decrease the degree of unintended expectancy amongst teens. This countrywide crusade offers a huge number of resources to help stopping teenage and unintended expectancies countrywide counting educating adolescents.

In Kenya, considering the vitality of education generally, and that of the girls specifically, the Government of Kenya introduced FPE in January 2003 to guarantee all kids have admittance to primary education. This opinion has additionally been reinforced by the Kenyan Constitution (2010) and additional laws which specify that the elementary schooling in which primary schooling is termed as essential necessity of the child (Republic of Kenya, 2001, 2012 & 2013). The ministry also announced the gender and schooling strategy (2007) which permitted re-admission of girls who deliver and eliminated repeating class to improve retaining. The teenage pregnancy menace has continued to hamper teenage education and had been experienced especially at a point where the parents of the learners have accused the school managers as the cause since it had affected learning outcomes and caused failure on the side of head teachers (Majiwa, 2022). A report by Orodho (2021) indicated that head teacher and school head teacher practices were the highly contributing factors towards increased teenage pregnancy in schools besides other factors such as socio-cultural practices, political factors, economic factors, rape, peer pressure, broken families, among others which challenge curriculum biasness. In an effort to combat teenage pregnancy, counties in Kenya have established their strategies to ensure that girls complete their primary education.

For the case of Baringo County, there were approximately 33 % of teenage pregnancy cases in the year 2014 leading to unwarranted and unexplainable dropout cases (KDHS, 2022). The Kenya Demographic Health Survey (KDHS, 2022) developed action plans with county directors using Strengthening Evidence for Programming on Unintended Pregnancy (SEPUP, 2016) which further included education stakeholders to discuss various strategies such as

the re-entry policy of teen mothers after delivery aiming at improving their education learning outcomes. Data by the Baringo County Integrated Development Plan (BCIDP, 2018-2022) indicates that the enrollment of boys stands at 10,129 higher than the girls 8,195. This definitely has negatively affected learning outcomes as there could be no good results without continued learning.

The report rebuked cultural practices such as Female Genital Mutilation (FGM) indicating that it harms school going girls to achieve in their learning outcomes. So FGM contributes a lot to early marriages which is also a contributing factor to school drop out of girls in East Pokot or even when girls go back to school, they don't perform well due to the stigma of having been young mothers. Accordingly, the report rebuked the Pokot culture which may lack harmony making it difficult for the school managers to manage the teenage girls' cases related to their learning achievement. This signifies that teenage pregnancy may have become a headache for school administrators' practices/approaches in Baringo especially if teenage girls are expected to return to school. There could be efforts made to mobilize resources, provide guidance and counselling and provide security to facilitate learning outcomes. Hence, a study on re-entry policy implementation how the head teachers' practices influence the learning outcomes especially to teenage pregnant girls cannot be undermined.

2. Literature Review

In England, there have been long-term culture attitude changes and educational factors such as community programmes using media and other social networks. These gave supportive atmosphere leading to reducing sexual risk behaviours and maintaining low risk behaviour over a period of time (Macfarlane, 2019). There is a diversity of communicating and information approaches and it is vital to guarantee that the approaches put in place for the enactment shows is steady with the larger communicating approaches and activities. Specifically, strategy creators must offer cautious respect to the suitable mix and cost effectiveness of chosen approaches. Before beginning the awareness crusade, there are numerous important mechanisms for an operative community alertness crusade that one has to put into consideration. Number one is to understand the targeted group (Macfarlane, 2019).

There has been a lot of campaign in Zambia which changed attitudes of teachers who had been against girls' re-admission policy. Teachers against re-entry in 2001 were sixty-nine percent and those for, were thirty-one percent. This had a drastic change by 2004 whereby teachers against dropped percentage to sixteen while those for, rose to eighty-four (FAWE, 2004; Ochieng, 2020). Best head teachers' practices can likewise assist education officers,

learners, parents and other community better comprehend and address problems of early sex actions, teen pregnancy and re-admission (Ochieng, 2020).

In the Republic of Kenya, a procedure regarding re-entry of teens has it that learners who get expectant must be allowed to re-enter institutions without conditions. Heads and education officers must be engaged to support such girls to enter different institutions to evade mental and emotive anguish. It was seen that numerous school heads were reluctant to readmit such girls back to institutions but could assist them get vacancies in different institutions (Omulako et al., 2018).

School head teachers should devise the best ways to guarantee that the strategy is noticeable by making it cognizant and distributing it to each head. Making alertness is particularly vital in encouraging public backing for the readmission strategy. Regrettably, investigations exposed that alertness and perception of the readmission strategy were diverse all over the areas. Numerous head teachers were unaware of the strategy's presence and did not completely comprehend what the strategy was talking about. It was also exposed that numerous girls who left school owing to adolescent expectancies were not seeking re-entry due to the fact that parents did not know that this strategy was in place (Kodek, 2012; Brynard, 2019).

Citing Bhuyan et al (2019) it is a must for policies that result in new programmes, services, or working strategies be spread and comprehended by the persons answerable for executing and utilizing them. The community must be alerted about the changes so that they get benefits and services brought by the strategy. Due to this reason, the government needs to emphasize alertness crusade of the strategies to every head. This must have been a combined, thoughtful and rigorous determination to make alertness in institutions and in societies. Investigations indicate that info and social media covering, crusades and advocating can influence a person's level of alertness. The persons' information, alertness and comprehending finally impact their way of behaving and may assist inspire change in their attitude to the re-admission strategy.

2.1 Theories

Rationale System Theory: The head teachers' management practices are weighed here in that policy enactment is a procedure of contact between putting goals in place and activities aimed at achieving the same. Policy enactment is consequently a sequence of activities to make operational the practices and break them into several tasks to be carried out by several participants in the schools. The policy of beginning from top to down viewpoint has it that the enactment procedure requires a clear starting point and a clear ending point for the practices to be effective. There

ought to be a clear set of planned outcomes. The model sought to establish if the independent variables were met. The style of head teachers' practices in management should enable good outcomes.

Education Production Functions Theory: An educational production function relates institution and learner inputs to a measuring of institution output. Representation of the schooling production procedure in this form is of particular interest in the descriptive study of human capital formation as well as in normative investigations of the optimal allocation of resources in the educational sector. A modest production model is seen behind much of the analyses in the economics of education. The commonly used inputs are institutional resources, instructor excellence, and family characteristics, and the result is learner accomplishment. This area is, nevertheless, notable from many since the outcomes of analyzing enter relatively straight into the policy procedure.

Family background is generally characterized by such socio-demographic features as parental schooling, revenue, and size of family. Peer inputs, when encompassed, are typically aggregates of learner socio-demographic features or attainment for an institution or classroom. Institution inputs characteristically comprise instructor background (schooling level, knowledge, gender, race) institution organizing (size of class, amenities, managerial expenses) and district or communal features (like average spending levels).

For the efficient and effective use of scarce resources, the preferred educational outcomes desired must be determined and identified. Once these outcomes are identified, those variables of the educational process, which are controllable by the schools and are alterable can then be allocated the necessary instructional time and the fiscal resources to optimize the factors that influence student outcomes. Input-output analysis is one research strategy that attempts to identify the input variables related to productive schooling, and then analyze them against the specified outcomes (Monk, 2018).

3. Methodology

The study procedure implemented here was mixed method tactic with numerical and non-numerical information being assembled. Mixed approach enabled the combination of basics of numerical and non-numerical research tactics for example, using non-numerical and numerical ideas, information gathering, scrutiny, inference methods for the wide purposes of breadth and depth of understanding and justification. Mixed approach study needs a determined mixture of approaches in information gathering, analysis and interpreting. The crucial term was mixed, as a vital step

in the mixed approaches was information connection, or incorporation at a suitable phase in the study procedure. Purposed information incorporation permits investigators to pursue a more panoramic opinion of their study scenery, seeing phenomena from diverse belvederes and through diverse study lenses (Johnson et al., 2017).

The method was selected owing to its power in that there might be inadequate opinions, meaning that neither numerical nor non-numerical could bring out adequate evidence as the approaches complemented each other. Furthermore, the additional the evidence, the healthier the outcomes and consequently, combination of numerical and

non-numerical approaches brought about improved and more dependable outcomes from the investigation (Kothari, 2018).

The total sample was 211 participants. The sample included all the ten head teachers sampled using census sampling method. More than seventeen per cent of the targeted pupils were selected by random sampling totaling 150. From the teachers, 50 were sampled using the census sampling method whereby every participant is sampled. The researcher used census sampling to sample one sub county education officer.

Table 1: Sampling grid

Category	Target Population (N)	Sample Size (n)	Sampling Technique
Head Teachers	10	10	Census
Pupils (6,7,8)	850	150	Random
Teachers	59	50	Census
Sub county education officials	01	01	Census
Total	920	211	100

Source: The researcher, 2023

4. Results and Discussions

Three levels of analyses were utilized. These were descriptive, inferential (Chi-square test) statistics and thematic analysis.

Table 2: Teachers' responses in re-entry policy implementing on teenage pregnant girls' learning outcomes

Statements	A	SA	U	D	SD
	(1)	(2)	(3)	(4)	(5)
A Head teacher management practices influences teenage pregnant girls learning outcomes	16	08	02	02	02
	53.3	26.7	6.7	6.7	6.7
	%	%	%	%	%
B There is provision of clear re-entry policy implementing guidelines in your school which influences performance rate	02	02	02	16	08
	6.7	6.7	6.7	53.3	26.7
	%	%	%	%	%
C You have creation of re-entry awareness to the pupils in your school which influences performance rate	04	03	02	20	01
	13.3	10.0	6.7	66.7	3.3
	%	%	%	%	%
D In your school, parents are advised to seek advice which influences performance rate	02	01	03	04	20
	6.7	3.3	10.0	13.3	66.7
	%	%	%	%	%
E Head teacher in your school re-admits girls after delivery which influences performance rate	05	05	01	10	09
	16.7	16.7	3.3	33.3	30.0
	%	%	%	%	%

Source: The researcher, 2023

From the table, it was clear that the re-entry policy had influence on the girls' learning outcomes. This was confirmed by 24 (80.0 %) of the teachers who agreed as opposed to 4 (13.3 %) who were on the disagreement side. Only 2 (6.7 %) of the participants were undecided.

However, there was no provision of re-entry policy which could influence the performance rate. This was confirmed by 24 (80.0 %) and only 4 (13.3 %) were on the agreeing side with a mere 2 (6.7 %) not decided. This being the case, there was a clear indication that girls who became expectant could not rejoin school after delivery to their disadvantage.

Similarly, there was no creation of re-entry awareness to the learners after they became expectant. This was the view of 21 (70.0 %) with 7 (23.3 %) in agreement and 2 (6.7 %) not decided. Girls who, unfortunately, become pregnant should be sensitized and guided to rejoin schools so as to

improve the performance rate. This awareness should be done even before the pupils become expectant. There is need to improve the girl-child performance rate by this kind of sensitization in schools.

Unfortunately, parents of girls did not get advice on what to do when their children got pregnant. This was seen in 24 (80.0 %) as only 3 (10.0 %) could agree with insignificant 3 (10.0 %) on the undecided side. This was quite unfortunate and could affect the performance rate of girls as they did not seemingly have a second chance to rejoin schools.

Finally, the issue of head teachers re-admitting girls after delivery was not met with positivity. This can be seen in 19 (63.3 %) who made this judgement. Nevertheless, there were 10 (33.3 %) who were on the positive side, with only 1 (3.3 %) remaining silent. More than thirty percent indicated that at least, there was an effort to bring back girls

after delivery, but this should show a higher percentage to enable better performance rate among the girls.

These findings concur with other findings worldwide. One example was in Zambia. In that country, teachers had a

negative attitude towards re-entry of girls after delivery. After a robust intervention, the percentage of negative attitude went down. This indicated a drastic change which enabled girls to rejoin school after delivery (Ochieng', 2020).

Table 3: Pupils' responses in re-entry policy implementing on teenage pregnant girls' learning outcomes

Statements		A	SA	U	D	SD
		(1)	(2)	(3)	(4)	(5)
A	Head teacher management practices influence teenage pregnant girls learning outcomes	65	05	05	03	03
		80.2	6.2	6.2	3.7	3.7
		%	%	%	%	%
B	There is provision of clear re-entry policy implementing guidelines in your school which influences performance rate	03	03	05	70	00
		3.7	3.7	6.2	86.4	0.0
		%	%	%	%	%
C	You have creating of re-entry awareness to the pupils in your school which influences performance rate	02	05	05	60	09
		2.5	6.2	6.2	74.1	11.1
		%	%	%	%	%
D	In your school, parents are advised to seek advice which influences performance rate	05	03	03	65	05
		6.2	3.7	3.7	80.2	6.2
		%	%	%	%	%
E	Head teacher in your school re-admits girls after delivery which influences performance rate	25	05	00	50	01
		30.9	6.2	0.0	61.7	1.2
		%	%	%	%	%

Source: The researcher, 2023

From the table, there was clear indication that re-entry policy had effect on teenage pregnant girls' learning outcomes. This was agreed by 70 (86.4 %) with 6 (7.4 %) in disagreement and 5 (6.2 %) could not decide. This meant that there was great importance in ensuring that proper practices were observed if the girls could have proper re-entry policies. Thus, there was need to catapult school practices to ensure that every girl who left school due to pregnancy, had a second chance to come back to the institution.

Schools did not have proper re-entry implementation guidelines. This fact was supported by 70 (86.4 %) who could not see such guidelines. The accepting side had only 6 (7.4 %) with only 5 (6.2 %) undecideds. That was a clear

signal that schools failed to properly guide girls on returning back to school after delivery.

It was imperative to formulate re-entry awareness to all girls so that they could know they had a chance to come back to school after delivery. According to 69 (85.2 %) of the participants, re-entry awareness was missing. Only 7 (8.6 %) could agree with only 5 (6.2 %) undecideds. Without this kind of awareness, it was unlikely for the girls to come back to school after delivery.

Parents were not given advice on how to seek guidance when their children delivered. That was the opinion of 70 (86.4 %) with only 8 (9.9 %) on the acceptance side. There were 3 (3.7 %) who could not make any decision. If girls

were to be re-admitted, the parents must have been involved.

Finally, there was a bit of sense in the fact that head teachers re-admitted pupils after delivery. That was the opinion of 30 (37.0 %). However, the majority of 51 (63.0 %) did not agree with that opinion. Nobody was undecided. This was a poor indication of the fact that there was coming back to school after delivery.

Those findings from the pupils concurred with many other findings universally. A study by Brynard and Kodek (2021) established that information on re-entry of pupils

after delivery was too diverse and that parents were not aware of what to do after their children delivered. The re-entry strategies were ambiguous on the side of the head teachers.

The researcher conducted a Chi-square test to establish the relationship between re-entry policy implementing and teenage pregnant girls' learning outcomes. On entering in the partakers' answers in SPSS in Chi-square, the results' average was 0.935. This outcome was larger than the α value of 0.05. This is shown in Table 4.

Table 4: Inferential statistics on re-entry policy implementing practices on teenage pregnant girls' learning outcomes

Test Statistics					
Chi-Square	.000 ^a	.400 ^b	2.000 ^c	.000 ^a	.800 ^d
df	9	3	4	9	8
Asymp. Sig.	1.000	.940	.736	1.000	.999

Source: The researcher, 2023

From the table, the average of 0.935 was > than 0.05. This Chi-square test showed that there was a significant association between the re-entry policy implementing practices and teenage pregnant girls' learning outcomes in schools. This agrees with Omulako *et al.* (2018) who found that the Republic of Kenya had positive policies on the re-entry. Girls had to be allowed back to school and given full support. It was, however, discovered that some head teachers were unwilling to re-admit pupils after delivery.

Ten head teachers and the sub county director of education in Koloa Zone were interviewed on the same issue of re-entry policy implementation. The provision of clear re-entry policy implementation guidelines did not seem to exist in reality. According to one head teacher,

Currently we do not have clear cut rules on the re-entry of girls after delivery. Those girls who leave school due to pregnancy have the choice to come back after delivery but most of them get married and so, never come back to school the rules allow them to come back (H/T1).

Similar sentiments were expressed by the area education officer. Schools did not have regular guidelines to re-admit girls after delivery as the education officer lamented,

Each school may have their own ways of handling girls after delivery. However, the common rule is that every girl who delivers must get a second chance to be in school (EO).

The creation of awareness of re-entry to pupils was done but not so efficiently. One head teacher had this to say,

We make girls aware that they can always come back to school after delivery. However, this has never been effective since most girls do not turn up (H/T2).

The education officer had similar feelings. There was no much impact in making the girls aware that they could come back to school after delivery. The education officer said,

The education office and the schools make efforts to sensitize girls on coming back after delivery. I do not see much change after all awareness and sensitization (EO).

The head teachers may not have adequate time to talk to the parents and advise them that they should seek advice often times whenever their children got pregnant. One head teacher had this to say,

There is not much time to spend with the parents. We rarely call them to school unless we want some development projects done. I believe that most parents lack proper advice (H/T3).

According to the education officer, still there was need to ask parents to seek advice from schools and specialists. The education office said,

Proper advice must be sought by parents once their daughters get expectant. However, most parents shy away and others get too annoyed to seek any advice. They end up marrying off their daughters possibly to educate their sons (EO).

Not so many teachers re-admitted girls back to school. This was so because, once girls got pregnant, most of them disappear forever as one head teacher said,

Many a time we do not get the girls after delivery. They just disappear and get married. We have no mechanisms to follow them up and recover them (H/T4).

Once interviewed, the education officer had the same feelings that re-admission of girls after delivery was a nightmare. He lamented,

Once a girl becomes pregnant, it seems that it is the end of the story of her education. We do not witness so many girls seeking re-admission after delivery. The rules are clear that it is their right to be in school till completion even after the pregnancy break. Head teachers have no choice but to re-admit such girls back to school. It is an offence not to allow such girls back to school and disciplinary action can be taken against such head teachers (EO).

5. Conclusion and Recommendations

The following conclusions were made from the outcomes of the study.

5.1 Conclusion

From the findings, it was concluded that management practices of the head teachers could have influence on the girls' learning outcomes if only they could be applied. The provision of re-entry policy should have been improved. It was not easy for girls who became expectant to come back school after delivery. Creation of re-entry awareness had to be put in place. The parents could not get advice on what to do when their children got pregnant.

5.2 Recommendations

Based on the findings, the study recommends that the re-entry policy implementation should be improved by means of providing guidelines. It is further recommended that an examination of re-entry policy implementation among primary schools in Baringo County be done as an individual study.

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