

Assessment of Cultural Aspects That Affects the Re-Entry Policy of Teenage Mothers to School in Bungoma County Kenya

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Abstract

In equality in girl's education has been a subject for many developing countries. The Kenyan government developed the policy of the re-entry of the teenage mothers to school in 2001. The policy allows teenage mothers to re-enter schools after delivery. Despite the policy being in place, very few teenage mothers have been returning to school. This study sought to find out the cultural aspects that affects the implementation of the re-entry policy of teenage mothers to school in Bungoma County. The main objective of the study was to find out the various aspects of culture that affected the re-entry policy of teenage mother to schools in Bungoma County. The critical theory by Habermas was adopted as the theoretical framework. The convergent parallel mixed method research design was used. The research population comprised of teenage mothers, student girls, head teachers, principals, Guiding and Counselling teachers, Sub County Quality Assurance and Standards Officers. The main data collection instruments were Questionnaires and Interview schedules. Questionnaires were administered to the Teenage mothers, school girls, Guidance and counselling teachers, while the interview schedule were administered to Sub County Quality Assurance and Standards Officers and head teachers. Pilot study was carried out in Trans Nzoia County. Reliability index of 0.79 was obtained. Quantitative data was coded and presented using tables and analyzed through frequency distribution and percentages. Qualitative data was organized and broken into themes synthesized to search for patterns and meaning. This study was significant for it identified various cultural factors that affected the implementation of the re-entry policy. The study revealed various cultural factors that hindered the effective implementation of the policy included, attitudes, prejudice, gender discrimination and traditional customs. There is therefore a need to address these cultural factors so as to enable these teenage mothers to reenter school.

Keywords: Culture, Teenage Mothers, Reentry Policy.

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