

**SELECTED FACTORS INFLUENCING EDUCATIONAL PARTICIPATION OF
STUDENT MOTHERS IN PUBLIC SECONDARY SCHOOLS IN BARINGO
COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements
for the Doctor of Philosophy Degree in Educational Foundations of Egerton University**

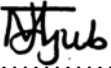
EGERTON UNIVERSITY

MAY 2021

DECLARATION AND RECOMMENDATION

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This thesis is my original work and it has not been presented for an award of a degree in this or any other University.

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DEDICATION

This thesis is dedicated to my dear late husband, Bekyibei Ndoigo and lovely children Lynn, Whitney, Brenda, Kevin and Laura who supported me wholeheartedly throughout the entire research period. I also dedicate this thesis to my dear father Ayub Cheruiyot and my father in law John Ndoigo who have always been encouraging me to work hard in my research work.

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ABSTRACT

Secondary level of education has been viewed as a fundamental stage for education progression. At this level, students participate in educational activities that pertain to secondary school education. However, in Baringo County, especially in Mogotio and Tiaty Sub-counties, there is high prevalence of teenage pregnancies due to high poverty levels, illiteracy rates among parents and retrogressive cultural beliefs that may have influenced the educational participation of student mothers. The study aimed at determining the selected factors influencing educational participation of student mothers in public secondary schools in Baringo County, Kenya. Identity and Overlapping Spheres theories guided the study. This study was *ex-post facto* in approach and utilized correlational research design. The target population was approximately 22158 girls while accessible population was approximately 1279 student mothers. In sampling for the secondary schools in Baringo County, the study used a proportionate sample of 20% of schools whereby a sample size of 34 secondary schools was selected using stratified random sampling. The sample size of the student mothers in this study was 296 and was selected using stratified random sampling. In addition, 34 class teachers and 34 teacher counsellors were selected purposively. The total sample size was 364 participants. The study collected data using questionnaires for student mothers and interview schedules for teachers. Qualitative data was analysed using NVivo software version 12. Quantitative data was analysed using SPSS version 24. A pilot study was conducted among 30 student mothers from Rongai Sub-County in Nakuru County. Based on the pilot study results, the Cronbach's alpha coefficient for the family factors was 0.870, for school factors was 0.854, for community factors was 0.875, 0.866 for individual factors and 0.885 for educational participation. The overall response rate for the study was 98.4%. A correlation coefficient of 0.411 was achieved between family factors and educational participation, 0.457 between school factors and educational participation, 0.393 between community factors and educational participation and a correlation coefficient of 0.728 between individual factors and educational participation of student mothers. The study further found that family, school, community and individual factors significantly predicted educational participation of student mothers. Individual factors have the greatest influence on educational participation of student mothers in public secondary schools in Baringo County. The study concluded that educational participation of student mothers in secondary schools is significantly influenced by family, school, community and individual factors. The study findings would benefit many educational stakeholders including learners, teachers, school administrators, members of the community as well as community service groups, policymakers, and scholars in increasing the educational participation of student mothers through enhanced family, school and community support.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	:	Constituency Development Fund
CQASO	:	County Quality Assurance and Standards Office
EFA	:	Education for All
FAWE	:	Forum for African Women Educationalists
FGD	:	Focus Group Discussion
IT	:	Identity Theory
NACOSTI	:	National Commission for Science, Technology and Innovation
SCT	:	Social Cognitive Theory
SES	:	Socio-economic Status
SPSS	:	Statistical Package for Social Sciences
SSA	:	Sub-Saharan Africa
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund is a United Nations

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Different scholars, organizations and institutions in diverse contexts have highlighted the importance of secondary education (Anyieni *et al.*, 2016). Secondary level of education has been seen as a fundamental stage for education progression where learners acquire basic skills for their future areas of specialization (UNESCO, 2019). It is also on this stage where learner's get to identify their areas of interest for post-secondary education studies (Fleisch *et al.*, 2019). Secondary education determines the social class as well as the position of individuals in the society (Lopez, 2016). With secondary level of education, individuals can gain entry to labour market or even proceed with post-secondary education such as gaining entry to colleges, Technical and Vocational Education and Training (TVET), and universities amongst others (Anyieni *et al.*, 2016).

During secondary education stage, learners transit to young adults and attain legal age of employment (Ozier, 2018). According to Sephania (2017) secondary level of education is crucial to learners since apart from achieving the academic obligations; students get to learn about friendships and relationships, develop their own personalities as well as discover who they are. The skills gained at this stage of education enable individuals to cope with different challenges they may meet in future in their day to day endeavours (Ilisko *et al.*, 2017). Therefore, missing secondary level of education can be such a great loss to individuals.

At the secondary level, students are expected to participate in educational activities that pertain secondary school education (Riswanto & Aryani, 2017). Educational participation can be defined as involvement in important aspects of schooling activities (Kathy-Ann, 2018). These activities may include student leadership roles, membership and participation in honour societies and service clubs, music, sports, academic debates and academic competitions and occasionally, the students might be required to contribute to literary publications such as newspaper articles and magazines (Njoroge, 2018).

According to Ntawiha (2016), a student should engage in curriculum, co-curricular and extra-curricular activities in school. Mbarushimana and Kuboja (2016) define curriculum activities as those activities that are in line with class syllabus and they are graded for the students to earn points or academic credits. These include attending classes and participating in class

assignments as well as undertaking examination, both internal and external. Co-Curricular activities on the other hand include those activities that compliment curriculum learning such as newspapers article publication, musical performances, art shows, debate competitions, and mathematics and science contests (Pridāne, 2017). These activities may not earn points to the students but they help to a great extent in boosting academic learning and their understanding in the subjects. According to Scoresby *et al.* (2018) extra-curricular activities refers to those activities that are conducted by schools but they may not be geared towards academic learning. These include activities such as athletics, ball games, field sports and other types of sports.

Active participation in educational activities in secondary school lead to more learning and development of important skills, acquisition of knowledge and education, enhanced well-being, increase in self-confidence, self-esteem and self-belief of the learner (Chebii *et al.*, 2018). Lazaro and Anney (2016) assert that participation in educational activities help students in grooming their personality as well as helping them to explore their hidden talent, which may help them in future. Villalobos *et al.* (2016) add that participation in educational activities improves the activeness of students and therefore engaging in more activities in future. Other benefits include increased independence and autonomy, enhancement of social contact and inter-personal relationships, improvement of self-awareness, community connectedness, development of learning skills and knowledge, enhancement of education and employment opportunities (Farman *et al.*, 2018). To this list, Kisango (2016) adds enhancement of well-being, increase in self-confidence, self-esteem and self-belief.

To participate in most of the educational activities in secondary level of education it requires motivation and self-dedication (Katamei & Omwono, 2015). All students at the secondary level of education are presumed to be minors, single, without children and unaccompanied by dependents. However, due to teenage pregnancies, cases of student mothers in secondary schools is becoming an increasing problem (Mahaffey *et al.*, 2015). Teenage pregnancy is as a result of early unprotected sexual experience or through unfortunate cases of rape (Ricco *et al.*, 2018). According to WHO (2018), approximately 14-15 million teenage girls and young women become mothers every year and this accounts for more than 10% of births worldwide. Once the students give birth, they become student mothers and they have to balance between the motherly roles and academic roles (Brooks, 2016). Majority of these student mothers in secondary schools are aged between 14 and 19 years and are not yet married. The fathers of

the children to these student mothers may decline their fatherhood roles and hence subjecting the student mothers to bigger burden of childrearing.

Despite a high degree of participation in school activities reported as essential for learning, student mothers face diverse challenges that may not allow them to participate in some educational activities in the secondary schools (Chemnjor *et al.*, 2015). According to Taukeni (2014) social expectations are that their motherhood status is incompatible with being in school and are therefore often pushed-out, denied admission or they themselves self-select out of school. The student mothers tend to have overload of domestic chores and child-care roles, besides undertaking intensely high-pressure demands of academic work (Gospel-Tony *et al.*, 2018). Moreover, having a child or children captures the financial responsibilities the individual faces. According to Lyonette *et al.*, (2015) it is often very difficult for student mothers in this type of situation to find the time to attend school, work and take care of their family. The life of a student mother is therefore different in significant ways from the lives of other students (Esia-donkoh, 2017).

A student mother is expected to be a good mother to her child and at the same time expected to perform well in their academic endeavours. Striking a balance in the dual roles becomes a challenge to the student mothers and some of them drop out of school to concentrate in motherhood roles (Moghadam *et al.*, 2017). High dropout cases of teens from secondary schools have contributed to high gender inequality in education (Onyeka *et al.*, 2017). In the United States, UNESCO (2019) has indicated that while up to 25% of teen mothers who drop out of senior high schools later return to school to further their studies, nearly half of them fail to complete their senior high education. Yunas (2014) recommend that every segment of the student population should have the same opportunity to participate in all aspects of the educational experience. Despite this recommendation, student mothers are often marginalized and thwarted in their educational endeavours as shown in a study in Kenya and in the United States of America (Spilovoy *et al.*, 2016).

High prevalence of child bearing and child rearing among secondary school going girls across the globe has caused several countries and organizations to have developed intervention strategies aimed at keeping student mothers at school (Brooks *et al.*, 2016). For example, global and multilateral institutions such as UNICEF, UNESCO, World Bank, and Forum for African Women Educationalists (FAWE) have championed responses for supporting gender equity in

education (UNESCO, 2019). In the United States of America, school going mothers are protected by Educational Amendments Act of 1972. This Act protects the student mothers from discrimination of any kind and also creates avenues to cater for the unique needs of student mothers (Newlin & Hooper, 2015). In the United Kingdom, the Equity Act of 2010 protects school going mothers from any form of discrimination, either on gender or on motherhood (UK Department for Education, 2015).

In Australia, the government provides for unconditional re-admission to school and provision of unique needs of student mothers in public schools (UNESCO, 2015). In Chile, the government funds for Student Mothers Re-Integration Program to ensure all student mothers who are willing to continue with their studies do so without victimization (Birchall, 2018). This saw 37% of student mothers returning to school in Chile. In India, the government provides basic needs such as uniforms, books, pens, school bags and in some cases bicycles to support student mothers to continue with their studies (UNESCO, 2015). In other countries such as Bangladesh and Nepal, the governments provides financial incentives to student mothers in secondary schools in order for them to continue with their education (Neupane, 2020). In these countries, the financial incentives given to the student mothers resulted to low disparity between the education level of boys and girls (Neupane, 2020).

In African context, several Return-to-School Policies have been instituted to bridge the gap in education access to student mothers. For example, in Sub-Saharan countries such as Cameroon, Madagascar, Namibia, Botswana, South Africa, Zambia and Kenya among others, Forum for African Women Educationalists (FAWE) have been in the forefront in advocating for Education For All (EFA) (Rathgeber, 2016). Young mothers have been a major focus for the FAWE and has been offering scholarships to at least 10% of the student mothers returnee to schools each year in the Sub-Saharan countries (Rathgeber, 2016). The government of Zambia has also been advocating for return to school policy for student mothers at secondary and primary level of education. This effort has been seen to yield fruit with 60-80% of the Zambian teenage mothers returning to schools (Wedekind & Milingo, 2015). In Zimbabwe, P35 Policy of the Ministry of Education, Arts and Culture allow pregnant school girls maternity leave to deliver the baby and come back to school (Ncube & Mudau, 2017). In cases where a school boy is responsible for the pregnancy, he is also allowed paternity leave and comes back to school at the same time the girl comes back (Ncube & Mudau, 2017).

In Nigeria, the Ministry of Education recommends all public secondary school administrators to accept back students returning to school after childbirth (Save the Children International, 2016). Public schools have supportive policies and practices for student mothers such as separate classes for young mothers returning to school and childcare facilities at the school for young women's babies (Save the Children International, 2016). In Sierra Leone, Teachers Union in Sierra Leone delivers lessons over national radio that seek to target girls who are not able to return to school to continue to receive education after child birth (Government of Sierra Leone, 2020). Tanzania is hard hit by cases of teen pregnancies among the African Countries. For example, a quarter of Tanzanian girls aged 15-19 have given birth while in school. Moreover, 28% of women gave births before the age of 18 years (Niboye, 2018). According to UNICEF (2018) statistics, between 2006 and 2014, more than 55,000 girls dropped out of secondary schools because of pregnancy in Tanzania. Unlike other countries that implemented return to school policy, the Tanzanian government's response was to kick them out of school for good and therefore ending their education prematurely (Mbelwa & Isangula, 2017).

In Kenya, Return to School Policy was established in 1994. This policy provides avenues to help student mothers to go back to school even after giving birth in order to continue with their studies (Wangui *et al.*, 2015). This is a wider view to facilitate the education of girl child in Kenya. The National School Health Policy passed in 2009 articulates the actions that school administrators should follow in re-admitting student mothers back to school (Ministry of Education, 2015). National Women's Law Center in Kenya also provides guidelines on dealing with student mothers in both primary and secondary level of education (National Women's Law Center, 2019). The Center is composed of advocates, experts, and lawyers who fight for gender justice and taking on issues that are central to the lives of women and girls. National Women's Law Center participate in public policy making, and in our society, especially for women and girls facing multiple forms of discrimination. The Center recommends that student mothers to be allowed to continue with their studies as long as they wish (National Women's Law Center, 2019). In addition, the National Education Sector Plan (NESP) released in 2014, has taken into consideration the challenges of student mothers in Kenya. The plan provides for support systems to encourage educational participation of student mothers in secondary schools in Kenya. The support systems include provision of guidance and counselling services for all students, provision of conducive learning environment for students and assurance of students' safety among others (Health and Education Advice and Resource Team, 2015).

Despite these support systems, there are diverse challenges that limits the educational participation of student mothers in Kenyan secondary school. For example, Walgwe *et al.* (2016) reported that out of the secondary school girls who return to school after child bearing aged 14-19 years, 98% dropped out of school. The authors further reported that 66% of drop out cases among the school going girls aged between 13 and 19 years was due to pregnancy related challenges. It was also noted that the main reason for most of girls dropping out of school after child bearing is financial constraints. It was in this respect revealed that majority of them wanted to go back to school one day (Walgwe *et al.*, 2016).

Despite the efforts undertaken by different organizations, institutions and governments across the globe to ensure uninterrupted participation in educational activities by student mothers, girls continue to experience diverse challenges in their pursuit of education after giving birth (Achoka *et al.*, 2015). However, there are no conclusive studies linking these student mothers' challenges to their educational participation, especially at Kenyan context. The available literature has studied these challenges of student mothers in their education in isolation or in an explorative manner (Kruvelis *et al.*, 2017). These challenges include family factors, school factors, community factors, and individual factors among other factors (Chokomosi *et al.*, 2018).

Family factors refers to household characteristic indicators such as type of family based on a number of adult members, income, occupation, parental education, home tasks, and family size (Kiptanui *et al.*, 2015). It refers to family resources or stress factors that determine participation in educational activities by student mothers in the school (Mudenda & Mbewe, 2017). Family size refers to the number of siblings, number of adults and number of extended kin while family structure refers to who the family members are and their relationship to each other in terms of marriage and parenthood structures affecting education activities of student mothers (Baa-Poku, 2016). Examples include living situations of student mothers such as whether they are living independently, with a partner, or with extended members of the family in the same household at home (Shaik, 2018).

School factors on the other hand refers to school support, school climate, social interactions in school, and school leadership factors that help facilitate or hinder the educational participation of student mothers (Mbelwa & Isangula, 2017). They are the internal processes within schools and classes that shape the experience of all individuals within the school and determine whether

they feel supported, valued, respected, and safe (Mudenda & Mbewe, 2017). School support refers to initiatives or interventions intended to ensure that student mothers are academically and socially supported in the school environment, such as through guidance and counselling, extra tutorial, and fair discipline (Psaki *et al.*, 2018). School climate refers to conditions within the school that determine how a school is in terms of fostering a sense of belonging and connectedness and school safety, providing physical school resources as well as enforcing fair discipline (Ncube & Mudau, 2017).

Community factors refer to social support processes within a given local administrative unit affecting student mothers' educational participation such as geographical location, roles, groups, and institutions in community as well as attitudes of student mothers in respect to teen pregnancies and childbearing (Newlin & Hooper, 2015). Community support refers to various support interventions such as sensitization, school financing, and provision of infrastructure such as childcare at close proximity, among others. These community factors enable student mothers to continue their schooling with fewer disruptions (Chebet &, Makokha, 2019). The community support may include community-level policies, financial, educational, welfare and public-image supports to at-risk students to help them successfully complete their schooling and make effective transitions into further education, training or employment (Okwany & Kamusiime, 2017).

Individual factors on the other hand refers to the personal attributes of students such as their values, attitudes, and behaviours that contribute to their educational outcomes (Ncube & Mudau, 2017). The factors also relate to self-efficacy and self-concept that convey individual differences affecting the educational participation of student mothers (Dlamini, 2016). Self-concept refers to a student mother's perceptions of herself including attributes such as hard-working, friendly, and academically capable, among others (Kiptanui *et al.*, 2015). Self-efficacy on the other hand relates to student mothers' belief about their ability to make choices, expend energy, and persist in schooling activities to achieve their educational goals (Maemeko *et al.*, 2018).

On a global perspective, various scholars have shown the challenges as well as enablers of student mothers' participation in educational activities. In the Philippines, Cabaguing (2017) observed that student mothers who were supported by their own mothers were able to cope with the financial and moral demands of student motherhood and academics. Cabaguing (2017)

further noted that there were aspects of mockery and student mothers being considered immoral in nature. Shaik (2018) also observed that the student mothers in Philippines were harassed and humiliated by their peers in school. The student mothers got discriminated by their peers from participation in playing and other school activities on the basis that they are already adults. In the United States, Ellis (2014) noted that husbands to student mothers preferred them working to ease the financial pressure as opposed to getting back to school.

On regional perspective, and in the context of Ghana, Baa-Poku (2016) observed various parental factors that influence educational participation of the student mothers. Student mothers' parents failed to pay school fees and discouraged their children from pursuing education, as it was perceived as waste of time. The psychosocial challenges faced by the student mothers while in school were addressed in an adhoc manner whenever they arose. Still in Ghana, Asomani (2017) noted that the community in Ghana views the teenage mothers as grown-ups as they had already given birth. They were therefore not expected to be in school with children. In Zambia, Mudenda and Mbewe (2017) revealed reluctance among the students' parents to be involved in the re-entry of the teenage mothers back to school.

In South Africa, Dlamini (2016) noted that academically gifted students before pregnancy seemed to get teachers' and head teachers' support to resume school compared to the academically ungifted students. Ntini (2015) in South Africa noted that the Child Support Grant provided to the teenage mothers was important in relieving some of the financial pressures of child upbringing. In Zimbabwe, Ncube and Mudau (2017) noted that school teachers were ill equipped to handle student mothers in terms of offering the psychosocial support and addressing gaps created by missing classes across the school term. In Zambezi region, Maemeko *et al.* (2018) revealed that some of the individual factors limiting academic performance of teenage mothers include negative attitude towards schoolwork and school related activities. This led to the negligence of the education excellence needs.

In Kenyan context, Kiptanui *et al.* (2015) noted that teenage mothers in Bungoma were given guidance and counselling on various life aspects, parenthood, and assistance with challenging academic tasks. However, Mbugua (2013) noted that student mothers in Kikuyu Sub-county faced diverse challenges in school which included harassment by fellow students, missing of classes due to diverse reasons, non-completion of homework, and loneliness. In Trans-Nzoia County, Jumba (2017) noted that there were guest speakers invited in schools who motivated

student mothers to excel in their studies. In Kisii County, Nyagetia (2015) noted that the society stigmatized these adolescent mothers and are viewed as immoral girls for having children at such tender age. Chebet and Makokha, (2019) observed that there was low support from teachers, head teachers, and County Director of Education on student mothers school readmission in Pokot south sub county.

In Baringo County, more than a quarter (27%) of the population are adolescents aged 10-19. About one in ten girls aged 15-19 years in Baringo County have begun childbearing against one in 18 girls in the same age bracket at national level. Specifically, 2.7% are pregnant with their first child and 10.5% have ever given birth (Baringo County Director of Education, 2017). According to the Ministry of Health in Kenya in 2015, Baringo County's age specific fertility rate for girls aged 15-19 (adolescent birth rate) was 76 births per 1000 girls. The total number of girls admitted in public secondary schools in Baringo County as at March 2018 were 23,999 but those who reported to school in that term were 19,657. In March 2019, it was noted that only 81.9% of the girls reported to secondary schools with 18.1% of cases being drop out cases. In respect to this, 400 girls were established to be pregnant in this period with only 134 of the reporting to school while 266 of them did not report to school (Baringo County Director of Education, 2019).. Could there be family factors, school factors, community factors and individual factors influencing the educational participation of student mothers in public secondary schools in Baringo County of Kenya?

1.2 Statement of the Problem

Secondary level of education is crucial since the learners apart from achieving the academic obligations; students get to learn about friendships and relationships, developing their own personalities as well as discovering who they are. Secondary education has been seen as a fundamental stage for education progression where learners acquire basic skills in their future areas of specialization. The skills gained at this stage of education enable students to cope with different challenges they may meet in future in their day to day endeavours. While at the secondary level, all students are expected to participate in educational activities that pertain secondary education. However, student mothers may not fully participate in all the educational activities due to dual roles of being a student and at the same time a mother. Baringo County, especially in Mogotio and Tiaty Sub counties there is high prevalence of teenage pregnancies with about one in ten girls aged 15-19 years having begun childbearing against one in 18 girls

in the same age bracket at national level. In the year 2019, only 81.9% of girls in public secondary schools in Baringo County reported to school with majority of cases of drop out being pregnancy cases. The report showed that majority of pregnant students and student mothers did not report back to schools. This could be due to high poverty levels, high illiteracy rates among parents and retrogressive cultural beliefs that could influence student mothers' participation in educational activities in diverse ways and therefore warrants an inquiry. This has led to high school dropout cases despite high degree of participation in school activities reported as essential for learning. Studies that have been previously conducted in Baringo County on student mothers only established prevalence of teen pregnancies and re-entry of student mothers back to secondary school. There is no conclusive study done in Baringo County to establish the influence of family, school, community and individuals factors (self-efficacy, self-concept and student attitudes) on educational participation of student mothers in public secondary schools in Baringo County, which created a research gap.

1.3 Purpose of the Study

The study aimed at determining the selected factors influencing educational participation of student mothers in public secondary schools in Baringo County, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- i. Determine the influence of family factors on student mothers' educational participation in public secondary schools in Baringo County
- ii. Establish the influence of school factors on educational participation of student mothers in public secondary schools in Baringo County
- iii. Find out the influence of community factors on educational participation of student mothers in public secondary schools in Baringo County
- iv. Establish the influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County

1.5 Research Hypotheses

This study was guided by the following research hypotheses that were tested at $\alpha=0.05$.

- i. There is no statistically significant influence of family factors on student mothers' educational participation in public secondary schools in Baringo County.

- ii. There is no statistically significant influence of school factors on educational participation of student mothers in public secondary schools in Baringo County.
- iii. There is no statistically significant influence of community factors on educational participation of student mothers in public secondary schools in Baringo County.
- iv. There is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County.

1.6 Significance of the Study

The study is intended to benefit educational stakeholders including learners, teachers, school administrators, members of the community, policymakers, scholars and the public. Firstly, the student mothers may benefit from insights generated in the study in terms of various sources of support and how to access them. Secondly, for teachers and school administration, the study may increase their understanding regarding in and out of school factors that influence student mother's education. This may help them make needed modifications of the school climate, academic press, physical facilities and addition of school structures such as guidance and counseling services. Thirdly, the findings on the influence of selected family factors, school factors, community factors and individual factors on educational participation of student mothers may help government policy makers to reformulate and review applicable policies. Fourthly, scholars may benefit from the understanding on family factors, school factors, community factors and individual factors that influence educational participation of student mothers and therefore be able to lay good foundation for their further investigations. Fifthly, the community members would be enlightened on the plight of student motherhood hence giving them the necessary support as it regards to their educational pursuit. This may not only steer student mothers on a path that is going to ensure they successfully complete their secondary education course, but also education for all in broader terms.

1.7 Scope of the Study

The study was confined to Baringo County comprising six Sub-Counties namely Tiaty, Baringo North, Baringo South, Baringo Central, Mogotio, and Eldama Ravine. The content scope of the study was on four selected factors; family factors, school factors, community factors and individual factors that influence educational participation of student mothers in public secondary schools in Baringo County. Educational participation was examined in terms of participation in curriculum, co-curriculum and extra-curriculum activities. The study involved student mothers, teacher counsellors and class teachers.

1.8 Limitations of the Study

The study experienced the following challenges;

- i. Student mothers felt that the study was meant to single them out, subjecting them to stigmatization. To undo such a risk, the study maintained high confidentiality of the information they provided and where the student mothers felt that the study was stigmatizing, they were persuaded otherwise.
- ii. The study was conducted in one county, as a result may not be generalized to all counties due to cultural and contextual differences.

1.9 Assumptions of the Study

The study made the following assumptions:

- i. That, the participants gave honest feedback.
- ii. The study assumed that only family factors, school factors, community factors and individual factors influence the educational participation of student mothers in secondary schools. However, generalization of the study findings should be done with caution due to other potential factors that may influence their educational participation which were not within the scope of the study.

1.10 Definition of Terms

The following are the key terms that are used in the study;

Community Factors: A composite of factors operating as a social system at a geographically delineated territorial location and comprises statuses, roles, groups, and institutions (Maemeko *et al.*, 2018). In this study, community factors referred to social processes within a given local administrative unit affecting student mothers' educational participation. These community factors may include community acceptance, community values, availability of role models in the community.

Educational Participation: The extent to which a person is actively involved in aspects of school life, including various academic and non-academic activities related to school (Okwany & Kamusiime, 2017). In this study, educational participation referred to student mothers' level of involvement with important aspects of schooling activities such as academic, extra curricula, student governance, class, and school attendance.

Family Factors: A factor composite of family resource indicators such as type of family based on a number of adult members, income, occupation, parental education, home tasks, and family size (Shaik, 2018). In this study, family factors referred to household

characteristics that provide resources or present constraints to student mothers' educational participation comprising the family structure, SES, and home tasks.

Individual Factors: Are the personal attributes of students such as their values, attitudes, and behaviours that contribute to their educational outcomes (Mudenda & Mbewe, 2017). In this study, the individual factors are personal attributes including student attitudes, self-efficacy and self-concept that convey individual differences affecting the educational participation of student mothers.

Influence: This refers to the capacity to impact or affect someone or something (Lopez, 2016). In this study, influence referred to the capacity of family, school, community and individual factors to impact on the educational participation of student mothers.

Public Secondary schools: This is level of education after primary school and before tertiary institutions and which are funded by the government or communities and are managed through a board of governors and parent-teacher associations (Ministry of Education, 2018). In this study, Public Secondary schools are schools that comprise of Form One to Form Four and are by the Kenyan government and are managed through a board of management and parent-teacher associations.

School Factors: Internal processes within schools and classes that shape the experience of all individuals within the school and determine whether they feel supported, valued, respected, and safe (Psaki *et al.*, 2018). In this study, school factors referred to school climate, social interactions, and school leadership factors that help facilitate or hinder the educational participation of student mothers.

Student Mothers: Refer to school-going mothers of any age (Saqib & Rehman, 2018). In this study, student mothers referred to returnee female students who are pursuing secondary education in public schools in Baringo County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review organized according to the study objectives. The first section presents past studies on family factors influencing student mothers' secondary educational participation. The second section was on school factors, the third section on community factors while the fourth section was on individual factors. The chapter also presents the relevant theories reviewed to guide the current study and concludes with a conceptualization of study variables.

2.2 Family Factors Influencing Student Mothers' Educational Participation

Family factors have a key role to play in the student mothers' education participation levels. In a study based on college student mothers in Samar State University in the Philippines, Cabaguing (2017) examined the role of family factors amongst other factors on the student mothers' educational participation. The study used a qualitative research approach in which the data was collected using semi structured interviews. The study participants were purposively picked from the student mothers within the university who were willing to participate in the study. In the context of the family support, Cabaguing (2017) observed that student mothers who were supported by their own mothers were able to cope with the financial and moral demands of student motherhood. Their mothers' support with childcare enabled them to participate in education activities with relative peace of mind. While the study by Cabaguing (2017) revealed the relationship between family factors and student mothers' education participation, the study was based in a university set up in Philippines. The study thus presented a contextual gap that this study sought to fill, as it examined the student mothers within secondary schools in Kenya. The contextual factors of student mothers in a university set up were different to those in a secondary institution.

In United States, Ellis (2014) examined the negotiation of conflicting roles amongst the graduate student mothers. Similar to Cabaguing (2017), Ellis (2014) also used a qualitative research approach in which data was collected using semi structured in-depth interviews. The study used the snowball sampling method in identifying the graduate student mothers within Texas woman's university who were interested in participating in the study. The interviewed student mothers illustrated the manner in which family support was critical in their education

journey. One respondent narrated that her mother offered to baby sit her child hence giving the student mother ample time to adequately pursue her university education.

These results of the child support were consistent to those of Cabaguing (2017) in a study in the Philippines. However, Ellis (2014) noted that one respondent noted that her husband preferred her working to ease the financial pressure as opposed to getting a second masters' degree. She thus felt unsupported to the desired level that influenced her education progress at the university. Similar to Cabaguing (2017), the study by Ellis (2014) was based on student mothers within the context of a university setting in a developed country. The study thus presented a contextual gap as the current study was based on secondary school context in a developing country.

In the context of Ghana, Baa-Poku (2016) examined the challenges the student mothers were facing upon re-entry into the Ghana secondary schools. To achieve its objectives the study used qualitative research approach and snowball sampling method to identify target population members. Interviews were used to gather the information of the study. Baa-Poku (2016) study observed various parental factors that influence educational participation of the student mothers. The study noted that some parents of the student mothers failed to pay school fees and discouraged their children from pursuing education, as it was perceived as waste of time. Some of the participants also had to fend for themselves and their children. However, the study documented that two participants narrated support given by their grandmother and mother respectively in child care enabling them to attend school. This observation of child care support for student mothers is consistent with those of Cabaguing (2017), and Ellis (2014) in Phillipines and United States of America respectively. However, this study being based in Ghana, which is culturally different country to Kenya, presented a contextual gap that this study sought to fill.

In a study in Zambia, Mudenda and Mbewe (2017) looked at the challenges of the re-entry policies for the teenage mothers after child birth within the context of primary schools. The study used a target population composed of girls who have been re-admitted, schoolteachers, and grades 9, 8, 7 and 6 pupils in Ndola district. The study used purposive sampling method in data collection aspects. Data was collected through triangulation method in which questionnaires, in-depth interviews and focus group discussions were utilized. The study revealed reluctance among the pupils' parents to be involved in the re-entry of the teenage

mothers at primary school in the implementation stage. This was attributed to low awareness levels amongst the parents on the re-entry policy and its provisions. Mudenda and Mbewe (2017) recommended in their study on the need for the parents to be sensitized on the need for the girls to complete their education. The study by Mudenda and Mbewe (2017) focused on primary school students within Zambia. This study however contextually examined the student mothers within a secondary set up.

The role of the parents of the teenage mothers on the educational participation was also examined in South Africa. Chauke (2013) study in South Africa focused on the secondary school in Hlanganani South Circuit. Using qualitative research design, the study revealed that student mothers received various kinds of support from their own mothers which enabled them to proceed with education aspects. The author further noted that most of the student mothers came from financially disadvantaged homes that cannot afford to hire house helps for the children. The study thus noted that in cases where the parents of the student mothers offered child care support it served to relieve the social, time and financial demands of child rearing from the teenage mothers. This was key in enabling these teenage mothers to concentrate on their education.

However, the study by Chauke (2013) noted that in extremely financially disadvantaged homes, the teenage mothers sometimes had to baby sit their own children in cases where their own mothers and elder siblings had to fend for the family through short term work openings. These results by were also similar to those by Baa-Poku (2016) in Ghana that documented instances where there was lack of parental support either due to poverty or attitudinal factors from the parents. The study by Chauke (2013) was based in south Africa and examined educational participation in the context of concentration on education matters only. The study by Chauke (2013) therefore conceptually differs from the current study, which examined the education participation in a broader context including co curriculum activities and socialization aspects within the schools.

In a study focusing on Vhembe district in South Africa, Mudau (2014) examined the education achievement of teenage mothers in the secondary schools within the district. The study used mixed methodology approach with both qualitative and quantitative research approaches utilized in the study. Data was thus collected from a target population of teen mothers at Vhembe District secondary schools in the Limpopo Province through questionnaires and

interviews. The study documented contrasting views in respect to the parental support accorded to student mothers. One respondent documented being told to go to her boyfriend for the child needs maintenance. The financial needs of the child upkeep became a challenge leading to school drop out in favour of early marriage for the sake of the child. However, Mudau (2014) noted that another respondent indicated parental support in respect to child upkeep that motivated them to work hard in school. The study by Mudau (2014) examined the parental support and family support only within the context of financial support to the teenage mothers for the child upkeep. The study thus however failed to examine other aspects of family factors that influence education participation. The current study filled that gap.

Family support is a key component of the family factors influencing educational participation levels. In this context, Kiptanui *et al.* (2015) undertook a study in Bungoma amongst the primary schools in the county. The study sought to examine the influence of teenage motherhood on academic performance. The study used a mixed methodology. The study administered a semi-structured questionnaire to the head teachers and teenage mothers in public primary schools in the Chepkurkur sub location. The study revealed that the academic performance of the teenage mothers is dependent on how the parents of the teenage mothers supported them. Amongst the support that they were given included guidance and counselling on various life aspects, guidance of parenthood, and assistance with challenging academic task. While the study by Kiptanui *et al.* (2015) was undertaken in Kenya, the study was contextually different from the current study as it focused on primary school children within Bungoma County while the current study was based on secondary students within Baringo County. Additionally, the authors, focused on the academic performance of student mothers while the current study focused on their educational participation and therefore a conceptual research gap.

2.3 School Factors Influencing Educational Participation of Student Mothers

In Philippines, Shaik (2018) used focus groups and in-depth interviews to examine the lived experiences of student mothers in South Central Mindanao area of the country. The study used a sample size of twelve students that had been purposively selected for the participation in the study. Shaik (2018) found that the student mothers were harassed and humiliated by their peers in school. The student mothers got discriminated by their peers from participation through playing and other school activities on the basis that they are already adults.

The study recommended that the department of education should formulate action plans for the schools to follow to ensure that the student mothers are properly reintegrated back to the school, community, academic and extra curriculum activities. While the study by Shaik (2018) examined the school factors influencing education participation of student mothers, the study conceptualized the education participation in terms of school extra curriculum activities. The study thus presented a conceptual gap to this study that was filled through a broader scope in the examination of educational participation of student mothers to include academic activities, social activities and extracurricular activities amongst others.

In Ghana's context, Baa-Poku (2016) observed the various ways in which the school factors influenced the student mothers' education participation. The study's interview excerpts documented the various school factors affecting student mothers who had been readmitted to school after pregnancy. Student mother interviewees noted lack of adequate and functional counselling services for the student mothers within secondary school set in Ghana. The psychosocial challenges faced by the student mothers while in school were addressed in an adhoc manner whenever they arose. Baa-Poku (2016) however observed that some teachers extended financial and moral support to the student mothers in their individual capacity. These efforts were noted to be key in enabling the student mothers to attend class and fully participate in their school activities. The study failed to triangulate its study results in order to enhance the validity of the results and depended on a single data collection method. This study filled this methodological gap through data triangulation by sourcing data through various instrumentation methods.

In Swaziland, Mamba *et al.* (2013) examined the school practices in respect to the pregnant students and student mothers within their country. The study used qualitative research approach and a unit of analysis composed of sixteen high schools. The interviews and focus groups were used for the data collection purposes. The study revealed various school practices depended on the school management that influenced education participation in diverse ways. Mamba *et al.* (2013) revealed that some schools especially in Manzini city schools practiced exclusionist practices in which the fate of the pregnant students is on the teacher and head teacher of the school. The head teachers in such schools often send the students away from school and bar them from re-entry after giving birth. In such schools, the teachers sometimes conspire with the students to hide their pregnancy to avoid expulsion. The study noted that the country lacked school re-entry policies for student mothers and some had to look for schools in different

regions if they needed to continue with their education. The results of this study are thus similar to those of Shaik (2018) in Philippines and Baa-Poku (2016) in Ghana that documents the challenges of lack of school support infrastructure for the student mothers. The study was contextually different to the current study as in Swaziland there is no school re-entry policy for student mothers while in Kenya, a government policy is available for use in schools. The Kenyan secondary schools are therefore more empowered compared to those in Swaziland.

In a study that was based on the Kwa-Zulu Natal in South Africa, Dlamini (2016) undertook a study that sought to examine the experiences of teenage mothers in school. The role of their experiences in school and how that influenced their participation in education matters was examined. The study used a qualitative research design and collected data from 15 teenage mothers that had been purposively chosen for participation in the study. Data was collected through the use of semi structured in-depth interviews for the study. Content analysis was deployed for data analysis purposes. One of the participants cited the teachers' support for her education pursuit since she was a bright student for enabling her continue with school after child delivery. She felt motivated to continue schooling.

Dlamini (2016) further noted that academically gifted student before pregnancy seemed to get teachers' and head teachers' support to resume school compared to the academically ungifted students. The study also observed that students who had previous disciplinary cases before pregnancy were not readmitted after child delivery. The study recommended that teachers should treat the student mothers in an environment that does not stigmatize them while interacting with them in class and outside class. While the study noted the importance of teacher support in student mothers' educational pursuits, the study was silent on the nature of the teacher support and the ways in which such support facilitated educational participation. This study sought to fill this gap by establishing the influence of teacher support and other school factors on educational participation of student mothers.

In a study undertaken in Gwanda district in Zimbabwe, Ncube and Mudau (2017) sought to examine the school challenges that the student mothers faced in Zimbabwe. The target population of the study was primary and secondary school authorities, staff, students and parents in Gwanda District. Data was gathered through use of interviews. The study by Ncube and Mudau (2017) revealed that various school factors influenced student mothers' participation in education matters. These aspects included being despised, mocked, laughed at

and isolated leading to some of the student mothers missing various classes and low self-esteem that prevented them from participating in class activities.

The school teachers noted that they were ill equipped to handle student mothers in terms of offering the psychosocial support and addressing gaps created by missing classes across the school term. Ncube and Mudau (2017) recommended that the policies relating to student mothers return to school should be more explicit on the resources requirements and procedures relating to the psychosocial welfare of the student mothers. The study by Ncube and Mudau (2017) was based in Zimbabwe with a target population of both primary and secondary student mothers while the current study was only based on secondary student mothers in Kenya. The two countries are socially and economically different thus presenting a gap in existing literature.

The role of the school factors on education participation of student mothers was examined in a comparative study of Kenya and Uganda, through a 2017 study undertaken by Okwany and Kamusiime. Okwany and Kamusiime (2017) used qualitative research design in which they purposively selected participants from rural Kenya and urban poor in Uganda. The study had used interviews for its instrumentation purposes. The interviews of the participants revealed the various ways in which the school factors influenced education participation. One participant narrated her experiences of being branded immoral name tags by teachers and viewed as a mother by fellow students. These aspects influenced the student mother's self-confidence level and motivation to engage in academic activities. While the study by Okwany and Kamusiime (2017) purports to be a comparative study between Kenya and Uganda, the study however failed to document those differences. The reviewed study used qualitative research design which did not allow correlational analysis of variables and therefore a research gap for the current study that seeks to establish the influence of school factors on educational participation of student mothers.

In Kenya and focusing on secondary schools in Kikuyu district, Mbugua (2013) undertook a study that sought to examine the influence of various stakeholders' on the readmission policy in Kenyan secondary schools. Unlike studies by Okwany *et al.* (2017) that had used qualitative research approach in the examination of school factors, this study adopted a mixed research approach in which both qualitative and quantitative methods were deployed. The study obtained its sample membership from twenty-six Girls' public secondary schools. The target

population was composed of teacher counsellors, principals, and students. The study found that student mothers faced diverse challenges in schools which included harassment by fellow students, missing of classes due to diverse reasons, non-completion of homework, and loneliness. These factors contributed to low education performance of the students.

Mbugua (2013) study recommended that teachers especially class teachers should play a role in mitigating the challenges that the student mothers face in school. The study noted that the teachers should offer guidance and counselling to the student mothers in collaboration with their parents in order to enhance their academic performance levels. While the study by Mbugua (2013) documents the various challenges that the student mothers face in secondary schools in Kikuyu, the study does not illustrate on how various school factors influence those challenges. The study however made recommendations on the school factors that should be enhanced in order to improve education participation. This recommendation is given despite those school factors having not been discussed thus presenting inconsistencies. This study sought to address those inconsistencies through proper linkage between school factors and education attainment.

The attitude of the school management team is key in the provision of conducive environment for the student mothers in their education pursuits. In this context, Chebet & Makokha, (2019) undertook a study that sought to examine the various school stakeholders support of the readmission policy in Pokot South Sub-County. Using structured questionnaires administered on principals, teachers, students and quality assurance and standards offices, Makokha *et al.* (2019) study found that there was low support from teachers, head teachers, and county director of education on student mothers school readmission in Pokot South Sub-County where the study was undertaken. These factors were found to have statistically significant influence on the student mothers completion rates of their secondary education in the area. The study by Makokha *et al.* (2019) while noting that low support from diverse stakeholders for the student mothers failed to illustrate in what ways they have contributed the low completion rates of the student mothers in Pokot. This study filled such research gap.

2.4 Community Factors Influencing Educational Participation of Student Mothers

The community is key pillar in the social, moral and education development of its members. In Philippines, Cabaguing (2017) noted that the student mothers studying at the university were harshly judged by the community leading to low self-esteem levels. The student mothers are

often labelled “*Malandi*” meaning a flirt. One of the respondent in the study revealed that she felt rejected, and condemned as early pregnancy is frowned upon. This imparted on her socialization with her peers for classwork and extracurricular activities at university. These results by Cabaguing (2017) in Philippines were in agreement to those by Ncube and Mudau (2017) who documented the aspects of mockery and the student mothers being considered immoral in nature. The study being based in Philippines created a contextually different study to the current one that was based in Kenya where there are different social cultural aspects.

The community factors in respect to educational participation of student mothers were also examined by Baa-Poku (2016) in a study in Ghana. Using interviews, the student mothers participants indicated that they were stigmatized by the community and viewed as having wasted their youth with nothing meaningful that can arise from their education pursuits. The study noted that the student mothers are often the subject of gossip and were at times insulted by members of the community. These factors discouraged them in their education pursuits. The theme of stigmatization that is revealed in this study is consistent with the findings of other studies notably Cabaguing (2017) in Philippines and Ncube and Mudau (2017). The study from a methodological perspective collected data from one source thus limiting its validity aspects. This gap was filled in this study through collecting data from different sources such as interviews from class teachers and teacher counsellors and questionnaires for student mothers. In South Africa, Chauke (2013) using a qualitative research approach examined the challenges experienced by student mothers with secondary schools in the Hlanganani south circuit. The study used purposive sampling to achieve a sample size of eighteen students composed of teenage mothers, aged between 13 and 19 years. The challenges that these mothers faced in school included habitual lack of attendance to school due to child welfare aspects such as clinic visits. A majority of the student mothers were also late coming to school in the morning and experienced challenges in attending Saturday remedial classes due to need to undertake household chores. Chauke (2013) noted that the community within South African influenced educational participation of the teenage mothers in various ways. This included the community pressuring the schools to expel teenage mothers for fear they would influence their daughters in negative ways. The teenage mothers are often viewed as immoral and the community often caution their children from associating with such students. The findings the study were consistent with findings by Cabaguing *et al.* (2017).

Chauke (2013) further introduces new dimension of community support in terms of collaboration with social welfare services. In this context, Chauke (2013) notes that the study participants further noted that lack of school collaboration with social welfare services was a disservice to the teenage mothers navigating around psychosocial challenges that they faced. Chauke (2013) recommended that all stakeholders including the community in order for them to progress with their education activities should support the student mothers. There exists a contextual gap in that, Baringo County is affected by cultures of Female Genital Mutilation and early marriages as compared to South Africa cultures that do not uphold the same. This further indicates educational participation of girls in Kenya may significant vary from South African ones and thus the results by Chauke (2013) could not be generalized for Baringo County.

In a study undertaken in Ghana, Asomani (2017) examined amongst others the influence of community factors on school persistence and drop out amongst teenage mothers. The study was a qualitative study in which structured interviews were used for data collection from teenage mothers in secondary schools in Ghana. Asomani (2017) noted that the community in Ghana views the teenage mothers as grown-ups as they had already given birth. For this reason, the student teenage mothers were scorned and mocked by the community members that contributed to some of them dropping out from school. There was also an expectation of teenage mothers to be married that further interfered with their education prospects. The study recommended that the community engagement and sensitization is key in Ghana in order to enhance the rights to education of the girl child even the teenage mothers.

Unlike studies by Cabaguing *et al.* (2017) introduced a new concept of student mothers being viewed as adult because of child delivery. This deviates from the view of these girls as immoral school girls as have been revealed by these other studies. However, the attitude still disadvantages student mothers in terms of educational participation. The study by Baa-Poku (2016) limited the educational participation to only school attendance while this study conceptually looked at educational participation in a broader perspective to include social activities in school, extra curriculum activities and academic pursuits.

The role of the child support through the social welfare schemes in the community were key in the teenage mothers' continuance of schooling. In this context, Ntini (2015) in a study based on secondary schools in Durban South Africa looked at the role of community support of

education achievement of the teenage mothers. The study used both a descriptive and explanatory research designs. Data was collected using in-depth interviews. The study noted that the Child Support Grant provided to the teenage mothers was important in relieving some of the financial pressures of child upbringing. One of the participants narrated that the child support grant helps in buying school lunch for her child and in provision of clothing materials. The child support grant was thus important in enabling the teenage mothers worry less on financial demands of childcare and concentrate on their education. The study by Ntini (2015) in South Africa presented both a contextual and conceptual gap through examination of community factors in terms of financial support in a South African context. This study looked at community factors in broader context and was based in Kenya.

The role of the community on the education participation of student mothers was examined amongst other aspects by a study undertaken by Jumba (2017) focusing on secondary schools in Trans-Nzoia county. The study deployed a descriptive research design and a target population of teen mothers, teachers, guidance teachers, and head teachers. A mixed methodology approach was used in which data was collected using questionnaires, focus groups and interviews. Amongst the community, aspects that were seen to be key in the education participation of student mothers included the community providing guest speakers to talk to the general student population. One of the participants had noted that the guest speaker in their school had motivated them to excel in their studies which had inspired the respondent as a teenage mother. Jumba (2017) recommended that the schools should provide more guest speakers in the schools to talk to students in general and vulnerable student groups such as teen mothers. The study by Jumba (2017) obtained feedback from community members who may not have perfect knowledge on educational participation of student mothers as opposed to student mothers themselves that the current study obtained feedback from and therefore a methodological research gap.

Focusing on Masaba South Sub County in Kisii county, Nyagetia (2015) examined the challenges of unmarried adolescent mothers faced in the sub county. To achieve this objective, the study used a descriptive research design and a target population of unmarried adolescent mothers. Amongst the challenges the study found to be facing the adolescent mothers included community social isolation of these mothers. The society stigmatizes these adolescent mothers and are viewed as immoral girls for having had children at such tender age. Most of the community members discouraged their children from associating with these adolescent

mothers. This affects their self-esteem and ability to socialize with their peers in class. The study by Nyagetia (2015) focused on unmarried adolescent mothers while the current study was broader for it focused on all student mothers, whether married or not.

Using a qualitative research approach and sourcing data from secondary sources, Kosgey, (2017) undertook a study in Kenya that examined the phenomenon of student motherhood within university setting. The influence of the community factors were explored on education pursuit on student motherhood within the university. The study noted that community mindset influenced the students' education pursuit in diverse ways. In this context, Kosgey (2017) noted that the student mothers needed community support to mitigate the psychosocial challenges of depression, shock and dual demands of education and motherhood. The study by Kosgey (2017) was undertaken in a university setting while the current study focuses on the secondary setting.

2.5 Individual Factors Influencing Educational Participation of Student Mothers

The study by Cabaguing (2017) in Philippines observed diverse individual factors that affected education participation of student mothers. The study was based in Philippines amongst student mothers at university level. Using semi structured interviews, Cabaguing (2017) found that the conflicting demands of motherhood and student requirements led to the student mothers getting stressed. This led to difficulty in concentrating in class and focusing on education attainment goals. Cabaguing (2017) further revealed that student mothers feel guilty of neglecting their children by not spending sufficient time with them. The worry on the child welfare and financial concerns of bringing up the child lowers the concentration levels of student mother in their studies. The theme of self-neglect was also revealed by the study. This was evident in some of the participants indicating experiencing lack of sleep especially when the child is sick. This further led to school lateness and poor concentration levels at school. The author focused on student mothers at university level while the current study focused on student mothers at secondary school level and therefore it implied that the factors influencing educational participation of student mothers vary in the two levels of education and therefore a contextual research gap.

The individual factors of the student mothers and its influence on the education participation of the student mothers was examined in Uganda. In this context, Aminah (2014) looked at factors influencing school re-entry in secondary schools in Eastern Uganda. The study collected

its data through use of structured questionnaires. Various individual factors were noted to influence the education participation of the student mothers. The study noted that girls who were married after pregnancy had some of them going back to school through support from their husbands. In these cases, Aminah (2014) noted that spousal support became key in continuing of education process. The social cultural factors of Baringo County and Eastern Uganda are different and thus the current study is contextually different from that of Aminah (2014) and therefore the need for the current study.

In a study based on Zambezi region, Chokomosi *et al.* (2018) undertook a study that sought to examine the impact of teenage pregnancies within grade seven learners in the region. The study used in-depth interviews for the purposes of data collection and a target population composed of teachers, and teenage mothers. Several individual factors were noted to influence educational participation of teenage mothers. The study revealed some of the individual factors limiting academic performance of teenage mothers include negative attitude towards school work and school related activities. Maemeko *et al.* (2018) attributed this change in attitude due to the need for the teenage mothers to cater for the children welfare from a financial, emotional and physical perspective. This sometimes led to the negligence of the education excellence needs. The study was however contextually different from the current study for it was based in primary schools while the current study was based in secondary schools and therefore the prevalence of student motherhood in the two levels of education vary.

In South Africa, Mudau (2014) carried out a study on educational achievement of teenage mothers and examined the role of the community on their education participation. Through the interviews, the study documented various individual factors that influenced teenage mothers' education participation. The study documented cases of teenage mothers who had been forced into early marriage that interfered with their schooling activities. One respondent narrated that she concentrates and completes her homework, as she had to cook for her husband and child. The household chores made it difficult for her to focus on education matters thereafter. The teen mothers further noted that when their children were sick they had to cater for them at the expense of their education activities. The education attainment challenges that they faced included repeating of classes, challenges in socializing with peers and generally poor academic performance in school. Similar to Maemeko *et al.* (2018) the study by Mudau (2014) presented the concerns for child welfare as individual factors influencing aspects of educational participation. The current study was different from that of Mudau (2014) in that it focused on

both the married and unmarried student mothers as opposed to the married student mothers only and therefore a contextual research gap.

In Ghana, Asomani (2017) documents the individual factors that influence the teenage mothers within secondary schools to have irregular school attendance and school dropout levels. The teenage mothers that were interviewed gave different narratives in respect to different personal circumstances leading to school drop-out levels. One student mother noted that the need to financially cater for her child led to the engagement in small-scale trading activities. This was especially the case where the parents of the teenage mother were unable to take care of the child while the mother attends school.

However, one teenage mother noted that the drive to remain in school was the prospect of formal white-collar employment in order to take care of the child and her siblings (Asomani, 2017). The motivation to remain in school was therefore in order to enable better life prospects of the child. The theme of child future concerns emerges as motivating factor in education pursuits emerges in this study, unlike those by Maemeko *et al.* (2018) that examines the immediate child welfare concerns on educational participation. The study thus presented a different perspective to the others. However, the study still presented a conceptual gap by examining the educational participation only in the context of school attendance. This study filled this conceptual gap.

The study by Ntini (2015) further examined the role of individual factors on the school activities for the teenage mothers in Durban area of south Africa. The interviewed student mothers noted the need to balance between the parenting needs to their children and their education activities. One respondent observed that they had to play the parental role to the child and it was their responsibility to have the child. Another respondent noted that she always had her child to play with other children in order to create time to undertake homework during the weekend. The role of appropriate planning to undertake the household chores and childcare roles while still committed to completing homework assignment was noted as key theme. In this context, Ntini (2015) noted that some student mothers could only have time for their studies and homework late in the night after their children have slept.

In Kenya, Jumba (2017) undertook a study that sought to examine the socialization of the teenage mothers within secondary schools in Trans-Nzoia county. Several of the participants

who were interviewed narrated the need to work hard in order to demonstrate gratitude for their mothers and siblings having accepted to raise their children for them. The interviewed teen mothers felt they owed it to their child caretakers to excel in school and therefore put extra efforts in education aspects. The study results while being similar to those by Asomani (2017), presented a conceptual research gap in that the reviewed study focused on the socialization of the teenage mothers while the current study focused on educational participation.

2.6 Theoretical Framework

This study used two theories comprising of Identity Theory, and Theory of Overlapping Spheres. The two theories reinforced each other in highlighting the interactions among variables and in respect to educational participation.

2.6.1 Identity Theory (IT)

Identity Theory (IT) was proposed by Sheldon Stryker in 1980 that articulates that a person is an agent of cognitive, emotional, and behavioural change to the structure of society and affected by the social structure (Stets *et al.*, 1980). The theory derives from the symbolic interactionist framework, especially its structural version (Hunt *et al.*, 2005). The core idea of Stryker's work was that "society shapes self, which in turn shapes social behaviour" or put differently, that both society and individual "selves" form and maintain social interaction (Asencio & Burke, 2011). Thus, identities are the link between the individual and society or social structure (Burke, 2017). According to Merolla *et al.* (2012), the theory sought to explain the motivation towards choosing particular social roles more often than others do and how these choices are shaped by social structural location. In essence, this study attempted to provide an example of how the structural and interactional levels might work together to produce change or, alternatively, reinforce identity-determined behaviour outcomes. In this study, behaviour outcomes relate to educational participation activities of the student mothers.

The identity theory has had many developments since its founding in its theoretical and research program, however, researchers have tended to test different ideas in the theory (Stets & Burke, 2014). Firstly, Bases of identity; these are social positions or statuses occupied that define them. According to Stets *et al.* (2017), there are three bases including role identity, social identity, and personal identity. Role identity defines a person in terms of the role they play in a social setting such as being a student or mother. Social identity describes a person in relation to a group or category a person is a member of, such as ones gender identity being female; and

finally, a person's identity explains unique characteristics of an individual, for example being a hard-working or caring person. In this study, all three bases of identity formed the basis for understanding individual factors affecting student mothers' educational participation. Consequently, the educational participation of student mothers is grounded on how they enact their perceived identity under varying circumstances (Savage *et al.*, 2017). These bases of identity helped identify and determine how social contexts interface with the personal agency of student mothers, to deter or facilitate their educational participation.

Secondly, Identity Processes; this is the process by which identity is verified or not verified within a given role or social structure. The verification process occurs when student mothers' perceive, and are endorsed and supported in their educational pursuit within the contexts of family, school, and neighbourhood. This would imply improvement of social and academic integration in school thus improving their chances of school success (Burke, 2017). Contrary, cues from significant contexts of family, school, and community, may send the signal of non-support or social sanction, in which cases the student mothers, may find it difficult achieving educational success (Asencio & Burke, 2011). Non-supportive social contexts lead to emotional reaction such as anger, shame, embarrassment, sadness, fear or disappointments as well as behaviour to correct the situation, including school withdrawal (Stets & Burke, 2005). Thirdly, these resources are important because they sustain a person's role, status, position or interaction (Burke, 2017). According to Stets and Cast (2007), the resource helps to verify and support a system of interaction as well as afford individuals greater effect in the social structure. In this study, resources will relate to various processes that support or constrain student mothers educational participation in family, school and community settings. Resources at home include having a conducive environment to study, including a desk, learning materials, a computer, and time to undertake home assignments. In school, resources include access to facilities such as a library, laboratory, as well as an extra tutorial from teachers in case of absences occasioned by child-related activities such as clinic visits. In the community, resources include the availability of child-care facilities, public libraries, and financial assistance to re-entry students. In this study, the Identity Theory was used to show how different contexts can be barriers or alternatively facilitators of educational participation of student mothers.

2.6.2 Theory of Overlapping Spheres of Influence

The theory of overlapping spheres of influence was advanced by Joyce Epstein in 1987 as a way to explain the nature of shared responsibilities for educating the K-12 pupils in mainstream

school settings (Epstein, 1987). The theory demarcates family, community, and school as the main contexts in which children and youths learn and develop (Haines *et al.*, 2015). Maemeko *et al.* (2018) views school–family–community relations as dynamic and enhanced or thwarted depending upon various structural and process forces in each context. The major strength of the theory is that it can encourage connections in the three spheres of influence that is likely to generate support to the student, not only academically, but also socially and emotionally (Dlamini, 2016). The theory has a six-part typology home-school-community connection comprising parenting, communicating, volunteering, learning at home, decision-making, and collaborating (Epstein *et al.*, 2011).

According to Maemeko *et al.* (2018) educators, policymakers, and researchers are increasingly recognizing that connections among school, family, and community as important for student success at all grade levels. Yet, Fleisch *et al.* (2019) observes that there is no curriculum guide that provides a systematic approach, to developing powerful connections between schools, families, and communities that would be applicable in all contexts and surmount the incredible complexity and unique nature of these settings. To underscore the evolving nature of the theory, Henderson and Mapp (2002), report that many researchers used some variation of this framework as the theoretical sketches of the theory remained to be explored, contested and developed. This study utilized the contexts specified in the theory including school, family, and community to delineate the boundary lines of social structures as presented in the Identity Theory.

2.7 Conceptual Framework

The study was guided by a conceptual model showing the interaction of the independent and dependent variables as discussed thereof in Figure 1. The independent variables comprised of family factors, school factors, community factors and individual factors. Family, school, community and individual factors were assumed to influence student mothers' educational participation. Individual factors entail self-efficacy, self-concept and the attitudes of the student mothers. Educational participation variables included variables related to academic such as curricular participation, co-curricular participation, extra-curricular participation and school attendance. Additionally, intervening variables comprising government policy, and age are assumed to mediate the influence of independent variables on dependent variables. To control for government policy on student motherhood and enrolment, the study focused on public secondary schools and therefore all student mothers were under uniform government policy

regulation of Return-To-School-Policy, a 100% transition rate from primary to secondary school and Education For All (EFA). Student mothers' age was incorporated in the study and was statistically controlled in the regression analysis in order to control for the influence of age on educational participation.

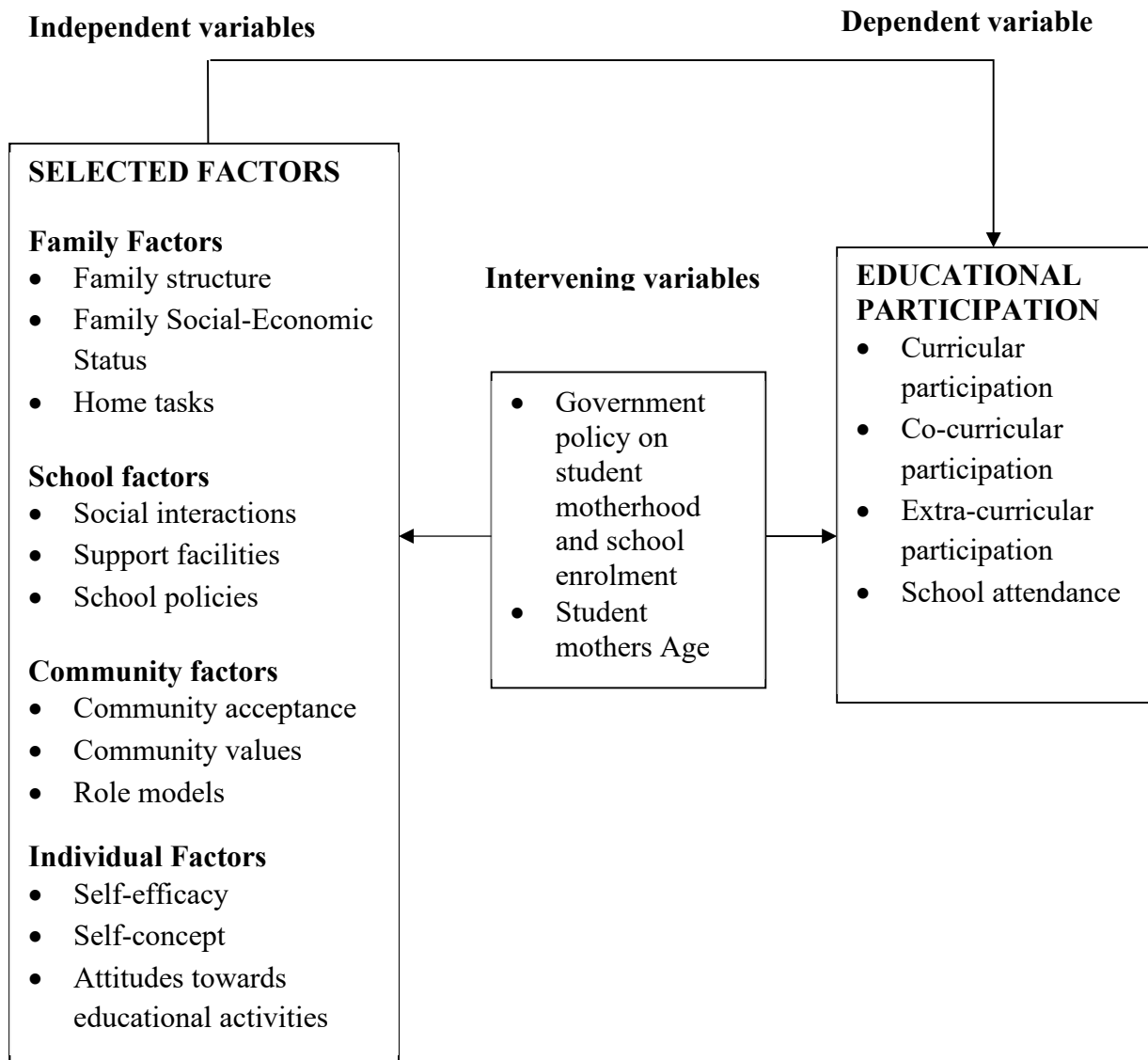


Figure 1: Selected Factors Influencing Educational Participation of Student Mothers and Intervening Variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses on the research methodology of the study. It discusses on research design, location of the study, population and sample size, instrumentation and data collection. The chapter concludes by giving the data analysis plan.

3.2 Research Design

This study was *ex-post facto* in approach, which utilized the correlational research design. According to Hall (2015) *ex-post facto* approach allows a systematic empirical inquiry, in which the researcher is not able to control or manipulate the independent variables because their manifestations have already occurred. The *ex-post facto* used was retrospective approach, which suits the purpose of the current study, which is to explain the essence of the experience of educational participation of student mothers, which have already occurred. It further details from multiple source perspectives on critical factors affecting the phenomenon (Miller & Whicker, 2017). Since the study aimed at determining the selected factors influencing educational participation of student mothers in public secondary schools in Baringo County, the correlational research design was found to be appropriate. The study used correlational research design in order to investigate the influence of family factors, school factors, community factors and individual factors on participation of student mothers in educational activities. The study therefore, attempted to explain the relationships of the experiences of student mothers and educational activities in order to help deepen the current understanding of how various family factors, school factors, community factors and individual factors influence their educational participation in public secondary schools in Baringo County of Kenya.

3.3 Location of the Study

The study was conducted in Baringo County which is one of the 47 counties in Kenya and is situated in the North Rift region. It borders Turkana and Samburu counties to the North, Laikipia to the East, Nakuru to the South, Uasin Gishu to the Southwest, and Elgeyo- Marakwet and West Pokot to the west. It is located between longitudes 35 30' and 36 30' East and between latitudes 0 10' South and 1 40'. Baringo covers an area of 11,015.3 sq km of which 165 sq km is covered by surface water; Lake Baringo, Lake Bogoria and Lake Kamnarok. The county has a population of 666,763 and an area of 11,075.3 km² (4,276.2 sq mi) according to 2019 census (Kenya National Bureau of Statistics, 2019).

The County is suited for the present study as it presented unique social and cultural practices such as early marriages and driven by varied socio-economic activities such as nomadic – pastoralism and rapidly urbanizing centers such as Kabarnet and Eldama Ravine towns representing an erosion of long-held traditional socialization systems (Mutsotso, 2017). In Tiaty Sub-county, for instance, all public secondary schools are boarding schools due to the nomadic nature of the local communities. This is in contrast to other sub-counties such as Mogotio, Baringo North, Baringo Central, Baringo South, and Eldama Ravine where the majority of the population have lifestyles that are more settled and therefore have both Boarding and Day secondary schools. Baringo County, especially in Mogotio and Tiaty Sub Counties face high teenage pregnancies due to high poverty levels, high illiteracy rates among parents and retrogressive cultural beliefs.

In the year 2019, there was 169 public secondary schools and 8 private secondary schools in Baringo County. The total enrollment of boys in public secondary schools was 25841 boys and 990 boys in private schools. The total enrolment of girls was 22158 girls in public secondary schools and 765 girls in private secondary schools. Total number of students in private secondary schools was 1755, that of public secondary schools was 47,999, and this led to choice of public secondary schools in this study. Furthermore, in private schools there are heterogeneity of characteristics and thus could not be evaluated on the same scale. Private schools are also expensive and few student mothers could not afford due to financial constraints brought about by the childcare responsibilities and thus small sample for sampling adequacy. In addition, the drop out cases of boys was 2.1% while that of girls was 19.1% of them. In the 2019, 400 girls got pregnant, with majority of them dropping out of school. Compared to the year 2018, the enrollment of girls in public secondary schools was 23,999 but reduced to 22158 in the year 2019. This presented a worrying trend that needs to be investigated (Baringo County Director of Education, 2019).

3.4 Population of the Study

The population of the study was composed of the student mothers undertaking secondary education in Baringo County secondary schools. The target population for the study was 22158 girls admitted to public secondary schools in Baringo County while the accessible population were student mothers in public secondary schools in Baringo County. There was approximately 22,158 student girls admitted in public secondary schools in Baringo County (Baringo County Director of Education, 2019). According to Monitoring report by Baringo County Director of

Education, 2019, the estimated number of the student mothers in public secondary schools in Baringo County was approximately 1279 (Baringo County Director of Education, 2019). However, since student record systems do not require parenting statuses of students, student mother estimates provided may not be accurate. Therefore, the target population for the study was 22158 girls while the accessible population was 1279 in public secondary schools in Baringo County. The distribution per sub-county is as shown in Table 1.

Table 1

Distribution of the Student Mothers' Population in Baringo County

Sub-county	Number of Schools	Number of Student Mothers
Mogotio	27	302
Baringo North	30	201
Baringo Central	38	275
Baringo South	24	164
Eldama Ravine	42	182
Tiaty	8	155
Total	169	1279

Source (Baringo County Director of Education, 2019)

In addition, the study collected qualitative data from the class teachers and teacher counsellors in the secondary schools in Baringo County.

3.5 Sampling Procedures and Sample Size

A multi-stage sampling technique was used to identify and select the participants. This technique suits the study as it allows determination of different levels in which study elements naturally occur, thus enabling disentangling of influence of key factors within the contexts of the study (Hall, 2015b). In addition, the technique allows for combining purposive and simple random sampling techniques such that the final sample can represent the population being studied within the mostly used 95% confidence level (Gratton, 2015). According to Nicholson (2011), this technique is preferred because it enables modelling of data collected from different individuals at different stages.

The first stage involved selecting the local administrative units comprising the sub-counties in order to represent separate settings within the County. In respect to this, all the six sub-counties were selected for the study in order to increase the generalizability of the study findings. The second stage entailed choice of schools within the sub-counties. In sampling for the secondary schools in Baringo County, the study used a sample size of 20% of the total secondary schools in the County. A 20% of population size has been recommended as adequate sample size by many researchers (Almalki *et al.*, 2016). This resulted to a sample size of 34 secondary schools. The selection of the 34 secondary schools from the population of 169 secondary schools was done using stratified random sampling. In this, the number of secondary schools was proportionate to the schools in a given sub county. The final stage involved determining the sample size of the student mothers and how they were recruited. The determination of the sample size was based on a formula described by Cochran, 1977as follows;

$$n = \frac{N * 1.96^2 * p * q}{\varepsilon^2 * (N - 1) + 1.96^2 * p * q}$$

Where:

N = 1279 is the size of population

p = 0.5 is the characteristic probability that maximizes variability within the sample, it used when the distribution of the characteristic in question is unknown leading to higher sample size

q = 1 – p = 0.5.

ε = 0.05 is the level of precision rate.

n = 295.6 student mothers, therefore the sample was 296, rounded up to the nearest whole value.

The number of student mothers was distributed across the sub-counties and schools proportionately. The study used stratified proportionate sampling to distribute the sampled student mothers across the six sub-counties. In this, in the sub counties with highest number of student mothers in secondary schools had higher proportions of sample size compared to the rest. Once the student mothers in each school were identified and the sample from each school determined, selecting the individual participants was conducted using simple random sampling to avoid any biasness in the findings of the study based on inclusion criteria. In so doing, the study used paper folds marked proportionally to the number of student mothers needed in a particular school sampled in the study. The summary of sample distribution is as shown in Table 2.

Table 2***Sample Size Distribution***

Sub-County	No. of Schools	Proportion of Schools	Sampled Schools	No. Student Mothers	Proportion of Students	Sampled Students
Mogotio	27	(27/169)x34	5	302	(302/1279)x 296	70
Baringo North	30	(30/169)x34	6	201	(201/1279)x 296	47
Baringo Central	38	(38/169)x34	8	275	(275/1279)x 296	64
Baringo South	24	(24/169)x34	5	164	(164/1279)x 296	38
Eldama Ravine	42	(42/169)x34	8	182	(182/1279)x 296	42
Tiaty	8	(8/169)x34	2	155	(155/1279)x 296	36
Total	169		34	1279		296

For the purpose of data triangulation and to supplement the data collection tools, the current study also interviewed key informants. The key informants included 34 class teachers and 34 teacher counsellors. Class teachers were used to give information on the education participation of student mothers. The class teachers were selected due to their high level of engagement on educational activities of students in school. Teacher counsellors on the other hand were selected to give information on the family, school, community and individual factors that student mothers face and their potential to influence the educational participation of student mothers. Teacher counsellors are involved in offering guidance and counselling to student mothers and therefore are in better position to have information on the family factors, school factors, community factors and individual factors influencing the educational participation of student mothers. This therefore implies that the study was able to obtain valid information on the educational participation of student mothers in public secondary schools in Baringo County. This is because key informants chosen were in better position to have information on the family factors, school factors, community factors and individual factors influencing the educational

participation of student mothers. Their feedback was also cross-checked with that of student mothers for validation purpose. The study used purposive sampling in selecting the 34 class teachers and 34 teacher counsellors. This was done by selecting one class teacher and one teacher counsellor from each of the sampled public secondary schools in Baringo County. The selection of the class teachers was based on the number of the student mothers the class teacher had, whereby the class teachers with the highest number of student mothers was selected. On the other hand, female teacher counsellors who had served the longest in the guidance and counselling department were selected. The choice of female teacher counsellors was because most student mothers confided in them and therefore had reliable information on the selected factors influencing the educational participation of student mothers in the school. This gave rise to 34 class teachers and 34 teacher counsellors, giving a total sample size of 364 participants.

3.6 Instrumentation

The study used two types of instruments, which were developed by the researcher and in line with the reviewed literature in the study. These were closed-ended questionnaires for student mothers and interview guides for class teachers and teacher counsellors. Questionnaires were used for student mothers due to their capacity to provide privacy to the participants in providing information for a given study (Latunde, 2016). Since student mothers were not proud of their motherhood status, privacy was required and therefore the choice of questionnaires. Questionnaires also have the ability to collect data from a large number of responses using predetermined response options thus allowing quantitative analysis (Neuendorf, 2011). This fit the current study that used closed ended questionnaires on a sample size of 296 participants.

The questionnaire was divided into five sections namely A-F. Section A sought information on the Students mothers' background, Section B sought information on the family factors, Section C gathered information on school factors, Section D was on community factors, Section E on individual factors and Section F on the educational participation. In section B to Section F, the questions were based on a Five-Point Likert Scale whereby 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. Interview guides on the other hand were based on questions seeking to achieve the study objectives. The interview guides therefore elicited qualitative information of student mothers, family factors, school factors, individual factors, and education participation. Interviews allow interviewees to give more information and at the same time allow the interviewers to ask follow up questions (Wanjohi, 2014).

3.6.1 Validity of Research Instruments

To ensure the validity of research instruments, the items were developed as per the objectives of the study, the variables under study and literature reviewed. Additionally, the three research supervisors and lecturers from the Faculty of Education and Community Studies and the Department of Psychology, Counselling and Educational Foundations of Egerton University were also requested to help in improving the validity of the instruments. They were asked to rate the relevance of the questions in both the questionnaire and interview guide. The feedback they provided was used to improve the relevance of the questions.

3.6.2 Reliability of Research Instruments

The study questionnaires and interview guides were pilot-tested in two schools; that is one Day Mixed School and One Girls Boarding School from Rongai Sub-County in Nakuru County. The choice of both Day and Boarding schools was because of presence of the student mothers in the two categories of schools. Rongai Sub-county neighbours Baringo County and bears similar characteristics as Baringo County in terms of cultural practices and prevalence of teenage pregnancies. This therefore helped in bringing close reflection of reliability concerns in the instruments.

The pilot study sample was 30 student mothers, which is equivalent to 10% of the sample size of the study as recommended by Kothari (2004). For the questionnaires, internal consistency reliability test was used. In respect to this, reliability was ascertained using Cronbach's alpha where the coefficient for all the scales measuring the factors should equal to or exceed 0.70 (Saunders *et al.*, 2009). The researcher also conducted one interview with a class teacher and a teacher counsellor in order to ascertain the sensitivity of the questions in the interview guides. Through the pilot study of the interviews, the researcher also sought opinions on the relevance of the questions in obtaining the required information by the study. This resulted to adjusting of some of the questions by rephrasing the questions to be sensitive and to yield the desired information by the study. The reliability results for the questionnaires from the pilot study are as shown in Table 3.

Table 3***Reliability Level of the Research Instruments***

Variable	Number of Items	Cronbach's Alpha
Family Factors	12	0.870
School Factors	14	0.854
Community Factors	16	0.875
Individual Factors	14	0.866
Educational Participation	11	0.855
Overall	70	0.863

The Cronbach's alpha coefficient for the family factors was 0.870, for school factors was 0.854 and for community factors was 0.875. On the other hand, the Cronbach's alpha coefficient for individual factors was 0.866 and that of educational participation was 0.855. The overall Cronbach's alpha coefficient was 0.863. According to Saunder *et al.* (2009), a Cronbach's alpha coefficient of at least 0.7 implies that the instrument is reliable. The achieved reliability results for the current study implied that the study achieved the desired reliability threshold and therefore reliable for making generalization of the study findings.

3.7 Data Collection Procedures

Upon approval by the Board of Postgraduate Studies of Egerton University, the researcher sought permission from the National Commission for Science, Technology, and Innovation (NACOSTI). This was done using the introduction letter from the Board of Postgraduate Studies of Egerton University. Upon receipt of research permit from NACOSTI, further consent was sought from Education Offices at the County and Sub-County levels of Baringo County and from the County Commissioner's office. Then each sample school was visited before the data collection in order to inform and agree with school administration and prospective participants about the date and timing of the data collection. The study used two trained research assistants to assist in issuing of the research questionnaires to the student mothers in the selected schools. The student mothers picked the questionnaires from their teacher counsellors. The student mothers were allowed to fill the questionnaires at their own time and privacy. The researcher conducted in-depth interviews with the selected teacher counsellors and class teachers. At the conclusion of filling of questionnaires, the researcher collected the completed questionnaires from teacher counsellors.

3.8 Data Analysis

Data was analysed qualitatively and quantitatively. This was done concurrently and separately, then merged in the final report using joint displays technique. Qualitative data was analysed using NVivo software version 12 where thematic content analysis was done based on the emerging themes from the interviews. The software helps organize and track the analysis, develop codes and present annotated summaries (Lin & Jeng, 2015). Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 24. Both descriptive and inferential statistics were used in quantitative data analysis. For descriptive statistics; frequencies, percentages, mean scores and standard deviations were used. For inferential statistics, Pearson correlations and simple linear regressions were used. The simple linear regression was used to test the various research hypotheses. The study hypotheses were tested at 5% significance level. The entire data analysis was presented in form of tables.

3.9 Ethical Considerations

The study observed all ethical considerations of the study. In respect to this, the researcher obtained permission to conduct the research from Board of Post-graduate Studies of Egerton University, National Commission for Science, Technology, and Innovation (NACOSTI), County Commissioner and County Director of Education of Baringo County. The researcher also informed the participants the purpose of the study and sought their consent in participating in the study. The study allowed the participants to participate in the study on voluntary basis and therefore anyone unwilling to be part of the study was opted out without victimization. The participants that participated in the study were not required to provide any identifying details and therefore anonymity of the participants was guaranteed. The information provided by the participants was treated with utmost confidentiality and was only used for the academic purposes of the study. In addition, the student mothers were allowed to fill the questionnaires at their own privacy and therefore they were not compelled to fill the questionnaire in a particular manner.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The chapter presents the study findings in respect to response rate, demographic information, descriptive statistics, inferential statistics and discussion of the findings. The purpose of the study was to determine the influence of family factors, school factors, community factors and individual factors on educational participation of student mothers in public secondary schools in Baringo County. The first objective of the study was to determine the influence of family factors on student mothers' educational participation in public secondary schools in Baringo County. The second objective was to establish the influence of school factors on educational participation of student mothers in public secondary schools in Baringo County. The third objective was to determine the influence of community factors on educational participation of student mothers in public secondary schools in Baringo County. The fourth objective was to establish the influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County.

4.2 Response Rate

The study sampled 296 student mothers, 34 teacher counsellors and 34 class teachers from public secondary schools in Baringo County. The response rate achieved by the study is as shown in Table 4.

Table 4

Response Rate

Participants	Sample	Response	Response Rate
Student mothers	296	292	98.6%
Teacher Counsellors	34	33	97.1%
Class Teachers	34	33	97.1%
Overall	364	358	98.4%

Table 4 shows that out of the sample size of 296 of student mothers that the study sought to investigate, 292 of the student mothers correctly filled the questionnaires and returned them for analysis. This therefore represented a response rate of 98.6% for student mothers. Out of the target 34 teacher counselors and class teachers each, a response rate of 97.1% was achieved on

each. The teacher counsellor and the class teacher who failed to take part in the study was due to unavailability as a result of school responsibilities outside the school during the period of data collection. The overall response rate for the study was 98.4%. A response rate of at least 80% is recommended in social sciences for the study findings to be a generalizable to the target population (Almalki & Arabia, 2016). This therefore implied that the study findings from this study can be fully generalizable to public secondary schools in Baringo County.

4.3 Demographic Information of the Participants

The demographic information that the study sought to establish among the student mothers were; their class level of education, re-entry level and their age.

4.3.1 Current Level of Education of Student Mothers

The study sought to find the current class of the student mothers in their secondary education from Form 1 to Form 4. The results are as shown in Table 5.

Table 5

Current Level of Education

Level	Frequency (f)	Percent (%)
Form I	35	12.2
Form II	74	25.7
Form III	88	30.6
Form IV	91	31.6
Total	288	100.0

The study established that 12.2% of the student mothers were in Form One, 25.7% were in Form Two, 30.6% were in Form Three and 31.6% were in Form Four. This is an indication that the prevalence of student motherhood increased with the increase in the level of education in secondary levels of education. These findings are in line with those of Jumba (2017) on teenage mothers within secondary schools in Trans-Nzoia County, which established that majority of the student mothers were at their final year of their secondary school education. Cabaguing (2017) in Philippines observed that prevalence of student motherhood in university level increased with age and therefore translating to the education levels.

4.3.2 Re-entry Level

The study further sought to establish the re-entry form of the student mothers in their secondary level of education after giving birth. The results are as shown in Table 6.

Table 6

Re-entry Level

Form	Frequency (f)	Percent (%)
Form I	73	25.6
Form II	125	43.9
Form III	62	21.8
Form IV	25	8.8
Total	285	100.0

The results revealed that majority of the student mothers (43.9%) re-entered back to school at Form 2 level. This was followed by those who re-entered at Form One level at a frequency of 25.6%. It was also established that 21.8% of the student mothers re-entered to secondary school at Form 3 while only 8.8% of the student mothers re-entered at Form Four level. This could be due to the introduction of 100% transition from primary school to secondary school despite child bearing as well as back to school policy for student mothers.

4.3.3 Age of Student Mothers

The age distribution of student mothers that participated in the study is as shown in Table 7.

Table 7

Age of Student Mothers

Age	Frequency (f)	Percent (%)
[13-14]	8	2.8
[15-17]	121	41.9
[18-20]	134	46.4
Above 20	26	9.0
Total	289	100.0

The study showed that majority of the student mothers were aged between 18 to 20 years (46.4%), followed by those aged between 15-17 years (41.9%). Only 2.8% and 9.0% of the student mothers were aged between below 15 years and above 20 years, respectively. The ages of students in secondary schools in Kenya according to the Kenyan curriculum is between 14 years and 17 years (Ministry of Education, 2018) and therefore the majority of the student mothers aged above this range is probably due to the year(s) wasted in childrearing before resuming back to school.

4.4 Family Factors Influencing Student Mothers' Educational Participation

The first objective of the study was to determine the influence of family factors on student mothers' educational participation in public secondary schools in Baringo County. Family is the most important agent of socialization in every society. One of the primary functions of the family is socialization of children, whereby the children are taught social norms, values and moral conduct. Within the family, most children learn how to behave in a socially accepted ways as well as developing emotional ties and internalizing the values and norms of society. Family is the first group to provide meaning and support to an individual (Lee, 2016).

In meeting the first objective, the study analyzed the descriptive statistics for both the family factors and the educational participation and then the relation and influence of the family factors on the student mothers' educational participation. Frequencies, percentages, mean scores and standard deviations were used for the descriptive statistics. Frequencies were used to show the number of participants giving a particular response while the percentages was used to show the proportions of participants giving different responses to the questions in the questionnaire. Mean scores on the other hand were used to show the tendency of participants on average in responding to the questions while the standard deviations were used to show the level of consensus among the participants in answering the questions.

According to Sloan and Quan-Haase (2017), a mean score greater than 3.00 on questions based on Five-Point Likert Scale whereby 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree implies a tendency to agree while a mean score less than 3.00 implies a tendency to disagree to the corresponding statement or question. On the other hand, a standard deviation of more than 1.00 on a Likert scale implies a large spread of participants and lack of consensus among the participants while a standard deviation of less than 1.00 implies small

spread of responses and presence of consensus among the participants in regard to the statements (Kunisch *et al.*, 2018).

4.4.1 Descriptive Statistics for Family Factors

Family factors were measured in terms of adequacy of family income to take care of basic needs, learning materials, school fees, childcare support, guidance and counselling from family. Involvement in domestic chores such as cleaning, meal preparation that distract school activities, time taken on childcare responsibilities, and family preference of early marriage as opposed to continuing with studies or working to ease the financial pressure of childcare were also measures of family support factors. The level of family awareness of the re-entry policy and its provisions, whether the number of siblings limits resources available for studies and whether siblings education receive higher priority than that of student mothers are also used. Table 8 shows the descriptive statistics for the family factors.

Table 8***Descriptive Statistics for Family Factors***

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
My family income is enough to take care of my basic needs	95 33.0	101 35.1	25 8.7	51 17.7	16 5.6	2.28	0.746
My family gives me childcare support to enable me to participate in education activities	93 32.2	46 15.9	16 5.5	93 32.2	41 14.2	2.80	1.018
My family members offer guidance and counselling on various life aspects	91 31.9	53 18.6	27 9.5	60 21.1	54 18.9	2.76	1.044
My family income provides me with learning materials to support my learning	94 32.9	63 22.0	20 7.0	70 24.5	39 13.6	2.64	0.984
I am mostly involved in domestic chores such as cleaning, meal preparation that distract me from school activities	53 18.5	82 28.7	45 15.7	56 19.6	50 17.5	2.89	0.885
Childcare responsibilities take most of my time	54 19.8	65 23.8	37 13.6	58 21.2	59 21.6	3.01	0.954
My family prefers early marriage as opposed to continuing with studies.	92 32.4	56 19.7	17 6.0	42 14.8	77 27.1	2.85	1.146
My family is aware of the re-entry policy and its provisions.	36 12.8	30 10.7	38 13.5	96 34.2	81 28.8	3.56	0.846
The number of siblings limits resources available for my studies	41 14.3	50 17.4	35 12.2	80 27.9	81 28.2	3.38	0.919

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
My siblings education receive higher priority than mine	50 17.9	54 19.4	14 5.0	84 30.1	77 27.6	3.30	0.994
My family prefers me working to ease the financial pressure of childcare.	49 17.3	50 17.7	26 9.2	81 28.6	77 27.2	3.31	0.969
My family pays school fees for my studies	62 21.5	58 20.1	16 5.6	58 20.1	94 32.6	3.22	1.090
Composite Scores						3.00	0.966

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

The socio-economic status of a family have a major impact on the education of female students in general. In respect to whether the family income was enough to take care of basic needs of the student mothers, 35.1% and 33.0% of the student mothers disagreed and strongly disagree respectively that the family income is enough to take care of their basic needs. Only 5.6% of the student mothers strongly agree on presence of adequate family income to cater for their basic needs. A mean score of 2.28 and a standard deviation of 0.746 were achieved in regard to this metric. The achieved mean score was below 3.00 and therefore indicating that there was a tendency to disagree on average with the statement on adequacy of family income to take care of basic needs of the student mothers. This implied that majority of the student mothers were from low socio-economic family backgrounds. These findings are in agreement with those by Taukeni (2014) who indicated that student mothers faced challenges of lack of enough money to cater for their basic needs. In addition, Spilovoy (2016) also noted that financial challenges was an hindrance to the education of the student mothers. The achieved standard deviation was below 1.00 and therefore implying that there was small spread of responses and that the participants were in consensus in rating the metric.

This was further supported from the interviews conducted. Class teachers and teacher counsellors indicated that student mothers lacked most essential items for their learning and personal effects. This is due to competing interests for childcare needs and therefore educational and basic needs of the student mothers have no priority. Majority however noted

that this was not an isolated case since also majority of other students even those without children faced financial constrains making them unable to meet their basic needs. One of the teacher counsellors noted that;

“It’s true that majority of the student mothers cannot afford most of the basic needs due to childcare related constrains on their inadequate family resources. However, this cuts across all other students in the school regardless of their motherhood status.”

The study further established that majority of the participants on average tended to disagree that their family gave them childcare support to enable them to participate in educational activities. This is evidenced by a mean score of 2.28 and majority of the participants (Strongly Disagree=32.2% and Disagree=15.9%) to the statement. However, the study established that there was lack of consensus among the participants in rating this metric due to a standard deviation of more than 1.00. There was diversity of responses from the student mothers.

These findings concur with those by Bosch (2013) who found that student mothers lacked childcare support and this acted as a barrier to their education. Similarly, as reported by Alsheikh *et al.* (2010), student mother did not get the much childcare support they needed from their family members and therefore were left out to depend on their own. In the context of the family support, Cabaguing (2017) observed that student mothers who were supported by their own mothers were able to cope with the financial and moral demands of student motherhood. Their mothers’ support with childcare enabled them to continue with schooling with ease unlike their counterparts who are left to struggle on their own and make end meets.

In United States, Ellis (2014) noted that mothers to student mothers offered to baby-sit hence giving the student mother ample time to adequately pursue her university education. Baa-Poku (2016) on the other hand documented that students mothers’ grandmother and mother supported in childcare enabling them to attend school. Chauke (2013) noted that most of the student mothers came from financially disadvantaged homes that could not afford to hire house helps for the children. The study thus noted that in cases where the parents of the student mothers offered child care support it served to relieve the social, time and financial demands of child rearing from the teenage mothers. This was key in enabling these teenage mothers to concentrate on their education.

Teacher counsellors interviewed in this study indicated that majority of the student mothers received support from their families in taking care of the child for the student mother to go back to school. Little as the help was, but it was very essential in facilitating back to school for the student mothers. Most parents of the student mothers offered to baby-sit their children for their student mothers to go back to school. In respect to this, One of the class teachers asserted that;

“The parents need to understand that the student mother may suffer from divided attention while in school if the welfare of the child was not taken care of well. The welfare of the child and other needs could be addressed by the family. The childcare support, particularly babysitting need to be supported to enable the students settle in school”.

Focusing in guidance and counselling by family members, the study established that on average the participants tended to disagree that the guidance and counselling services were available at family level. A mean score of 2.76 which is below 3.00 and majority of the participants indicating disagreement to the statement (Strongly Disagree=31.9% and Disagree=18.6%) evidences the absence of guidance and counselling services. The study further indicated that there was lack of consensus among the participants in rating this metric due to a standard deviation of more than 1.00. This is further evidenced by a wide spread of the responses given by the participants. In respect to this, there was relatively equal number of the participants agreeing and disagreeing to the statement.

These findings are however in disagreement with those by Kathy-Ann (2018) who noted that student mothers were given adequate guidance and counselling at family level. However, the findings of this study concurred with those of Ellis (2014) who indicated lack of support from family level in terms of guidance and counselling. Kiptanui *et al.* (2015) revealed that the academic performance of the teenage mothers is dependent on how the parents of the teenage mothers supported them. Amongst the support that they were given included guidance and counselling on various life aspects, guidance of parenthood, and assistance with challenging academic task. The reason for the divergence of the results could be due to weak socialization process at the family level in Baringo that does not support guidance and counselling of student mothers.

Class teachers as well as the teacher counsellors interviewed indicated that counselling for student mothers at family level was rarely done especially after the student has given birth. They indicated that counselling was mostly done for the siblings who are not yet student mothers. Again, they indicated that counseling at family level may not be objective or the family members lacked the skills in counselling. One of the teacher counsellors asserted that;

“we always recommend student mothers to seek counselling services from the guidance and counselling department in the school for them to make the best decisions”.

However, some of the interviewed teacher counsellors indicated that the families of student mothers knew the importance of education and encouraged them to go back to school and work hard like the rest of the students. In respect to this, one of them said that;

“The returnee student families are much aware of the benefits/value of education and encourages student mothers to take education seriously.”

A mean score of 2.64 was achieved in respect to the statement that the families of student mothers provided them with learning materials for their learning. This is an indication that there was lower support of learning materials to student mothers in their learning by the families that they come from. Majority of the participants who disagreed (Strongly Disagree=32.9% and Disagree=22.0) with the statement that the family income provides them with learning materials to support their learning further evidences this assertion. There was consensus among the student mothers in rating this metric due to a standard deviation of 0.984, which is below 1.00. This is further evidenced by small spread of the responses across the Likert scale used in this study. These findings differed significantly with those by Ricco, Sabet, and Clough (2018) who noted that despite getting a child while in school, families of student mothers fully provided learning materials to ensure that they continued with their studies.

The study further sought to establish whether the student mothers were mostly involved in domestic chores such as cleaning, meal preparation that distract them from school activities. In respect to this, the study established that on average, student mothers were in disagreement that they were mostly involved in domestic chores such as cleaning, meal preparation that distract them from school activities. This was evidenced by a mean score of less than 3.00 (mean=2.89). This therefore revealed that though the students were involved in domestic chores that did not fully prevent them from participating in educational activities. It was also noted that there was consensus among the participants in rating the metric due to a standard deviation of 0.885.

These findings differ with those by Okwany and Kamusiime (2017) who indicated that despite student mothers having academic roles to fulfill, they were also engaged in many domestic duties that ended up spending most of their time.

From the conducted interviews, it was revealed that student mothers had to perform domestic chores like other parents at home despite their homework. These duties took most of their time and therefore failed to complete their homework at the right time. However, some families gave time for the student mothers to study and relieved them of some of the domestic chores. Respect to this, one of the interviewed class teachers indicated that;

“Families exempt students mothers in domestic chores such as meal preparation, this enables the student mothers to complete assignments in time.”

The study also revealed that childcare responsibilities take most of student mothers' time as evidenced by a mean score of 3.01 and majority of the participants agreeing to the statement (Agree=21.2%; Strongly Agree=21.6%). This therefore implied that childcare responsibilities were a hindrance to educational participation. There was consensus among the student mothers in rating the degree of agreement to the statement. This is attested by a standard deviation of 0.954, which is less than 1.00. These findings are supported by those by Berg *et al.* (2013) who noted that childcare responsibilities took most of the productive time of student mothers and therefore reducing time allocated to studies by student mothers.

The study established from the conducted interviews that student mothers were involved in carrying out childcare responsibilities that resulted to little time left for academic activities. Class teachers indicated that the student mothers were not in position to complete homework and assignments in time. One of the class teachers indicated that;

“it is true that student mothers spend a lot of time in taking care of their children or related activities. This is evident through uncompleted homework, late coming to school and absenteeism.”

Others indicated that it was very hard for student mothers to attend school during the first few months of giving birth due to childcare responsibilities. Most students took a break of one year to take care of their children and then come back to school, which means that they lost one year of study.

In the context of preference of early marriage as opposed to continuing with studies among the families that the student mothers come from, this study revealed that majority of the participants disagreed (Strongly Disagree=32.4% and Disagree=19.7%) to the statement that their families prefer early marriage as opposed to continuing with studies. There was however, lack of consensus among the participants since 14.8% and 27.1% of the participants indicated agreement and strong agreement respectively to the same statement that majority disagreed. This resulted to a mean score of 2.86 and standard deviation of 1.146. These findings differ with the findings established by Ricco *et al.* (2018) who noted that most families were opposed to student mothers education and preferred them getting married and focusing on marital issues. Mudau (2014) noted that the financial needs of the child upkeep became a challenge leading to school drop out in favour of early marriage for the sake of the child. However, a study by Taukeni (2014) noted that student mothers were given a chance to continue with their studies as opposed to termination of their studies and childbirth.

In support of this, teacher counsellors indicated that most of the student mothers were supported by their families to go back to school. This was done through encouraging them to concentrate on their studies and not marriage aspects as well as payment of school fees. This is an indication that most of the families of student mothers did not prefer them getting married instead of studying. One of the teacher counsellors said that;

“most of the parents to the student mothers come to request for admission on behalf of the student mothers and offer to pay school fees which is a great family support.”

However, other teacher counsellors indicated that some families felt that it is a burden to educate student mothers and therefore preferred them to concentrate on childcare responsibilities or get married instead. In addition, in Baringo County there are cultural aspects that encourage early marriages.

In respect to awareness of the re-entry policy and its provisions, the study established that majority of the families from which the student mothers come from were aware of the re-entry policy and its provisions. This was evidenced by majority of the participants (Agree=34.2%; Strongly Agree=28.8%) indicating that their families were aware of the re-entry policy and its provisions. This resulted to a mean score of 3.56, which is above 3.00. The study further noted that there was consensus among the participants due to almost similar responses across the participants. This was further evidenced by a standard deviation of less than 1.00 (standard

deviation=0.846). These findings differ with those by Berg and Mamhute (2013) who found that family members had a limited knowledge of the provisions available to support the education of student mothers. Mudenda and Mbewe (2017) looked at the challenges of the re-entry policies for the teenage mothers after child birth and established that there were low awareness levels amongst the parents on the re-entry policy and its provisions. Mudenda and Mbewe (2017) recommended in their study on the need for the parents to be sensitized on the need for the girls to complete their education. The variation in the findings in the reviewed studies compared to the current study could be attributed to contextual variations in the location of the studies and the year when the study was conducted.

In agreement to this, teacher counsellors and class teachers said that most of the families knew that student mothers were allowed to go back to school without victimization and given equal chance to study like the rest of the students. They indicated that most of the families played a great role in ensuring that the student mothers go back to school and actively engage in educational activities. In respect to this, one class teacher said that;

“I see a lot of commitment by some parents who fully support the education of their girls after childbearing and were fully aware of the provisions of re-entry policy of student mothers. Is a good thing to see parents spearheading the re-admission of student mothers”

Class teachers from day schools added that they allowed the student mothers to come one hour late and also leave school one hour earlier as well as giving them a lunch hour leave out to go to breast-feed.

Due to the socio-economic status of families, the number of children may affect the number of siblings who goes to school and those who don't. The educational participation of student mothers was affected by the number of siblings in the family as supported by majority of the participants (Agree=27.9%; Strongly Agree=28.2%). This resulted to a mean score of 3.38 and therefore implying that on average, the number of siblings in the family limits resources available for their studies affected their educational participation. However, some participants were in disagreement (Strongly Disagree=14.3% and Disagree=17.4%) that a number of siblings in the family limits resources available for their studies. This resulted to a standard deviation of 0.919 implying that relatively there was consensus among the participants in rating this metric. This is because the standard deviation was less than 1.00. These results are

consistent with the findings by Ricco *et al.* (2018) who established that the continuation of education of student mothers dependent on whether there were other siblings still in school at the time of child birth. The authors established that other siblings' education was given priority. A mean score of 3.30 and a standard deviation of 0.994 was achieved in respect to the statement that the student mothers' siblings' education receive higher priority than theirs. The achieved mean score was above 3.00 and therefore implied that on average the student mothers agreed that student mothers' siblings' education receive higher priority than theirs. This is further supported by the majority of the participants who indicated that they agreed (Agree=30.1%; Strongly Agree=27.6%) with the statement. This is a negative aspect of family factor towards educational participation of student mothers. On the other hand, the achieved standard deviation was less than 1.00 and therefore implying that there was consensus among student mothers' assertion in respect to this statement. These findings are in line with other researchers such as Kravelis *et al.* (2017) who indicated that education of student mothers was not given a priority against other competing needs in the family.

The interviewed class teachers indicated that most of student mothers who come back to school after giving birth, are from small families. Families with high number of siblings gave priority to other siblings and left student mothers to look for other alternatives of career development such as enrolling in polytechnic courses. This is due to strain on the available resources in the families. This therefore was a disadvantage to student mothers from poor and large families in their education participation. Others indicated that in the event of bursaries or financial assistance, the number of siblings in the families did not really matter to the student mothers. One of the teacher counsellors indicated that;

“The number of siblings determines whether the student mothers goes back to school or not. In addition, priority is given to the education of other siblings in the family. Some student mothers after giving birth, they move to cheaper schools. However family resources and student mothers' determination also play a key role in ensuring that the student mothers go back to school”

In the context of family preference of student mothers to work to ease the financial pressure of childcare, the study achieved a mean score of 3.31 and a standard deviation of 0.969. The mean score achieved implied that on average, the student mothers agreed that their families preferred them to work to ease the financial pressure of childcare. This is further evidenced by majority of the participants agreeing (Agree=28.6%; Strongly Agree=27.2%) to the statement that their

family preferred them working to ease the financial pressure of childcare. This is a negative aspect of family factor towards educational participation of student mothers. The obtained standard deviation in respect to this metric is an indication of consensus among the student mothers in their responses since it was less than 1.00. The findings are in agreement with those by Cabaguing (2017) who noted that student mothers at university level were being forced to look for jobs in order to cater for the needs of the child instead of furthering their studies.

The interviewed teacher counsellors indicated that most of the student mothers came from poor backgrounds and therefore their families encouraged them to look for job opportunities to ease the burden of childcare in the family instead of continuing with their studies. One of the teacher counsellors indicated that;

“some of the student mothers with time leave schools and discontinue their studies in pursuit for jobs in order to be able to provide for their children.”

Another indicated that;

“childcare is of priority compared to education of the student mothers and if the student mothers are unable to get support for the childcare needs, their families opted them to go to work even if the student mothers have scholarships.”

The study further sought to establish whether the families from which the student mothers came from paid school fees for their studies in secondary schools after re-entry. In respect to this quest, the study achieved a mean score of 3.22 and a standard deviation of 1.090. The obtained mean score implied that on average the student mothers were in agreement that the school fees was paid by their family. This is further supported by majority of the participants who agreed (Agree=20.1%; Strongly Agree=32.6%) that their family pays school fees for their studies. However, the achieved standard deviation was an indication that there was no consensus among the participants in rating this particular metric. This is shown by 21.5% (Strongly Disagree) and 20.1% (Disagree) of the student mothers who disagreed that their family pays school fees for their studies. Contrary to these findings, studies by Brooks *et al.* (2016) asserted that families did not want to pay school fees for student mothers and this affected their continuation of education. However, the findings established in this study concurs with those of Shaik (2018) who noted that despite the financial constraints of most of the families, the families still paid school fees for the student mothers.

In support for this, class teachers indicated that families of the student mothers were active in supporting the student mothers in paying their school fees. However, some class teachers indicated that families of the student mothers were reluctant in paying school fees due to other competing needs in the family and childcare needs for the child. In respect to this, the class teachers indicated that the student mothers would have fee arrears most of the times and it took the intervention of class teachers and administration to intervene on behalf of the student mothers to have the families pay schools fees. This is a negative aspect for families in ensuring full participation of student mothers in education since majority of them are unmarried.

Focusing on the composite scores, a mean score of 3.00 and standard deviation of 0.966 was achieved. This is an indication that most of the student mothers disagreed with positively stated statements and agreed with the negatively phrased statements. For example, students on average disagreed that their family income is enough to take care of their basic needs, family gave them childcare support to enable them to participate in education activities, family members offer guidance and counselling on various life aspects and that their family income provides them with learning materials to support their learning among other statements. On the other hand, student mothers agreed that the number of siblings limits resources available for education of student mothers and that the education of other siblings receive higher priority than theirs. They also cited that their family prefers them working to ease the financial pressure of childcare. Some agreed that their family pays school fees for their studies.

From the interviews conducted, the teacher counselors and class teachers indicated that factors that are key to re-entry to students' mothers' educational success include general acceptance by the family instead of condemnation, support to the student mother that include taking care of the child, financial support, domestics chores, amongst others. One of the teacher counselors asserted that;

“Some families give student mothers childcare support which enhances success in education.”

Another indicated that;

“Facility support is highly recommended in ensuring that the student mothers participate in educational activities fully. This creates a positive environment for the students to concentrate in their studies through the peace that comes with the assurance that your family is supportive”.

4.4.2 Descriptive Statistics for Educational Participation

The independent variables of the study were evaluated against their possible influence on student mothers' educational participation. Educational participation variables included variables related to academic such as curricular participation, co-curricular participation, extra-curricular participation and school attendance. More specifically, the current study measured the frequency of class or school attendance, extent to which student mothers take part in school sporting activities such as athletics, football, and volleyball, extent of taking part in co-curricular activities such as drama and music, and completion of their homework in time.

Other measures of educational participation include taking part in group discussions, asking questions in class, taking leadership roles in the school or class, and participation of academic activities such as doing exams, assignments and studying seriously. Frequencies, percentages, mean scores and standard deviations of educational participation metrics of student mothers are shown in Table 9.

Table 9***Descriptive Statistics for Educational Participation***

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I rarely miss classes/school	54 19.6	81 29.3	17 6.2	83 30.1	41 14.9	2.91	0.904
I take part in school sporting activities such as athletics, football, volleyball, etc	41 14.4	75 26.4	21 7.4	99 34.9	48 16.9	3.13	0.862
I take part in co-curricular activities such as drama, music etc	32 11.3	61 21.5	41 14.4	104 36.6	46 16.2	3.25	0.774
I always complete and hand in my homework in time	17 5.9	62 21.7	42 14.7	110 38.5	55 19.2	3.43	0.694
I take part in class/group discussions	14 4.9	62 21.8	28 9.9	107 37.7	73 25.7	3.57	0.723
I ask questions in class	17 6.0	58 20.4	39 13.7	109 38.4	61 21.5	3.49	0.705
I take leadership roles in the school or class	44 15.7	88 31.3	51 18.1	55 19.6	43 15.3	2.88	0.818
I perform well in academic assignments	22 7.8	55 19.5	50 17.7	113 40.1	42 14.9	3.35	0.678
I study hard for my tests	18 6.4	20 7.1	25 8.9	145 51.4	74 26.2	3.84	0.590
I am good in most subjects	18 6.4	44 15.7	54 19.2	110 39.1	55 19.6	3.50	0.659
I take academic assignments seriously	22 7.8	14 4.9	13 4.6	125 44.2	109 38.5	4.01	0.655
Composite Scores						3.40	0.733

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

The study found that majority of student mothers were in disagreement (Strongly Disagree=19.6%; Disagree=29.3%) that they rarely missed classes. This is an indication that on average the student mothers missed classes due to childcare related duties. Missing classes is an indicator of poor educational participation and therefore hindering the education of student mothers. This is supported by a mean score of 2.91 on the statement that “I rarely miss classes/school”. However, it was noted that 30.1% of the student mothers agreed that they rarely missed classes. There was consensus among the participants in rating this metric as evidenced by a standard deviation of less than 1.00 (standard deviation of 0.904). The findings of the current study concurs with Weintraub and Sax (2018) who found that student mothers missed classes due to duties of childcare or other motherhood responsibilities. Chauke (2013) also noted the challenges that student mothers faced in school included habitual lack of attendance to school due to child welfare aspects such as clinic visits. A majority of the student mothers were also coming late to school in the morning and experienced challenges in attending Saturday remedial classes due to the need to undertake household chores.

In contrary, class teachers indicated that student mothers attended school without missing except during the days that they took their children to clinics and in case of child sickness. One of the class teachers said that;

“School attendance rate is good. Interruptions could only happen when they were to attend to health needs of the child.”

However, in some other schools, student mothers prioritized childcare roles and therefore missed schools for most of the days to take care of the child. In respect to this, one of the class teachers indicated that;

“School attendance rate per term is still low because some student mothers remain at home to take care of young babies.”

The study further noted that majority of students took part in school sporting activities such as athletics, football, volleyball, etc. In respect to this, 34.9% and 16.9% of student mothers agreed and strongly agreed that they took part in the sporting activities in the school. This is a great sign of educational participation of students. This is further supported by a mean score of 3.13, and therefore indicating that on average the participants tended to agree that they participated in the sporting activities in secondary schools. There was consensus among the different student mothers in rating the extent in which they participated in the sporting activities as evidenced by a standard deviation of 0.862.

These findings differ with the findings by Esia-donkoh (2017) who noted that student mothers did not fully participate in sports. Shaik (2018) found that the student mothers were harassed and humiliated by their peers in school. The student mothers got discriminated by their peers from participation from playing and other school activities on the basis that they are already adults. However, Wambu (2018) noted that some student mothers showed interest to participate in sports.

Class teachers interviewed in this study indicated that the student mothers who initially (before giving birth) had identified their potential in sporting activities and other extra-curricular activities were fast to take part in those programs. However, they indicated that most of the student mothers did not take part in sports and this lowered their educational participation in extra-curriculum activities. Teacher counsellors indicated that most of the student mothers felt they were unfit for sports after becoming a mother. It was also noted that fellow students did not give student mothers a chance to play during Physical Exercise (P.E) lessons or ridiculed them when they participated in sports.

Another indicator of educational participation is taking part in-curricular activities such as drama, music etc. In respect to this, the current study established that on average the student mothers participated in the co-curricular activities. This is due to the achieved mean score of 3.25 on the statement that student mothers participated in-curricular activities such as drama, music etc. The observed trend could be due to lack of peer influence, which is the most influential agent of socialization. In addition, majority of the participants (36.6%) agreed that they took part in the co-curriculum activities organized by their schools. This was agreeable across the student mothers in the secondary schools in Baringo County due to a standard deviation of less than 1.00 (standard deviation of 0.774) and therefore consensus among the student mothers. The findings are consistent with those by Wambu (2018) who noted that despite most of student mothers not taking part in sporting activities, they took part in music festivals as well as drama festivals.

Class teachers indicated that student mother rarely took part in co-curricular activities due to low self-esteem. One of them indicated that,

“Taking part in co-curricular activities such as drama, music, science and math’s contests, most student mothers were shy to feature in such activities. They were looked down by the rest of students.”

Contrary to this, some teacher counselors indicated that some student mothers were good at music and drama and were helpful in the school in such festivals. Another one indicated that;

“Student mothers take part in drama, music and school debating forums”

The difference in the responses could be due to student mother support or attitudes towards the co-curricular activities in the different schools across the County. However, class teachers have a better position in understanding the level of student mothers’ participation in such activities because they are always close to the students in the class assigned to them as compared to teacher counselors.

The study further sought to establish whether student mothers were able to complete their homework in time. In respect to this, 38.5% of student mothers agreed that they were able to complete their homework in time while on the other hand 21.5% of the student mothers disagreed that they were able to complete the homework given within the timelines allocated for. The obtained mean score in regard to this metric was 3.43 which is an indication that on average, the student mothers tended to agree that they were able to complete their homework in the stipulated timelines. A standard deviation of 0.694 on the metric is an indication of consensus among the student mothers in secondary schools in Baringo in rating their level of promptness in carrying out their homework.

Similarly, class teachers interviewed indicated that the student mothers were not able to complete their homework in time due to domestic chores and childcare. They indicated that more times than not they received their homework for marking after the rest of the students have done so. Some class teachers allowed the student mothers to stay longer in school to complete their homework in school if the student mothers wished so. Other reasons for late submission of homework was observed as lack of understanding of the concepts taught in their absence or when their concentration was poor in class due to many conflicting activities they were involved in. Class teachers, however indicated that none of the student mothers was penalized for the late submission of assignments since they understood their challenges. Similar to these findings, Wangui *et al.* (2015) indicated that student mothers did not complete their assignment in time due to domestic chores that needed their attention.

Taking part in classroom learning has played an important aspect of education participation of students. Classroom participation was also examined in the current study and it was established

that 37.7% and 25.7% of student mothers agreed and strongly agreed that they took part in class group discussions. Additionally, a mean score of above 3.00 (mean of 3.57) was achieved in respect to this metric, which is an indication that on average the student mothers tended to agree that they participated in the education aspects in their classes. This was a common agreement of the majority of the students as evidenced by a standard deviation of less than 1.00 (standard deviation of 0.723). This is a positive aspect of student mothers in participating in the education activities of the class. These findings concur with those by Lyonette et al. (2015) who noted that student mothers participated in class and group discussions without any limitation. However, the findings are in disagreement to the findings of Kosgey(2017) who noted that student mothers did not fully participate in group discussion and isolated themselves from most of group activities due to fear of stigmatization and lack of a sense of belonging as well as low self-esteem among the student mothers. This is due to their motherhood status while in secondary school.

The interviewed class teachers indicated that student mothers were actively involved in class discussion and gave contributions during the discussions. One of the class teachers said that;

“the level in which the student mothers take part in class discussions is encouraging. This requires a lot of courage and high self-esteem in addition to subject matter mastery.”

However, some of them had low self-esteem and feared to take part in such discussions. One of the class teachers revealed that;

“Student mothers are discriminated by the fellow students and this makes them inactive in classroom initiatives such as group discussions.”

From socialization perspective, the student mothers do not socialize well with other non-mother students and therefore forming a social structure that force them to isolate themselves.

The current study established that majority of student mothers asked questions in class to get clarification or to get understanding of abstract concepts. The study showed that 38.4% of student mothers agreed and 21.5% strongly agreed to the statement “I ask questions in class”. However, 20.4% disagreed with the statement. A mean score of 3.49 and standard deviation of 0.705 were achieved. This is an indication that on average, the student mothers tended to agree that they asked questions in the class. The findings concur with those by Moghadam *et al.* (2017) who noted that student mothers frequently asked questions in the class. However,

Gospel-Tony *et al.* (2018) noted that student mothers kept quiet in class and did not ask questions as compared to the rest of students in the class.

From the interviews, it was revealed that student mothers took part in class discussion as well as group assignments. Apart from taking part in discussion, class teachers indicated that most of the student mothers took part in active classroom learning by asking questions on concepts that seemed unclear to them. This is a positive aspect of student mothers in their educational participation. However, most of the class teachers indicated that few of the student mothers asked questions in the class. One of them asserted that;

“Most of the student mothers don’t participate fully in group discussion but a few ask or answer questions in front of their fellow students.”

The study further sought to establish whether student mothers took leadership roles in the school or class. In achieving this objective, the study found out that majority of student mothers (Strongly Disagree=15.7%; Disagree=31.8%) did not take part in leadership roles. This is from the perception that they were not effective role models to other students. In respect to this, a mean score of 2.88 and a standard deviation of 0.818 were achieved and therefore implying that on average the student mothers tended to disagree that they were involved in the leadership activities of the school as well as of the class. This is a hindrance to education participation of the student mothers. These findings are in line with those in a study by Chemnjor (2015) who noted that rarely did student mothers take up leadership roles in school.

From the conducted interviews, it was revealed that it took time for student mothers to be elected into student council in the school. Some schools did not give the student mothers a leadership role due to the fear that they could not make a good role model to other students in the school. The few elected student mothers into leadership was due to the age difference and the expectation that the student mothers would be respected by the rest of the students and offer direction to them. However, some of the class teachers indicated that some student mothers were reluctant to take leadership positions in the class or the school at large. In respect to this, one of them said that;

“Student mothers are reluctant being appointed as class representatives.”

On the contrary, one of the teacher counsellors said that;

“Disciplined student mothers are appointed to be class representatives, environmental captains or lab captains.”

This study also established that on average, student mothers performed well in their academic assignments. A mean score of 3.35 evidences this and majority of the student mothers citing agreement to the metric. In respect to this, 40.1% of student mothers in secondary schools in Baringo County agreed while 14.9% strongly agreed that they performed well in the academic assignments. A standard deviation of 0.678 was achieved concerning the metric and therefore indicating that there was commonness in the rating of the metric from the different student mothers in various secondary schools in Baringo County. In agreement to this, a study by Health and Education Advice and Resource Team (2015) indicated that student mothers worked hard and performed well in their academics which included class assignments. Other studies Alsheikh *et al.* (2010) however indicated challenges in performance of student mothers in their classwork assignments as well as examinations.

From the interviews that the current study undertook, it was established that the academic performance of the students was good. The performance of the student mothers was reported to be dependent on their potential, the commitment they give to their academic work, and their determination to improve their academic performance. However, some class teachers indicated that the peer pressure disturbed some of the student mothers, which also interrupt the rest of the students. One of the class teachers indicated that;

“Student mothers are very serious with academic assignments and they take their time to make sure the assignment is correctly done even in the midst of childcare roles.”

Focusing on whether students study hard for their examinations, the study achieved a mean score of 3.84 and standard deviation of 0.590. The achieved mean score implied that on average the student mothers tended to agree that they studied very hard in preparations for examinations. In line to this, majority of the student mothers agree (Agree=51.4%; Strongly Agree = 26.2%) that they prepared well for their examinations through thorough studying. The achieved standard deviation of 0.590 is an indication that the participants had a common agreement in this matter. Good preparations of examinations is an indicator of good educational participation of student mothers. These findings are consistent to those by Anaya *et al.* (2011) who noted that student mothers worked hard in their studies and proved that they could perform well in class just like the rest of the students in the school.

In respect to taking examinations, class teachers indicated that student mothers took part in the examinations without any discrimination. Some class teachers indicated that some of the

student mothers performed very well in the examinations and they were hopeful that the students would also perform well in their end of secondary education extermination. However, this was interrupted by childcare responsibilities and lack of school fees. One of the class teachers indicated that;

“Student mothers are able to sit for examination whenever there were no interruptions such as child sickness or when they were not sent home for fees.”

In addition, the current study sought to find out how student mothers participated in all the taught subjects in the secondary schools. Concerning this, it was found out that 39.1% and 19.6% of student mothers agreed and strongly agreed respectively that they performed well in almost all the subjects. This is an indicator of good educational participation of student mothers. The mean score of 3.50 that was achieved in this metric further support this. There was a small spread of responses across the participants of the study as evidenced by a standard deviation of 0.659, which is less than 1.00. The findings in a study by Kosgey (2017) noted that student mothers did not perform well in most of the subjects area of examinations and therefore differing with the results established in the current study.

Despite of this some of the student mothers performing well in both examinations and class assignments, majority of class teachers indicated that the performance of most of student mothers was below average. This is due to lack of concentration in class or high absenteeism rates among the student mothers. Lack of confidence in themselves that they can perform well in the examinations was cited by most of the interviewed class teachers. In respect to this, some of the interviewed class teachers felt that the student mothers still needed further orientation after resuming their studies after childbirth for them to participate fully in educational assignments.

Sometimes student mothers may not take academics seriously due to pressure for childcare as well as work and marriage related duties (Esia-donkoh, 2011). This is a crucial aspect that the current study sought to investigate. Concerning this, the study found out that 44.2% of student mothers agreed while 38.5% of them strongly agreed that they took their academic assignments seriously. The obtained mean score for the statement that “I take academic assignments seriously” was 4.01 while its standard deviation was 0.655. It was therefore established that on average the student mothers tended to agree that they took their academic assignments

seriously. These results concur with those established by Esia-donkoh (2017) that student mothers were very serious in their academics and had the potential to perform well.

However, class teachers indicated that the student mothers were particularly committed to their studies and carry out assignments seriously. In addition, other class teachers indicated that the student mothers were exceptionally committed to their academic assignments. However, they indicated most of the time they were disrupted by their peers and childcare roles which competed for their time. The other challenge into undertaking their assignments was when their child was feeling unwell. One of the teacher counsellors asserted that;

“Once student mothers decides to return back to school, they take academic assignment much serious and exhibit hard work.”

Focusing on the achieved composite scores, a composite mean score of 3.40 and a composite standard deviation of 0.733 were achieved. This is an indication that student mothers from secondary schools in Baringo County on average agreed to the statements rating their level of educational participation. Taking academic assignments seriously was the highly rated metric of educational participation of student mothers while class attendance was least rated. This implied that the student mothers participated well in academic education in all aspects except that they missed classes or school due to childcare related aspects. Missing school or classes was found to be inevitable due to instances of child sickness, breastfeeding and clinic appointments as well as marital engagements at home.

4.4.3 Correlation between Family Factors and Educational Participation of Student Mothers

The study performed Pearson correlations to establish the relationship that exists between the independent variables of the study and the dependent variable of the study. Pearson correlation shows the magnitude of the relationship as well as the direction of a relationship between two variables (Sloan & Quan-Haase, 2017). According to Clements and Sarama(2016), a correlation coefficient of zero implies no correction. A correction coefficient of 1 implies perfect positive correlation. A correction coefficient of -1 implies a perfect negative correlation. A correction coefficient of 0.01 until 0.30 or -0.01 until -0.30 implies a very weak correlation. A correction coefficient of 0.31 until 0.50 or -0.31 until -0.50 implies a weak correlation. A correction coefficient of 0.51 until 0.70 or -0.51 until -0.70 implies a moderate correlation. A correction coefficient of 0.71 until 0.90 or -0.71 until -0.90 implies a strong

correlation. A correlation coefficient of 0.91 until 1.00 or -0.91 until -1.00 implies a very strong correlation (Lin & Jeng *et al.*, 2015).

According to Latunde (2017), a negative correlation implies that there is an inverse relationship between the two variables while a positive relationship implies that there is a direct relationship between the variables. On the other hand, a p-value indicates the significance of the relationship between the two variables (Kara, 2015). In respect to this, a p-value less than the chosen significance level (0.05) implies that the null hypothesis stating that the two variables are not related, should be rejected, and its alternative hypothesis stating that the two variables are related, should be accepted (Gratton, 2015). In order to perform correlational analysis, all negatively stated statements were reverse coded and their means computed for right interpretations. Table 10 shows the relationship between the family factors and the educational participation of student mothers in secondary schools in Baringo County.

Table 10
Correlation between Family Factors and Educational Participation of Student Mothers

		Educational Participation
	Pearson Correlation	0.411**
Family Factors	Sig. (2-tailed)	0.000
	N	286

Table 10 indicates that there was a weak positive relationship between family factors and educational participation of student mothers in secondary schools in Baringo County. This is due to a correlation coefficient of 0.411. In addition, the study established that the observed relationship between family factors and educational participation of student mothers was statistically significant at 5% significance level ($p < 0.05$). This is due to a p-value of less than 0.05. This implies that increase in family support increased the level of educational participation of student mothers and vice versa.

This is in line to the interviews that showed that family support was related to educational participation of the student mothers. The interviews showed that those students who were given support by their families in terms of financial support, emotional support and childcare support participated well in educational activities compared to those who did not get good support from

their families. A study by Walgwe *et al.* (2016) also established that there was a positive relationship between family support and education participation of student mothers.

4.4.4 Regression Analysis between Family Factors and Educational Participation of Student Mothers

The study sought to establish whether the educational participation of student mothers from secondary schools in Baringo County could be explained by the independent variables in the study. Table 11 shows the model summary of a simple regression analysis between family factors and student mothers' educational participation.

Table 11

Model Summary for Family Factors and Educational Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.411 ^a	0.169	0.166	0.72643

a. Predictors: (Constant), Family Factors

The obtained R-value from the model was 0.411, which implied that there was a weak relationship between the observed and predicted values of educational participation. This is an indication that the model provides a good fit for the data. The achieved R-Square value of 0.169 implies that 16.9% of the variation in the educational participation of student mothers in secondary schools in Baringo County is due to observed variances in family factors from student mothers' families.

The adjusted R-Square Value indicates that on adding predictor variables to the regression model, the model would improve the regression predictability less than expected. This is because the Adjusted R-Squared is less than the R-Square Value. The model presented was found to be accurate in its prediction due to a standard error of estimate of less than 1.00 (standard error of estimate of 0.72643). The study further sought to establish whether the regression model had a statistically significant predictive power as a whole. This was established using the analysis of variance as shown in Table 12.

Table 12***ANOVA^a for Regression between Family Factors and Educational Participation***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.483	1	30.483	57.766	0.000 ^b
	Residual	149.865	284	0.528		
	Total	180.348	285			

a. Dependent Variable: Educational Participation

b. Predictors: (Constant), Family Factors

Table 12 indicates that the regression model as a whole had statistically significant predictive power. This is because the observed F-Statistic value (57.766) was greater than the Critical F-Statistic value (3.892) from the F-Tables and p-value less than 0.05. This implies that the regression model provides a good fit for the data than a model with no predictor variables and that the family factors are significant predictors of student mothers' educational participation. The study further investigated the sensitivity of the dependent variables to the changes in the independent variables using model coefficients as shown in Table 13.

Table 13***Model Coefficients for Regression between Family Factors and Educational Participation***

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.343	0.145		16.126	0.000
	Family Factors	0.367	0.048	0.411	7.600	0.000

Dependent Variable: Educational Participation

According to Table 14, there is a positive relationship between family factors and educational participation of student mothers in secondary schools in Baringo County as shown by beta coefficient of 0.367. This relationship was found to be statistically significant due to p-value less than 0.05. The relationship implies that a unit increase in family support results into 0.367 units increase in the level of educational participation of student mothers with other factors held constant. The first hypothesis of the study stated that there is no statistically significant influence of family factors on student mothers' educational participation in public secondary schools in Baringo County. This hypothesis was therefore rejected at 5% significant level and

the study established that there is statistically significant influence of family factors on student mothers' educational participation in public secondary schools in Baringo County. This finding is consistent to a study by Wangui *et al.* (2015) which established that family factors significantly predicted the level of educational participation of student mothers in secondary schools.

4.5 School Factors Influencing Educational Participation of Student Mothers

The second objective of the study sought to establish the influence that school factors have on the educational participation of student mothers in secondary level of education. Schools are creations of society and therefore play the role socialization in respect to society's interests. Socialization can be positive or negative depending on the environment (Lee, 2016). In respect to this, schools are expected to inculcate into the students the societal values, norms, beliefs, and attitudes that are usually borrowed from the society. Schools are expected to provide a conducive learning environment for all learners including the student mothers in the school.

4.5.1 Descriptive Statistics for School Factors

The school aspects considered in this study included the extent in which psychosocial challenges facing student mothers are addressed in school, response of teachers as a result of hard work by student mothers, adequacy of functional counselling services for the student mothers and the extent in which student mothers are properly reintegrated back to the school community. Other aspects included whether the student mothers got discriminated by peers from participating in extra-curricular activities, whether the student mothers could get extra tuition if they needed in their school and whether they were considered immoral by teachers or students.

Equipment of teachers to handle student mothers in terms of offering the psychosocial support and isolation of student mothers by fellow students as well student mothers' stigmatization by fellow students in class or outside class were some of the other indicators of school factors. Attention given to academically ungifted student mothers in the school and availability of school support infrastructure for the student mothers were also metrics used to measure school factors with potential to affecting student mothers educational participation. The study further sought to find out whether the schools fully implemented school re-entry policies for student mothers and whether the school administration or teachers extended financial or moral support

to the student mothers in their individual capacity. The descriptive statistics in regard to this objective are as shown in Table 14.

Table 14
Descriptive Statistics for School Factors

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
Psychosocial challenges faced by the student mothers while in school are addressed in a proper manner	89 31.1	74 25.9	21 7.3	69 24.1	33 11.5	2.59	0.930
When I work hard teachers praise my effort	10 3.5	34 12.1	19 6.7	139 49.3	80 28.4	3.87	0.567
There is adequate and functional counselling services for the student mothers	54 18.9	63 22.0	36 12.6	100 35.0	33 11.5	2.98	0.839
Student mothers are properly reintegrated back to the school community	22 7.7	85 29.7	42 14.7	103 36.0	34 11.9	3.15	0.693
I get discriminated by peers from participating in extra-curricular activities	65 22.6	66 23.0	25 8.7	98 34.1	33 11.5	2.89	0.890
I can get extra tuition if I need in my school	86 30.2	84 29.5	12 4.2	67 23.5	36 12.6	2.59	0.943
Student mothers are considered immoral by teachers or/and students	76 26.6	81 28.3	25 8.7	84 29.4	20 7.0	2.62	0.834
Teachers are ill equipped to handle student mothers in terms of offering the psychosocial support	42 14.7	61 21.4	29 10.2	93 32.6	60 21.1	3.24	0.886
Fellow students isolate me from most of their activities	76 27.2	60 21.5	12 4.3	76 27.2	55 19.7	2.91	1.038

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I get stigmatized while interacting with fellow students in class or outside class	68 24.0	71 25.1	38 13.4	48 17.0	58 20.5	2.85	0.979
Academically ungifted student mothers are not given proper attention in the school	79 27.7	55 19.3	29 10.2	66 23.2	56 19.6	2.88	1.021
There is plenty of school support infrastructure for the student mothers	87 30.7	64 22.6	31 11.0	77 27.2	24 8.5	2.60	0.884
The school fully implements school re-entry policies for student mothers	66 23.4	81 28.7	32 11.3	64 22.7	39 13.8	2.75	0.895
Teachers extend financial or moral support to the student mothers in their individual capacity	90 32.1	76 27.1	21 7.5	46 16.4	47 16.8	2.59	0.993
Composite Scores						2.89	0.885

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

In measuring the extent in which psychosocial challenges faced by the student mothers while in school are addressed, a mean score of 2.59 and standard deviation of 0.930 were achieved. The mean score achieved was less than 3.00 and therefore implied that participants on average tended to disagree that psychosocial challenges faced by the student mothers while in school are addressed in a proper manner. This is evidenced by 31.1% of the participants who strongly disagreed with the statement and 25.9% of the participants disagreed with the same statement. This is a negative aspect towards educational participation of student mothers. The achieved standard deviation was less than 1.00 and therefore implied that participants were in consensus in rating this metric of school factors. These findings concurred with those by Mbugua (2013) that showed that student mothers challenges were not well handled at school and that student

mothers continued to suffer from psychosocial challenges under the watch of teachers and school administration. Baa-Poku (2016) noted that psychosocial challenges faced by the student mothers while in school were addressed in an adhoc manner whenever they arose.

However, from the interviews conducted, class teachers indicated that the school communicates to the families of the student mothers through one on one interaction wherever issues arose and through frequent phone contact to share the concerns noted in the student. Others indicated that occasionally the teacher in charge of counselling may be asked to reach out to the parents for issues noted in need of parental support. One of the class teachers indicated that;

“The school intervenes wherever they notice a relaxation of the student mothers through guidance and counselling and also encourages and supports them in their studies.”

A mean score of 3.87 and a standard deviation of 0.567 were achieved in respect to the statement that teachers praise student mothers when they work hard in school. The achieved mean score implied that on average, the student mothers tended to agree that they were praised for hard work in school. This is because the achieved mean score was above 3.00. This is further evidenced by 49.3% of the participants who agree and 28.4% of them who strongly agreed to the statement. It was revealed that there was consensus among the student mothers in rating this metric due to a standard deviation of less than 1.00. The findings are in line to those by Mwenje (2015) who found that rewards and acknowledgement were given to student mothers who showed good performance and hard work against all odds.

This is in line with the findings of the interviewed class teachers who indicated that subject teachers praised hard working student mothers and rewarded them with gifts such as educational materials. One of the class teachers said that;

“The student mothers need to be accepted and encouraged by the teachers. The teachers play a great deal in enabling them with acceptance among the rest of the students first. The student mothers are usually mature and display a rare commitment in their academic work. They are disciplined inspite of the ridicule they face among the rest of the students. I feel that the school need to address the psychosocial needs of such students in a more intentionally manner to enable them integrate easily in the school environment.”

Similarly, another class teacher indicated that;

“Performing student mothers are praised for their efforts and sometimes we reward them with prizes.”

One of the roles of teachers is to provide guidance and counselling to their learners. Some teachers are trained to offer this assistance to their learners while others are not. The study revealed that on average, student mothers disagreed that there was adequate and functional counselling services for them. This is due to a mean score of 2.98, which is less than 3.00. This was further evidenced by 22.0% of the participants who disagree while 18.9% strongly disagreed with the statement. This is a negative aspect of schools towards promoting educational participation. On the same metric, a standard deviation of 0.839 was achieved, which is an indication that the participants were in consensus on the responses they gave. This is further in support of the findings of Sarangam and Suda (2019) who noted that there was lack of good counselling services in secondary schools for student mothers and student mothers continued to suffer emotionally. Baa-Poku (2016) noted that there was lack of adequate and functional counselling services for the student mothers within secondary school set in Ghana.

In contrary to this, teacher counsellors indicated that there were adequate counselling services for student mothers and the rest of the students in the school. They further indicated that they had counselling sessions with student mothers on diverse issues such as childcare issues, family issues, spiritual issue and education matters. However, most of the teacher counselors indicated that they needed in-service training in order to be competent enough to handle diverse challenges of student mothers in secondary schools in their counselling. This implies that they might probably be missing key skills in handling student mothers in secondary schools.

On the statement that student mothers were properly reintegrated back to the school community, the study obtained a mean score of 3.15 and a standard deviation of 0.693. The obtained mean score implied that on average the student mothers agreed that the school properly reintegrated student mothers back to the school community. Majority of the participants (36.0%) who agreed that they were properly reintegrated back to the school community evidenced this. It was also noted that 11.9% of the student mothers strongly agreed to this statement. The standard deviation of less than 1.00 achieved in this metric was an indication of a small spread of responses across the participants and thus high consensus among the participants. These findings however differed with those by Mbugua (2013) who established that there were missing gaps on the re-admission policy of student mothers and

there was need for secondary schools to review the way they took care of student mothers in the school. This is due to additional policy by the Ministry of Education of 100% transition and a government follow-up and in the implementation of return to school policy.

From the interviews, class teachers indicated that their school provided support through recommendation for bursary for such students. They further indicated that student mothers were treated with special understanding by the school administration. They were not sent home frequently in case fees payment delayed. On the other hand, class teachers indicated that there were challenges in reintegrating back student mothers to the school community due to community pressures to expel student mothers for being a bad example for other students. However, they indicated that with time the students mothers were accepted back due to change of community perceptions, more so those whose academic performance was above average.

Extra curricula activities such as sports, drama and clubs are intended to train students for life in the larger society. In respect to this, the study further revealed that 34.1% of student mothers agreed that they got discriminated by peers from participating in extra-curricular activities. However, on the other hand, 23.0% and 22.6% of student mothers disagreed and strongly disagreed with the same statement. This resulted to a mean score of 2.89 and a standard deviation of 0.890. This is therefore an indication that on average student mothers were not discriminated by peers from participating in extra-curricular activities. This is a positive aspect of the school environment towards attaining full educational participation of student mothers. These findings are contrary to those by Walgwe *et al.* (2016) that revealed that there was discrimination of student mothers by fellow students as well as isolation in most of group activities of the students. Shaik (2018) found that the student mothers in South Central Mindanao, Philippines were harassed and humiliated by their peers in school. The student mothers got discriminated by their peers from participating in sporting and other school activities on the basis that they are already adults. The study recommended that the department of education should formulate action plans for the schools to follow to ensure that the student mothers are properly reintegrated back to the school community academic and extra curriculum activities.

Contrary to this, teacher counselors interviewed in the current study indicated that there were instances of discrimination and discouragement of student mothers from participating in extra-curriculum activities. For instance, one of the teacher counselors interviewed said that;

“The major challenge is discrimination by peers from participating in extracurricular activities.”

However, class teachers indicated that those student mothers who were talented in sports took part in the sporting activities without limitation. This however implied that only student mothers with high self-esteem and great passion for sports were able to participate in the sports and therefore leaving out those with low motivation towards the sports. This is a negative attribute of the schools in ensuring that student mothers participated in sports.

On whether the student mothers who needed extra tuition were given, this study revealed that on average student mothers were not accorded this favour by the school and more specifically by the teachers. This is due to a mean score of 2.59 on the statement that student mothers can get extra tuition if needed in their school. This is further evidenced by 30.2% of the student mothers who strongly disagreed with the statement as well as 29.5% of the student mothers who also opposed the statement. There was consensus among the participants in rating this metric as evidenced by a standard deviation of less than 1.00 (standard deviation of 0.943). Other studies (Birungi *et al.* 2014) indicated that there were no extra tuition given to student mothers as a result of missing classes while responding to motherly duties at home or childcare responsibilities in health facilities.

In contrary to that, class teachers indicated that they supported student mothers in diverse ways which included extending academic consultation hours, offering special exams in case student mothers missed school due to well-known reasons, especially those connected to childcare. One of the class teachers indicated that;

“The school set exams and give student mothers handouts to go and research on during weekends and makes them to improve academically.”

However some of the class teachers indicated that they were unable to cater for the needs of student mothers to have extra tuition to compensate for the missed classes in childcare related duties. Some of them indicated that their school did not consider worthwhile spending more teacher hours to teach the student mothers.

Another aspect that has a potential of affecting the educational participation of student mothers in secondary school is the attitudes of both teachers and students towards the student mothers.

In respect to this, the current study revealed that on average, teachers and students did not consider the student mothers immoral. This is due to majority of student mothers disagreeing (Strongly Disagree=26.6%; Disagree=28.3%) with the statement that they were considered immoral by teachers and students. This is further evidenced by a mean score of less than 3.00 (mean of 2.62) on the same statement. Participants were in consensus in rating this metric as shown by a standard deviation of 0.834, which is less than 1.00. Opposite to the current findings, a study by Ncube and Mudau (2017) indicated that student mothers were termed as immoral by most of staff in the school and were judged from their past behaviours that led to motherhood. Okwany and Kamusiime (2017) revealed that student mothers were being perceived as immoral by teachers and laughed at by fellow students and therefore were not welcome to socialize with other students. These aspects influenced the student mother's self-confidence level and motivation to engage in academic activities.

Through the interviews, class teachers indicated that the interaction among fellow students and teachers was good. They added that administrators also treated the student mothers well and with understanding. The teacher counsellors indicated that they did not judge the student mothers from their behaviours that led to pregnancy of the student mothers and helped the student without discrimination. They further indicated that they helped other students in the school as well as staff members to improve their attitudes towards student mothers in the school. They however indicated that they were careful to discourage occurrence of more cases of student motherhood. Others further indicated their school administration did not treat the student mothers well in order to discourage such in their schools.

The study revealed that on average, teachers were ill equipped to handle student mothers in terms of offering them psychosocial support. This is due to a mean score of 3.24 and majority agreeing to the statement that teachers are ill equipped to handle student mothers in terms of offering the psychosocial support. For example, 32.6% of the student mothers agreed and 21.1% strongly agreed that teachers were ill equipped to handle student mothers in terms of offering the psychosocial support. This is a negative aspect of school in the journey of ensuring that student mothers participate in educational activities in secondary school. A standard deviation of 0.886 achieved concerning this statement indicates that student mothers were in consensus in their rating on the statement. These findings concur with those by Taukeni (2014) who found that student mothers did not get relevant counselling from the teacher counsellors in the school and most times they sought advice from their families or other professional

counselors in time of need. The study by Ncube and Mudau (2017) revealed that school teachers noted that they were ill equipped to handle student mothers in terms of offering the psychosocial support and addressing gaps created by missing classes across the school term.

In-service training was observed to be important by most of the teacher counsellors handling the student mothers in the various secondary schools in Baringo County. This is due to the inadequacies experienced by student mothers in handling the challenges that student mothers faced. Class teachers on the other hand indicated they were unable to solve some of the challenges or problems faced by the student mothers in their class. One of the class teachers asserted that;

“I admit I do not know how best to help the student mothers to fully participate in the classroom learning as much as I sympathize with them. I wish I could help other than referring them to guidance and counselling department.”

The study further sought to find out whether student mothers were isolated by fellow students in school. The findings achieved in regard to this quest indicated that majority of the participants were in disagreement (Strongly Disagree=27.2%; Disagree=21.5%) that student mothers were isolated by fellow students in school. A mean score of 2.91, which is less than 3.00 further confirms this. However, almost equivalent number of student mothers on the other extreme indicated that they agreed (Agree=27.2%; Strongly Agree=19.7%) that their peers in school isolated them. This is an indication of lack of consensus among the participants as further evidenced by standard deviation of 1.038. These results differ with the findings by Onyeka *et al.* (2017) who established that student mothers were isolated by the rest of the students based on their motherhood status.

Focusing on the extent in which student mothers were stigmatized in school, the study revealed that 24.0% and 25.1% strongly agreed and agree respectively that they were stigmatized while interacting with fellow students in class or outside class. A mean score of 2.85, which is less than 3.00, was achieved in respect to the statement that student mothers get stigmatized while interacting with fellow students in class or outside class. This is a negative aspect of school factors in the line of promoting educational participation of student mothers. There was consensus among the teachers in rating this metric due to a standard deviation less than 1.00 (standard deviation of 0.979). A study by National Institute of Public Cooperation and Child Development (2017) also established that teenage mothers are stigmatized and were ill-treated

by the rest of the students in school. The study by Ncube and Mudau (2017) observed that student mothers were despised, mocked, laughed at and isolated leading to some of the student mothers missing various classes and low self-esteem that prevented them from participating in class activities.

The interviewed class teachers indicated that they could see that student mothers were isolated by their fellow students in sharing some of the learning materials in the class. Teacher counsellors on the other side indicated that student mothers seemed isolated in various interactions of students in the schools. There were also issues for stigmatization of student mothers as noted by various class teachers and teacher counsellors that were interviewed in this study. One of the teacher counsellors indicated that;

“I am able to see that student mothers are not fully embraced by fellow students in the way they interact during break times and parades as well as games. I see majority of them walking alone.”

Another indicated that;

“some student mothers report to me that they have been segregated by their fellow students in participating in group discussions in the class. The fellow students could have been advised to do so from their parents back at home.”

A mean score of 2.88 and a standard deviation of 1.021 were achieved in respect to the statement that academically ungifted student mothers are not given proper attention in the school. The achieved mean score is an indication that student mothers on average disagreed with the statement, which implies that on average the school gave proper attention to academically ungifted student mothers. This is a positive aspect of the schools in ensuring that student mothers participate in educational activities in the school. However, there was lack of consensus among the student mothers in rating the statement due to a standard deviation of more than 1.00 (1.021). This is further supported by almost equivalent number of student mothers disagreeing (Strongly Disagree=27.7%; Disagree=19.3%) and agreeing (Agree=23.2%; Strongly Agree=19.6%) to the same statement.

These findings are consistent with those of Moghadam *et al.* (2017) who noted that student mothers were all treated right irrespective of whether they performed well in school or not. However, the findings differ with those by Dlamini (2016) who noted that academically gifted

students before pregnancy seemed to get teachers' and head teachers' support to resume school compared to the academically ungifted students. The author also observed that students who had previous disciplinary cases before pregnancy were not readmitted after child delivery.

From the interviews conducted in this study, it was established that student mothers were not supported based on their academic gifting. In respect to this, teachers indicated that they supported all student mothers and gave them the necessary teaching and tuition regardless of whether they performed well in class or not. However, some teachers indicated that academically gifted student mothers were able to attract more support from the administration. For example, student mothers who performed well in their academics were rarely sent for school fees when they had fees arrears. In addition, class teachers indicated that students closely associated themselves with the student mothers who were academically gifted.

On the context of the availability of school support infrastructure for the student mothers, majority of student mothers (30.7%) strongly disagreed and 22.6% disagreed that there is plenty of school support infrastructure for the student mothers. This is also evidenced by a mean score of less than 3.00 (mean of 2.60) on the statement that there is plenty of school support infrastructure for the student mothers. This therefore is an indicator of a negative school factor towards achieving full participation of student mothers in educational activities in secondary school. A standard deviation of less than 1.00 (standard deviation of 0.884) confirms consensus among the participants in rating the level of agreement on the availability of school support infrastructure for the student mothers. These findings are supported by those of Lopez (2016) who noted that there were no special facilities to cater for the needs of student mothers in schools and therefore they had to miss school in several occasions. Shaik (2018) in Philippines and Baa-Poku (2016) in Ghana documents the challenges of lack of school support infrastructure for the student mothers.

In agreement to this, class teachers and teacher counsellors indicated that they did not have infrastructure facilities in their schools to help student mothers to breastfeed their children or express milk from their children. Class teachers indicated that they had to allow student mothers to come to school late and also leave early as well allowing them to have a lunch break at home to breastfeed and respond also to other childcare responsibilities that may arise from time to time such as attending clinics. Most of teacher counsellors recommended schools to

cater for the needs of student mothers by providing infrastructure such as breast feeding rooms and refrigerators to store expressed milk among other facilities.

The study further sought to establish whether the school implements school re-entry policy for student mothers. In respect to this metric, the study revealed that on average student mothers disagreed with the statement that the school fully implements school re-entry policies for student mothers. This is due to a mean score of 2.75. Majority of the participants disagreeing to the statement further supports this. For instance 28.7% of student mothers disagreed while 23.4% of student mother strongly disagree to the statement that the school fully implements school re-entry policies for student mothers. A standard deviation of 0.895 was achieved in respect to this statement, an indication of consensus among the student mothers in their responses.

Several studies (Achoka *et al.*, 2015) have also established that re-entry requirements for students mothers have not been fully followed in the readmission of student mothers and special needs that student mothers face are yet to be met by schools. Makokha *et al.* (2019) study found that there was low support from teachers, head teachers, and county director of education on student mothers school readmission. Ncube and Mudau (2017) recommended that the policies relating to student mothers return to school should be more explicit on the resources requirements and procedures relating to the psychosocial welfare of the student mothers.

In contrary to this, teacher counsellors indicated that they supported fully the re-entry policy of student mothers in diverse ways. Class teachers and teacher counsellors indicated that they were bound by the school administration to help all student mothers in the school and facilitating their re-entry into school through participating in educational activities of the school. One of the teacher counsellors said that;

“We ensure that student mothers feel comfortable in and outside classroom in order to fully engage in educational matters in the school”. Another teacher counsellor said that;
“the school gives bursary to student mothers from needy background as a support service.”

It was established that majority of student mothers disagreed (Strongly Disagree=32.1%; Disagree=27.1%) that teachers extend financial or moral support to the student mothers in their individual capacity. In respect to this, a mean score of less than 3.00 (mean of 2.59) was

achieved. These findings implied that on average teachers distanced themselves from the financial and moral challenges of student mothers. This acts as a demotivating factor in education participation of student mothers. The study further established that there was consensus among the participants in rating this metric due to a standard deviation less than 1.00 (standard deviation of 0.993). These findings differ with those of Achoka *et al.* (2015) who noted that teachers in their personal capacity helped student with basic needs for their children such as food, pampers and financial assistance. Baa-Poku (2016) observed that some teachers extended financial and moral support to the student mothers in their individual capacity. These efforts were noted to be key in enabling the student mothers to attend class and fully participate in their school activities.

From the interviews conducted, the study established that different participants gave divergent views in regard to whether teacher in their personal capacity extend an helping hand to student mothers. Teacher indicated that they extended financial assistance to student mothers who were unable to pay their school fees or to take care of the childcare needs. On the side of teacher counsellors, majority of them indicated that they used their own resources to help the needy student mothers in their school. This is a good indicator that student mothers got support in their educational participation in their secondary schools.

A composite mean score of 2.89 was achieved in regard to various aspects of school factors contributing to educational participation of student mothers in secondary schools in Baringo County. This implies that majority of the student mothers disagreed to most of the statements measuring the level in which school factors influence the level of educational participation of students mothers in secondary schools in Baringo County. An agreement to positive aspects or disagreement to negative aspects implies a positive attribute of school towards educational participation of student mothers and vice versa. In this context, most student mothers disagreed with positive and agreed with negative school factors, which implies a negative attribute on the school environment of secondary schools in Baringo County towards educational participation of student mothers.

These findings are consistent with those by Mbugua (2013) who found that student mothers faced diverse challenges in schools which included harassment by fellow students, missing of classes due to diverse reasons, non-completion of homework, and loneliness. These factors contributed to low education performance of the students. A study by Mbugua (2013)

recommended that teachers especially class teachers should play a role in mitigating the challenges that the student mothers face in school. The study noted that the teachers should offer guidance and counselling to the student mothers in collaboration with their parents in order to enhance their academic performance levels.

Teacher counsellors and class teachers indicated that the schools were in the forefront in ensuring that student mothers participated fully in education matters in the school. In disagreement with responses from the class teachers in an interview, one of the class teachers said that;

“The school have had general approaches that include peer talk, motivational talks, guidance and counselling, fees subsidies, recommendation for bursary and also psycho-support services. Stigmatization has been overcome through such support mechanisms.”

4.5.2 Correlation between School Factors and Educational Participation of Student Mothers

The study sought to establish the relationship between school factors and educational participation of student mothers in secondary schools in Baringo County using Pearson correlations. Table 15 shows the correlation results for the school factors and educational participation of student mothers.

Table 15
Correlation between School Factors and Educational Participation of Student Mothers

		Educational Participation
	Pearson Correlation	0.457**
School Factors	Sig. (2-tailed)	0.000
	N	285

A correlation coefficient of 0.457 was achieved in correlating school factors and education participation of students. This is an indication that there was a weak positive relationship between school factors and educational participation of student mothers from secondary schools in Baringo County. This relationship was found to be statistically significant ($p < 0.05$) and therefore did not occur by chance. This further shows that increase in school support for student mothers increase their educational participation and vice versa. These findings concur

with those of teacher counsellors and class teachers from the interviews who in most cases indicated that when the school support is high for the student mothers, the students are able to participate well in the education and achieve high educational outcomes. Similar to this finding, Thuo *et al.* (2018) found that there was a significant relationship between school support and educational participation of student mothers in secondary schools.

4.5.4 Regression Analysis between School Factors and Educational Participation of Student Mothers

The current study sought to establish whether educational participation of student mothers can be predicted using the school factors. Table 16 shows the summary of the regression analysis to predict education participation of student mothers in secondary schools in Baringo County using school factors as the predictor variable.

Table 16

Model Summary for School Factors and Educational Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.457 ^a	0.209	0.206	0.70957

a. Predictors: (Constant), School Factors

An R-value of 0.457 was achieved in the regression of education participation of student mothers using school factors as the predictor variable. This implied that there was a weak relationship between the observed values and predicted values of educational participation. This further indicates that the model fits the data that was used in the regression analysis. R-Square value of 0.209 was achieved in the regression, which implies that 20.9% of the variance in educational participation of student mothers from the secondary schools in Baringo County is due to the changes in the schools factors of different schools. If an additional predictor variable would be added to the regression model, the regression predictability would improve less than expected due to an Adjusted R-Square Value (0.206) less than the R-Square Value (0.209). The model was found to be accurate in its prediction due to low (less than one) standard error of estimate of 0.70957. Further, the study examined whether the regression model was statistically significant using the analysis of variance in Table 17.

Table 17***ANOVA for Regression between School Factors and Educational Participation***

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	37.700	1	37.700	74.876	0.000 ^b
1	Residual	142.489	283	.503		
	Total	180.189	284			

a. Dependent Variable: Educational Participation

b. Predictors: (Constant), School Factors

It was established that the regression model predicting education participation of student mothers using school factors was statistically significant and that provided a better fit for the data. This is due to Observed F-statistic value of 74.876 less than the Critical F-Statistic value of 3.893 from the F-Tables. This is further supported by the obtained p-value less than 0.05 and therefore rejecting the hypothesis that the regression model does not have statistically significant predictive power. Beta coefficients for the model is as shown in Table 18.

Table 18***Model Coefficients for Regression between School Factors and Educational Participation***

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.000	0.167		11.977	0.000
	School Factors	0.469	0.054	0.457	8.653	0.000

a. Dependent Variable: Educational Participation

A beta coefficient of 0.469 was achieved between school factors and educational participation of student mothers from the secondary schools in Baringo County. This is an indication that a unit increase in the school support for the student mothers increases their educational participation by 0.469 units when other variables are held constant. This sensitivity of the model was significant due to the observed t-statistic value of 8.653 which is greater than its critical value of 6.314 from the t-Tables. The second hypothesis of the study stating that there is no statistically significant influence of school factors on educational participation of student mothers in public secondary schools in Baringo County was rejected at 5% significance level. It was therefore concluded that there is statistically significant influence of school factors on

educational participation of student mothers in public secondary schools in Baringo County. This is in line to the findings of Karimi (2015) that school support was a significant predictor of educational participation of student mothers. A study by Makokha *et al.* (2019) established that school factors had statistically significant influence on the student mothers' completion rates of their secondary education in Pokot South Sub County at 5% significance level.

4.6 Community Factors Influencing Educational Participation of Student Mothers

The third selected factor that the study focused on is the community factors that influence educational participation of student mothers. Community rewards members who conform to the set norms by acceptance and punishes the deviants through rejection. The community provides the role models, guardians of moral values as well as surrogate parents who can be emulated by the youth. It also provides individuals with social relationships that are found within it. An individual whole life is related to the community and therefore the community gives identity (Lee, 2016).

4.6.1 Descriptive Statistics for Community Factors

This study specifically focused on whether the community views student mothers as being immoral in nature, whether the student mothers have someone in their local community to turn to in times of need and whether they have persons who have accomplished much in their local community whom they look up to as their role model. It also measured community factors in terms of accessibility of child-care services in their local community, availability of people in their community who they can rely on to intervene on their behalf and presence of stigma in the community by being viewed as having wasted their youth with nothing meaningful. Other factors included the extent in which student mothers become the subject of gossip by members of the community, extent of community pressure to expel teenage mothers, extent of school collaboration with social welfare services in the community, and extent of teenage mothers' mockery by the community members.

Community views in regard to student mothers continuation of their studies as opposed to working and marriage, and community engagement in sensitization activities on the rights to education of the girl child even the teenage mothers were evaluated. The extent in which the community administrators lobby for grants to educate teenage mothers, provision of guest speakers to talk to the student mothers in the community and community efforts to mitigate the psychosocial challenges of student mothers in the society were also indicators of community

support towards educational participation of student mothers in secondary schools. The descriptive statistics for the community factors are as shown in Table 19.

Table 19
Descriptive Statistics for Community Factors

Description	SD	D	U	A	SA	Total	
	F	F	F	F	F	Mean	Std. Dev
	%	%	%	%	%		
The community views student mothers as being immoral in nature.	59 20.4	85 29.4	24 8.3	67 23.2	54 18.7	2.90	0.945
I have someone in my local community to turn to in times of need e.g. child-care, finances, or moral support	60 20.8	92 31.8	19 6.6	73 25.3	45 15.6	2.83	0.915
I have persons who are accomplished much in my local community whom I look up to as my role model	69 24.0	69 24.0	15 5.2	98 34.0	37 12.8	2.88	0.930
There are people in my community who I can rely on to intervene on my behalf	85 29.9	65 22.9	46 16.2	57 20.1	31 10.9	2.59	0.880
I can access child-care services in my local community	108 38.0	80 28.2	14 4.9	48 16.9	34 12.0	2.37	0.934
The community stigmatizes me by being viewed as having wasted my youth with nothing meaningful.	51 17.8	71 24.8	28 9.8	79 27.6	57 19.9	3.07	0.927
I am often the subject of gossip by members of the community.	54 18.9	72 25.2	23 8.0	83 29.0	54 18.9	3.04	0.935
The community pressures the schools to expel teenage mothers for fear they would influence their daughters in negative ways	74 25.8	70 24.4	25 8.7	68 23.7	50 17.4	2.83	0.979

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
There is lack of school collaboration with social welfare services in the community	47 16.7	73 25.9	40 14.2	69 24.5	53 18.8	3.03	0.889
The community views the teenage mothers as grown-ups and therefore do not need to continue with their studies	65 23.0	64 22.6	16 5.7	80 28.3	58 20.5	3.01	1.002
Teenage mothers are mocked by the community members	58 20.2	60 20.9	36 12.5	72 25.1	61 21.3	3.06	0.957
The community expects teenage mothers to be married and not to be students	69 23.8	63 21.7	14 4.8	91 31.4	53 18.3	2.99	0.990
The community engages in sensitization activities on the rights to education of the girl child even the teenage mothers	97 33.6	61 21.1	20 6.9	66 22.8	45 15.6	2.66	1.015
The community administrators lobby for grants to educate teenage mothers	117 40.6	78 27.1	18 6.2	47 16.3	28 9.7	2.27	0.889
The community provides guest speakers to talk to the student mothers in the population.	130 45.0	68 23.5	23 8.0	57 19.7	11 3.8	2.14	0.784
The community sought to mitigate the psychosocial challenges of student mothers in the society.	85 30.0	86 30.4	40 14.1	54 19.1	18 6.4	2.41	0.770
Composite Scores						2.76	0.921

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

Violation of the moral values of the society may be regarded as social misfits. In respect to this, majority (49.8%) of student mothers disagreed (Strongly Disagree=20.4%; Disagree=29.4%) that the community views student mothers as being immoral. This implies that most of community members had accepted the student mothers in their community. This is a positive attribute of the community in supporting educational participation of student mothers in secondary schools in Baringo County. This is further evidenced by the mean a score of 2.90, which is less than 3.00. A standard deviation of less than 1.00 (standard deviation of 0.945) was achieved which implies that student mothers were in consensus in rating this metric. These results were in disagreement to the findings realized by Birchall (2018) who noted that student mothers were viewed as immoral by the society and led to school dropout. Ncube and Mudau (2017) documented aspects of mockery and the student mothers being considered immoral in nature by the community.

From the interviews, class teachers indicated that the student motherhood phenomena was alien to the community in earlier days but with time their presence within the community changed that phenomena positively. They indicated further that with time the general attitude changed and it was found to be something normal and acceptable once it has happened. However, in some communities in Baringo county, student mothers were viewed as immoral and school administrations were not delighted to receive them back to school. In respect to this, one of the teacher counsellors asserted that;

“Student mothers are viewed as immoral and school administration handled them with much care.”

Another teacher counsellor indicated that;

“The neighboring community do not allow re-admission of student mothers in school for they view them as very immoral in nature.”

The community provides the role models, guardians of moral values as well as surrogate parents who can be emulated by the youth. A mean score of 2.83 and a standard deviation of 0.915 were achieved in respect to the statement that student mother had someone in their local community to turn to in times of need such as child-care, finances, or moral support. The achieved mean score implied that student mothers were on average in disagreement that they had someone in their local community to turn to in times of need. This is supported by majority of the students showing disagreement to the statements. In respect to this, 31.8% of the students disagreed with the assertion while 20.8% strongly disagreed to the statement. The achieved

standard deviation indicates that that was relatively small spread of responses across the participants and hence in consensus. These results were in line to the findings by Thuo *et al.* (2018) who found that student mothers did not have a role model in the community to emulate in the education journey due to the harsh treatments for student mothers in the community.

In respect to the availability of role models in the community, 48.0% of student mothers indicated that they did not have persons who had accomplished much in their local community whom they could look up to as their role models. This is further supported by a mean score of less than 3.00 (mean score of 2.88) on this metric. This is however an indication of lack of good support for student mothers from the community in regard to educational participation of students with children. The study also found out that the student mothers were in consensus in rating this metric due to a standard deviation of less than 1.00.

In establishing the availability of people in community who student mothers can rely on to intervene on their behalf, the study revealed that on average student mothers could not find people in community who they could rely on to intervene on their behalf. This is due to a mean score of 2.59. Furthermore, 22.9% and 29.9% of the student mothers agreed and strongly agreed that they had people in community who they could rely on to intervene on their behalf. It was also indicated that there was a small spread of responses among the participants in respect to this metric due to a standard deviation of less than 1.00 (standard deviation of 0.880). Similarly, this is in line with Thuo *et al.* (2018) who established that the community did not support student motherhood and therefore the student mothers did not have individuals in the community that they could run to in case of challenges.

From the interviews it was realized that most of the student mothers did not have a role model in the community that they could look up to or someone they could run into in the community for help in times of need. Most of the class teachers indicated that teenage mothers in the communities have been previously harshly treated and some did not go back to school. This gave no hope for the current teenage mothers in the community. Teacher counselors responses showed that only family provided adequate support for the student mothers and not the community members. Other, teacher counsellors on the other hand indicated that village elders and chiefs intervened on behalf of the student mothers in the community. Others indicated that parents to the student mothers were mocked by fellow community members for poor parenthood.

The study further revealed that majority of student mothers could not access child-care services in their local community as evidenced by 38.0% and 28.2% of student mothers. A low mean score of 2.37 was achieved in respect to this metric and therefore indicating lack of community support in regard to child-care services. This has a potential of hindering educational participation of student mothers in secondary schools. The student mothers were found to be in consensus in rating the availability of accessible child-care services. This is due to a standard deviation of 0.934, which is less than 1.00. In line to these findings, (Health and Education Advice and Resource Team, 2015) found that hardly would student mothers access childcare services within the surrounding community of the school.

Teacher counsellors in respect to this indicated that there was scarcity of health facilities in the community especially in the rural areas of Baringo County. In respect to this, student mothers had to travel for long distances to access child-care services such as treatment and clinics for their children. This implied that in an event of child sickness or clinic appointment, the student mothers missed school and therefore hindering educational participation of student mothers. This problem however cut across all community members and not only student mothers in the community.

The study further sought to find out whether the community stigmatizes student mothers by being viewed as having wasted their youth with nothing meaningful. In respect to this, a mean score of 3.07 and a standard deviation of 0.927 were obtained. The obtained mean score implied that on average the student mothers were stigmatized in these grounds. This is further evidenced by the majority of the participants agreeing that they were stigmatized on the grounds of time wastage in school. In respect to this, 27.6% and 19.9% student mothers agreed and strongly agreed that they were stigmatized. A moderate consensus among the student mothers in rating this statement was established due to a standard deviation of 0.927. These results are consistent to the findings of Wangui et al. (2015) who noted that there was stigma associated to student motherhood in the community. Baa-Poku (2016) indicated that student mothers were stigmatized by the community and viewed as having wasted their youth with nothing meaningful expected to arise from their education pursuits.

In establishing whether the community has embraced student mothers, 29.0% of student mothers agreed and 18.9% of the strongly agreed that they are often the subject of gossip by members of the community. The statement that “I am often the subject of gossip by members

of the community” had a mean score above 3.00 (mean of 3.04) and therefore implying on average student mothers were often being gossiped by the members of the community. This is a negative community factor towards embracing education for student mothers in the community. A standard deviation of 0.935 was achieved in respect to this statement and therefore presence of consensus among the participants. A study by Birungi *et al.*(2014) also found out that student mothers were been gossiped by the members of the community and this discouraged them from continuing with their studies. Baa-Poku (2016). Also noted that the student mothers are often the subject of gossip and were at times insulted by members of the community. These factors discouraged student mothers in their education pursuits.

In line to this, teacher counsellors reported that the community did not value student mothers in the community and parents advised their children not to be in the company of the student mothers for fear of bad morals from them. Others indicated that parents and other adults in the community made negative statements in public concerning the student mothers and therefore stigmatizing them. The church also did not fully embrace the student mothers in the society and viewed them as sinners and unworthy to be in the church. Some religious leaders could use student mothers as examples of bad characters in the society and therefore leading to suicidal feelings among the teenage mothers in the society. One of the teacher counsellors said that;

“The student mothers face many challenges in the community such as stigmatization and isolation. Other community members go around gossiping them and no one wants to be associated with them.

A mean score of 2.83 and a standard deviation of 0.979 was achieved in respect to the extent in which community pressures the schools to expel teenage mothers for fear they would influence their daughters in negative ways. The mean score less than 3.00 implied that on average the community did not pressure the schools to expel student mothers. This is supported by 24.4% and 25.8% of student mothers who disagreed and strongly disagreed that their schools received pressure to expel them from school due to their motherhood status. This is a positive attribute of the community in the realization of the educational participation of student mothers in secondary schools. Again, this aspect had a consensus among the participants. In agreement to the current results in the study, Mwenje (2015) found that student mothers were allowed to go back to the school by the community members. In contrary to these findings, Chauke (2013) noted that community pressured the schools to expel teenage mothers for fear they would influence their daughters in negative ways.

This is in line with the responses from the some class teachers who indicated that the community understood the issue of student motherhood and supported their back to school. One of the indicated that:

“The endorsement of the return to school for student mothers is positive due to the fact that most of these students had no place to go after getting a child given that the fathers of the children are usually not responsible.”

This is therefore an indication of community support for the education of student mothers, which is a positive community, attribute to educational participation of student mothers in secondary schools.

School collaboration with social welfare services in the community can affect the level of educational participation of student mothers. In the current study, it was revealed that majority of participants agreed (24.5%) and strongly agreed (18.8%) that there was lack of school collaboration with social welfare services in the community. A mean score of 3.03 was achieved in respect to this metric and therefore implying that school-community collaboration was not strong. However, 25.9% of students mothers disagreed that there was lack of school collaboration with social welfare services in the community. The achieved standard deviation was less than 1.00 (standard deviation of 0.889). In line to this, Karimi (2015) established that there were challenges in re-entry of students mothers back to school due to poor collaboration between the school and other organizations that support the education of the student mothers in the community. On the other hand, Chauke (2013) noted that there was lack of school collaboration with social welfare services to help teenage mothers in navigating around psychosocial challenges that they faced.

This is however contrary to the responses of the class teachers who indicated that the community did not link student mothers to welfare societies or programs to help them. The church support was not very strong and that the church was conscious in embracing such students and it took long time to integrate them in the church. On the other hand, teacher counsellors indicated that the church was very supportive to the education of student mothers through offering moral and spiritual support to them. Majority asserted that the church is a key player in encouraging parents who have young women to ensure they support student mothers attend school without fail. One class teacher indicated that;

“Church ensures that they encourage student mothers to work closely together. This in the long run enables student mothers to realize their academic dreams. The church also organizes for forums during holidays and advices student mothers to work hard, for hard work pays later.”

The study further revealed that on average, community views the teenage mothers as grown-ups and therefore do not need to continue with their studies. This is due to a mean score of 3.01. However, the student mothers were not in consensus in rating this aspect as evidenced by a standard deviation of 1.002. In this case, there was a large spread of response across different participants as evidenced by 23.0% (Strongly Disagree) and 22.6% (Disagree) of student mothers disagreeing to the statement that community views the teenage mothers as grown-ups and therefore do not need to continue with their studies while on the other hand 28.3% and 20.5% of student mothers agreeing and strongly agreeing to the same statements. The lack of consensus may be due to different viewpoints of different communities in Baringo County on the educational participation of student mothers.

These findings consistent to the findings established by Brooks (2016) who noted that student mothers were termed as grown-ups and do not depend on anyone and therefore the role of child-rearing was fully left on them which hindered education of the student mothers. Asomani (2017) also noted that the community viewed the teenage mothers as grown-ups as they had already given birth and therefore not expected to be in school with children.

It was also established that the community members were mocking student mothers as shown by majority of the student mothers agreeing (Agree=25.1%; Strongly Agree=21.3%) that teenage mothers are mocked by the community members. A mean score of 3.06 was achieved in regard to the statement and therefore affirming majority of students' assertion. On the other hand, some student mothers disagreed (Strongly Disagree=20.2%; Disagree=20.9%) with this statement. Relatively, there was a consensus among the participants of the study in rating their level of agreement to the statement. A study by Undie *et al.* (2015) further indicated that student mothers were mocked by community members and did not have freedom to interact with the rest of community members without a caution. Asomani (2017) observed that teenage mothers were scorned and mocked by the community members that contributed to some of them dropping from school.

In respect to community preference of marriage to studies for student mothers, the study established that 31.4% of student mothers agreed and 18.3% strongly agreed that the community expects teenage mothers to be married and not to be students. On the other hand, the study established that 21.7% and 23.8% of student mothers disagreed and strongly disagreed respectively that their community expects teenage mothers to be married and not to be students. A mean score of 2.99 and a standard deviation of 0.990 were achieved. These findings are in agreement to those by Chauke (2013) who noted that student mothers were not expected to be students at the same time as mothers. The author added community pressure for student mothers to concentrate on motherly roles resulted to school dropouts of majority of the student mothers. Asomani (2017) established that there was community expectation of teenage mothers to be married that interfered with their education prospects.

From the interviews carried out, majority of the participants indicated that the student mothers were frequently mocked by the community and termed as immoral. Others indicated that parents warned their children not to associated themselves with student mothers for they are not good role models. Some teacher counsellors reported that not all community members thought it wise to have student mothers back to school after giving birth. Some community members held firmly to the notion that after giving birth, the student should be integrated in the community as parents or wives rather than going back to school. One of the teacher counsellors said that;

“Some members from the local community or professionals don’t endorse return to school by girls.”

This therefore affects the educational participation of student mothers negatively.

A mean score of 2.66 was achieved on the extent in which community engaged in sensitization activities on the rights to education of the girl child even the teenage mothers. This implied that on average, the participants tended to disagree on community sensitization on rights of girl education. However, there was lack of consensus among the participants as evidenced by a standard deviation of 1.015. It implies that there was a large spread of responses from the different student mothers. In respect to this, some student mothers disagreed (Strongly Disagree=33.6%; Disagree=21.1%) with the statement while other proportion agreed (Agree=22.8%; Strongly Agree=15.6%) with the same statement. This presented diverse community value of girl education in difference communities in Baringo County. This is in agreement to the findings by Asomani (2017) that indicated that there was lack of community

engagement and sensitization on the rights to education of the girl child even the teenage mothers. In the society which was seen as an attempt to discourage the education of student mothers within the community.

Most of the teacher counsellors indicated that the members of the local community were aware of the re-entry policy and its provision but they did not encourage student mothers to return back to class. In some instances it was reported that it took the intervention of area chiefs and village elders to have the student mothers back to school despite community being aware of the rights of education of the student mothers. One of the teacher counsellors noted that;

“the community knows very well that it is the right of student mothers to go back to school and continue with their studies but they do little to see that this happens. Most of the times we seek the intervention of local authorities to have them back against the notion that student mothers should be married and not being students.”

Ability for community administrators to lobby for grants to educate teenage mothers is an indicator of community support to education of student mothers. The current study established that student mothers from secondary schools in Baringo County tended to disagree with the statement that the community administrators lobby for grants to educate teenage mothers. A mean score of 2.27 and a standard deviation of 0.889 evidence this. Majority of the student mothers strongly disagreed (40.6%) and disagreed (27.1%) that their community administrators lobby for grants to educate teenage mothers. This is a negative community factor hindering the participation of student mothers in educational matters in secondary schools. These findings are consistent with those by Makokha *et al.* (2019) who noted that student mothers lacked school fees but no community initiatives were done to raise school fees and were not given any special consideration in bursary applications.

This is in line to what majority of class teachers said concerning community support to student mothers. Most of them indicated that the community did not organize fund drives to educate the student mothers especially those from poor families or those whose pregnancy is due to rape or any other involuntary manner. This therefore denies many student mothers an opportunity to resume their studies after childbirth. The local community including government agencies like chiefs and CDF however recommended bursaries for student mothers from needy background. One of them indicated that;

“The support through bursaries to the student mothers was noted to improve with time whenever the student mothers performs well academically; they were actually supported by the local community.”

In addition, one of the teacher counselors interviewed indicated that;

“In case of lack of school fees among student mothers the local community source for bursaries for young women and encourage families to provide child care support to the student mothers. At times also, the local community organize raise schools for them through ‘harambee’ (initiative for funds mobilization)”

The current study revealed that on average the participants tended to disagree that the community provides guest speakers to talk to the student mothers in the population. This is due to a mean score of 2.14 and a standard deviation of 0.784. This is further supported by majority of the participants who disagreed with the statement. For example, 45.0% of the participants strongly disagreed that the community provides guest speakers to talk to the student mothers in the population. Similarly, 23.5% of the student mothers disagreed with the statement. The achieved standard deviation in this statement implied that the student mothers were in consensus on the level in which their community invites guest speakers to talk to the student mothers in the population. This is a negative community factor towards achieving full participation of student mothers in education. A study by Ntini (2015) also established that student mothers were not advised on the steps of motherhood and how to balance between being a student and a mother by special guests invited through community initiatives. Jumba (2017) further noted that the schools did not get guest speakers from the community to motivate students mothers.

Similarly, class teachers and teacher counsellors indicated that there were to quest speakers invited by community members to speak to student mothers. They further indicated that there were no special considerations made by the community members to this group of students in the community. Student mothers were noted to join women groups in the community and expected to participate like any other members of such groups. One of the teacher counsellors said that;

“to the best of my knowledge, there are no guest speakers invited in the community to speak to student mothers in the community. Instead, student mothers attend women

groups in the community and chiefs' 'barazas' (community meetings to discuss community affairs) with no special consideration."

The study further sought to establish whether the community sought to mitigate the psychosocial challenges of student mothers in the society. In respect to this, the study established that majority of the participants indicated that the community does not seek to mitigate the psychosocial challenges of student mothers in the society. This is supported by 60.4% of the student mothers who disagreed (Strongly Disagree=30.0%; Disagree=30.4) with the statement that the community sought to mitigate the psychosocial challenges of student mothers in the society. In respect to this, a mean score of 2.41 and a standard deviation of 0.770 were achieved. This is an indication that the community was not fully supportive of the student mother education. These findings are consistent to those by Dlamini (2016) that showed that student mothers in the community continued to face psychosocial challenges without any intervention by the community members. The author noted that the role of helping student mothers in any way was left on the individual families of the student mothers.

This is contrary to what the teacher counsellors and class teachers said in midst of the interviews carried out in the various secondary schools in Baringo County. They indicated that the community was not intentional in stopping the stigmatization of student mothers in the community and the notion that student mothers should be working or married instead of going back to school still prevailed. One of the teacher counsellors said that;

"The community has no initiative to support student mothers in any way and student mothers still face psychosocial challenges such as isolation, perceptions that they are immoral, stigmatization and domestic violence."

A composite mean score of 2.76 and a composite standard deviation of 0.921 were achieved in respect to statements measuring the level of agreement of community factors in support of educational participation of student mothers. This is an indication that student mothers on average tended to disagree with the statements concerning community factors. This is a negative attribute of the community in supporting education of student mothers in secondary schools in Baringo County. However, the study established few positive attributes of the community in supporting the education of student mothers in Baringo County. According to Nyagetia (2015), amongst the challenges found to be facing the adolescent mothers included community social isolation of these mothers. The society was found to stigmatize adolescent

mothers and are viewed as immoral girls for having had children at such tender age. It was noted that most of the community members discouraged their children from associating with these adolescent mothers. Kosgey (2017) noted that the student mothers needed community support to mitigate the psychosocial challenges of depression, shock and dual demands of education and motherhood. In respect to this, the author recombined the community to change their mindset about student mothers in the community.

4.6.2 Correlation between Community Factors and Educational Participation of Student Mothers

The relationship between the community factors and educational participation of student mothers from secondary schools in Baringo County was measured using Pearson correlation. Table 20 shows the results for the Pearson Correlations.

Table 20

Correlation between Community Factors and Educational Participation of Student Mothers

		Educational Participation
	Pearson Correlation	0.393**
Community Factors	Sig. (2-tailed)	0.000
	N	286

A positive but weak correlation ($r=0.393$) was established between educational participation of student mothers and community factors. The relationship between the two variables was found to be statistically significant ($p < 0.05$). This resulted to rejection of the hypothesis that the two variables are not related. This implied that if the support to student mothers from the community is increased, student mothers would participate more on educational activities in their various schools and vice versa. Most of the interviewed participants indicated that when the support of the community to student mothers is high, the student mothers' educational participation increases. Similar to these findings, Makokha *et al.* (2019) established that there was a direct relationship between community support to student mothers and their educational participation in education.

4.6.3 Regression Analysis between Community Factors and Educational Participation of Student Mothers

The third hypothesis of the study stated that there is no statistically significant influence of community factors on educational participation of student mothers in public secondary schools in Baringo County. To test this hypothesis, the study used regression analysis. Table 21 shows the model summary for the regression between community factors and educational participation of student mothers.

Table 21

Model Summary for Community Factors and Educational Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.393 ^a	0.154	0.151	0.73289

a. Predictors: (Constant), Community Factors

The study established that there was a weak correlation between the observed and predicted values of educational participation of student mothers. This is shown by an R-value of 0.393. On the other hand, a R-Square value of 0.154 was achieved which implied that community factors contributed 15.4% of the variance in the educational participation of student mothers in secondary schools in Baringo County. The achieved Adjusted R-Square implied that if an additional predictor variable was added to the model, the model would improve less than expected since the adjusted R-Square value (0.501) is less than the R-Square value. The study obtained a standard error of estimate of 0.73289, which implied that the model was accurate in its prediction since this value was less than 1.00. The significance of this model was tested using F-test as shown in Table 22.

Table 22

ANOVA for Regression between Community Factors and Educational Participation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	27.802	1	27.802	51.760	0.000 ^b
1	Residual	152.546	284	0.537		
	Total	180.348	285			

a. Dependent Variable: Educational Participation

b. Predictors: (Constant), Community Factors

The study found that the regression model predicting the level of educational participation of student mothers using community factors was statistically significant at 5% significance level ($p < 0.05$). Additionally, the observed F-statistic value was greater than its critical value from the F-Tables. The observed F-statistic value was 51.760 while its critical value from the F-Tables was 3.893. The observed results indicate that the model provides a better fit for the data than a model without the predictor variables and that it can be used to predict the educational participation of student mothers. The beta coefficients of the regression model are shown in Table 23.

Table 23

Model Coefficients for Regression between Community Factors and Educational Participation

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	2.385	0.147		16.193	0.000
Community Factors	0.366	0.051	0.393	7.194	0.000

a. Dependent Variable: Educational Participation

A positive association between the predictor variable and the predicted variable was observed in this model. In respect to this, a beta coefficient of 0.366 was achieved between community factors and the educational participation of student mothers in secondary schools in Baringo. This is an indication that a one unit increase in the level in which the community supports the student mothers education in secondary schools results into an increase of 0.366 units in the educational participation of the student mothers. This influence was found to be statistically significant due to the observed t-statistic value of 7.194 which is greater than its critical value from the t-Tables of 6.314. The p-value associated to the t-value was less than 0.05 and therefore confirms that the observed influence was not just due to chance.

These findings led to the rejection of the third research hypothesis stating that there is no statistically significant influence of community factors on educational participation of student mothers in public secondary schools in Baringo County. It was therefore established that there is statistically significant influence of community factors on educational participation of

student mothers in public secondary schools in Baringo County. A study by Dlamini (2016) also established that community support was a significant predictor of educational participation of student mothers in secondary school level of education.

4.7 Individual Factors Influencing Educational Participation of Student Mothers

The study also investigated the individual factors that influence the educational participation of student mothers in secondary schools in Baringo County.

4.7.1 Descriptive Statistics for Individual Factors

In this study, different metrics were used to measure the extent in which individual factors influence educational participation of student mothers. Some of these measures included stress due to conflicting demands of motherhood and student requirements, feeling of guilty of neglecting their children by not spending sufficient time with them, lack sleep especially when the children are sick, concentration in school or class and attitude towards school related activities by student mothers.

Other measures included emotional reactions to childcare roles, level of self-drive to remain in school, confidence towards good performance in their exams and in extra-curricular activities, and hard work in their studies. Confidence in taking part in any class discussion without fear, confidence to cope with their school work despite any challenges, a hope for better life through education and student mothers' pride in who they are also constituted metrics of individual factors. Frequencies, percentages, mean scores and standard deviation for the individual factors are as shown in Table 24.

Table 24***Descriptive Statistics for Individual Factors***

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I am stressed due to conflicting demands of motherhood and student requirements	30 10.6	67 23.6	22 7.7	91 32.0	74 26.1	3.39	0.868
I feel guilty of neglecting my child by not spending sufficient time with him or her	42 14.7	51 17.9	18 6.3	97 34.0	77 27.0	3.41	0.925
I lack sleep especially when the child is sick.	25 8.7	19 6.6	6 2.1	78 27.3	158 55.2	4.14	0.770
I concentrate well at school/class	51 18.0	52 18.4	30 10.6	95 33.6	55 19.4	3.18	0.911
I have positive attitude towards school related activities	32 11.4	38 13.5	13 4.6	105 37.4	93 33.1	3.67	0.857
I am emotionally affected by childcare roles	33 11.6	52 18.2	23 8.1	96 33.7	81 28.4	3.49	0.873
I have self-drive to remain in school	16 5.7	12 4.3	18 6.5	107 38.4	126 45.2	4.13	0.592
I am confident that I can perform very well in my exams	9 3.2	21 7.6	11 4.0	106 38.1	131 47.1	4.18	0.537
I am confident I can perform well in extra-curricular activities (eg. sports)	15 5.2	27 9.4	24 8.4	145 50.7	75 26.2	3.83	0.582
I work hard in my studies	11 3.9	13 4.6	10 3.5	118 41.7	131 46.3	4.22	0.494
I am confident I can take part in any class discussion without fear	9 3.1	20 7.0	16 5.6	106 37.1	135 47.2	4.18	0.530

I am confident I can cope with my school work despite any challenges	17 6.0	29 10.2	21 7.4	103 36.3	114 40.1	3.94	0.693
I have hope for better life through education	5 1.8	13 4.6	8 2.8	83 29.4	173 61.3	4.44	0.392
I am proud of who I am	27 9.5	46 16.3	25 8.8	71 25.1	114 40.3	3.70	0.885
Composite Scores						3.85	0.708

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

The study sought to find out if the student mothers were stressed due to conflicting demands of motherhood and student requirements. In respect to this, the study revealed that on average the participants were stressed by the dual roles. This is due to a mean score of more than 3.00 (mean of 3.39). Additionally, majority of the participants agreed (Agree=32.0%; Strongly Agree=26.1%) that they were stressed by the conflicting demands of motherhood and student requirements. There was consensus among the participants in rating this metric due to a standard deviation of 0.868. These results are consistent with the findings of Walgwe *et al.* (2016) who found out that student mothers were stressed by many roles since they were both a student and a mother. Chauke (2013) also established that student mothers faced stressing experiences in being a good mother and at the same time being a hard-working student. Cabaguing (2017) found that the conflicting demands of motherhood and student requirements led to the student mothers being stressed.

Interviews conducted revealed that student mothers were very stressed from dual roles of motherhood and being a student. Most of the interviewed class teachers indicated that student mothers seemed stressed in class and did not seem motivated towards learning. Teacher counsellors on the other hand indicated that they handed many cases of depression among the student mothers due to many expectations put on the student mothers. They indicated that the student mothers were expected to be good mothers to their own children and the same time expected to concentrate in their studies at school even at their teenage. One of the class teachers asserted that;

“Its true student teachers are stressed due to many responsibilities that they are expected to fulfill.”

Additionally, the study revealed that majority (61.0% where Agree=34.0%; Strongly Agree=27.0%) of student mothers felt guilty of neglecting their children by not spending sufficient time with them. A mean score of 3.41 affirm these findings. This negative individual factor has the potential of influencing the educational participation of the student mother in diverse ways. It was also noted that the participants were in consensus in responding to this statement as evidenced by a standard deviation of less than 1.00 (standard deviation of 0.925). These findings are in line with those by Lopez (2016) who found that student mothers were guilty of leaving their children at home to attend classes. The author reported that student mothers felt that they were not good mothers for their children and some student mothers were reported to drop out of school to concentrate on child rearing. Cabaguing (2017) revealed that student mothers feel guilty of neglecting their children by not spending sufficient time with them.

This is in agreement to the interviews conducted that showed that student mothers felt guilty for leaving their children on their own to pursue studies in secondary schools. Teacher counsellors indicated that some students discontinued their studies to take care of their children or took a break of one year in order to nurture their children. Class teachers indicated that some student mother would sometimes fake sickness in order to go home to look after their children, especially when the child is at tender age. This is an indication that they did not feel good away from their children which could on the other hand hinder educational participation of the student mothers.

Lack of sleep can be a hindrance to education of a student. When a child gets sick, the mother may not be able to have good sleep. The current study revealed that majority of student mothers often lack sleep especially when their children are sick. For example, 27.3% of the student mothers indicated that they agreed that they lacked sleep especially when the child is sick and a large proportion (55.2%) of them strongly agreed with the same problem. A high mean score of 4.14 was obtained in regard to this statement. There was consensus among the participants in rating this metric and therefore indication of common ground of agreement of the standard mothers as evidenced by a standard deviation of 0.771. Similar to these results, Wambu (2018) noted that student mothers faced sleepless nights when the children were sick or had some complications and therefore affecting their concentration in the class. Cabaguing (2017) found that some of the participants indicated experiencing lack of sleep especially when the children were sick. This further led to school lateness and poor concentration levels at school.

All the class teachers and teacher counsellors indicated that whenever the children are sick, student mothers seemed stressed and would rarely come to school. They indicated that the school administration also gave permission for the student mothers to go and respond to the needs of the child during such times. Teacher counselors further indicated that they offered the moral support to the student mothers whenever they were going through hard times related to childcare and tried to help as much as possible. One of the teacher counsellors indicated that;

“We often give student mothers permission to take their children to medical facility in times of sickness and try to support them as much as possible even at personal capacity.”

The study further established that majority of student mothers concentrated well in school as well as in class as cited by 33.6% of them on agreement scale and 19.4% on strong agreement scale. This metric had a mean score of more than 3.00 (mean of 3.18) and therefore an indication that on average the participants tended to agree that concentration was not a challenge while they were in school. This is a positive aspect of student mothers towards realization of full participation in educational matters of the school. Additionally, the student mothers were in consensus in rating this metric as shown by a standard deviation of more than 1.00 (standard deviation of 0.911). In contrary to these findings, Mwenje (2015) established that student mothers did not concentrate well in the class due to the stress associated to worry of the state of their children back at home. The author adds that student mothers seemed unsettled in class especially when the child was much younger. Cabaguig (2017) found that student mothers’ worry on the child welfare and financial concerns of bringing up the child interfered with the student mother’s concentration levels in school. This led to difficulty in concentrating in class and focusing on education attainment goals.

From the interviews, it was revealed that most of the student mothers concentrated well in their studies and worked hard towards good grades. It was also noted that some of the student mothers needed a bright future with a good career and hence concentrated well in class and paid attention to what was being taught. Student mothers were able to answer questions correctly in the class, which is an indication that some concentrated well in class despite some psychosocial challenges they faced. One of the class teachers said that;

“Some student mothers are very keen with what is taught in class and correctly answered questions in class”.

This is a positive attribute of student mothers in their educational participation in their secondary school education.

A mean score of 3.67 and a standard deviation of 0.857 were achieved in respect to the statement that “I have positive attitude towards school related activities”. The achieved mean score implied that on average the student mothers tended to agree that they had positive attitude towards school related activities. This is further shown by the majority of the participants who indicated that they agreed (37.4%) and strongly agreed (33.1%) with the statement. Positive attitudes of the student mothers enhances educational participation of the students. The obtained standard deviation is an indication that there was a small spread of the responses across the participants.

In line to these findings, Ncube and Mudau (2017) established that student mothers had positive attitudes towards education and this made them go back to school to continue with their studies even after child birth,. However, on the other hand, Wangui *et al.* (2015) indicated that student mothers did not have a good attitude towards education and preferred taking care of their children than continuing with their education. Similarly, Maemeko *et al.* (2018) revealed that student mothers had negative attitude towards school work and school related activities due to the need for the student mothers to cater for their children welfare from a financial, emotional and physical needs.

This agrees to the interviews conducted for the class teachers and teacher counsellors. They indicated that student mothers had positive attitudes towards education and worked hard to attain good grades. Teacher counsellors indicated that they counselled the student to have self-esteem and have confidence that they can perform well in school in an attempt to instill positive attitudes to the students to continue with their studies even after giving birth at secondary school level. The interviews further revealed that cases of indiscipline was minimal among the student mothers and their participation in education programs was good particularly when they were not disrupted by domestic chores or sickness of their children. They added that student mothers who do well academically usually win the confidence of the rest of the students.

In respect to emotional reactions to childcare roles, the study established that majority of student mothers were emotionally affected by childcare roles. For instance, 33.7% of the students mothers agreed while 28.4% of them strongly agreed to the emotion effect of childcare

roles while as students. A mean score of above 3.00 (mean of 3.49) further supports these findings. This implied that on average, the student mothers tended to agree that they were emotionally affected by childcare roles. This is a negative individual aspect that may hinder the educational participation of student mothers. A consensus was established among the participants in rating this metric due to a standard deviation of 0.873, which is less than 1.00. This was also the case in a study by Karimi (2015) who noted that student mothers were overburdened by the duties of childcare and those of education leading to negative emotional reactions. Ntini (2015) indicated most of student mothers had first to undertake the household chores and childcare roles before doing homework and after the child has slept.

Teacher counsellors added that student mothers felt overwhelmed by the responsibilities of childcare like washing clothes, taking children to clinics, feeding children and their motherhood duties such as breastfeeding. In respect to this, teacher counsellors said that some student mothers were emotionally disturbed by these roles and sometimes could break into crying. Most teacher counsellors recommended parents to the student mothers to help in these roles since the students were young to fully carry out the roles and fully participate in educational matters in the school. One of the teacher counsellors asserted that;

“student mothers need assistance in the upbringing of their children and their parents could possibly help in that, in order to give room for the student mothers to engage in educational matters.”

Students who are self-driven in their education tend to fully participate in educational activities. In the current study, it was established that majority of the student mothers were self-driven to participate in the activities of the school as well as that of the class. This is shown by 38.4% and 45.2% of the participants who agreed and strongly agreed respectively that they had self-drive to remain in school despite their motherhood. Additionally, this metric had a mean score of 4.13 which is an indication that on average the student mothers were determined to remain in school. There was consensus among the participants in rating this indication that student mothers had a common self-drive to remain in school. These results are supported by Esia-donkoh (2017) that indicated that student mothers had the self-drive to participate in education without being pushed by the teachers or the parents. Asomani (2017) noted that most student mothers had braved all challenges to remain in school and ensured that they attained good grades. Contrary to these findings, Birchall (2018) noted that some student mothers were not

motivated to go back to school and they were always pushed to engage in educational matters in the school.

Self-drive to participate in educational matters by student mothers was evident from the interviews conducted by the study. In respect to this, most of the student mothers had the courage to even seek admission in the secondary schools after child bearing. Teacher counsellors indicated that some student mothers showed zeal in the educational matters and registered in most student societies in the school and also participated in most of the co-curriculum and extra-curriculum activities in the students. One of the class teachers said that;

“Some of the student mothers are so inspiring in the way they are very determined to engage in all activities in the school such as class discussions, sports and student societies and clubs in the school.”

Educational participation in curricular activities is given the first priority in the schools and more so the academic achievement through the set examinations. The confidence of the students towards the exams is a great determiner of passing the examinations and educational participation of the student at large. The current study established that majority of the student mothers were confident that they could perform well in their examinations as evidenced by 38.1% (agree) and 47.1% (strongly agree) of the participants. A mean score of 4.18 and a standard deviation of 0.537 was achieved in respect to the statement that student mothers are confident that they can perform very well in their exams. The mean score achieved implied that on average the student mothers tended to agree that they were confident that they could perform very well in their examinations. This is a positive attribute of individual student mothers in their educational participation in secondary school education. The achieved standard deviation in respect to this metric is an indication that student mothers were in consensus in rating the metric. In line to these findings, Makokha *et al.* (2019) established that student mothers were confident in their examinations and further performed well in those examinations.

Hard work in studies was an emerging theme from the interviews conducted. Class teachers interviewed indicated that student mothers study hard for the examinations and their assignments and they rarely missed to take examinations. However, some class teachers were in agreement that student mothers did not perform very well in the examinations due to the psychosocial challenges that are related to motherhood and school absenteeism. One of the class teachers asserted that;

“Student mothers are among the most hard-working students in the school and are determined to perform well in their examinations. They rarely miss examinations or the continuous assessments tests in the school.”

Apart from academic performance in schools, students are also expected to participate in extra-curriculum activities such as sports in the schools. The current study sought to establish if student mothers engaged in these activities in their schools. The study in respect to this found out that majority of student mothers participated in extra curriculum activities in their schools. This is supported by 50.7% and 26.2% of students mothers who agreed and strongly agreed respectively to the statement that they participated in extra curriculum activities in their schools. This is due to the obtained mean score of 4.83 and standard deviation of 0.582. Therefore, on average, student mothers tended to agree that they participated in the extra curriculum activities in their schools. Contrary to the current findings, Walgwe *et al.* (2016) found out that student mothers were not confident to participate in extra-curriculum activities such as sports. The author further indicated that majority of the student mothers opted out of sporting activities and only concentrated on class activities.

This is however, in disagreement to this, class teachers and teacher counselors interviewed in this study. Most of them indicated that most of the student mothers did not fully participate in the sporting activities in the school though some of them were talented in sports. This could be due to stigmatization of student mothers and lack of confidence of student mothers to take part in the sports. Only a small proportion took part in music and drama festivals in which they performed well. One of the class teachers indicated that;

“Student mothers are reluctant to take part in the sports though few engage in music and gram festivals. This is due to low self-esteem among the student mothers and stigma associated to student motherhood.”

A mean score of 4.22 and a standard deviation of 0.494 were achieved in regard to the statement that student mothers work hard in their studies. This therefore implied that on average students tended to agree that they put a lot of hard work in their studies which is a positive attribute of students in realization of full participation in education matters in secondary schools. This is further supported by majority of student mothers who indicated that they were in agreement (Agree=41.7%; Strongly Agree=46.3%) that they work hard in their studies. The common agreement as shown by a low standard deviation on this metric is an indication that

almost all student mothers in Baringo County work hard in their studies. This is in line with the findings by Katamei and Omwono (2015) who indicated that student mothers put a lot of hard work towards studies in order to succeed in their education and frequently consulted with their teachers on concepts unclear to them. Jumba (2017) also noted that student mothers worked hard in order to demonstrate gratitude for their mothers and siblings having accepted to raise their children for them.

Teacher counsellors were in agreement that student mothers work very hard to achieve better grades and also to be able to multi-task in both motherly roles and student roles. This is a positive attribute of student mothers towards the educational participation of the student mothers. One of the teacher counsellors asserted that;

“Student mothers to make it successfully through secondary school, they should practice perseverance and hard work as one of the important characteristics.”

One class teacher indicated that;

“Working hard is an important aspect of student mothers if they were to realize success in their education and make sense of their going back to school”

The study further sought to find out whether the students mothers were confident that they could take part in any class discussion without fear. In respect to this quest, the current study established that on average the student mothers tended to agree that they were confident in taking part in class discussions and that they did not have any fear in doing so. This is evidenced by a mean score of 4.18 which is above 3.00. Again, majority of student mothers were in agreement (Agree=37.1%; Strongly Agree= 47.2%) that they participated in class discussion without any fear. There was common way of responding to this question as evidenced by a small spread of responses among the student mothers and hence a standard deviation of less than 1.00 (standard deviation of 0.530). A study by (Asomani, 2017) revealed that student mothers were active in participating in class discussions as well as group discussions. The author added that the student mothers expressed their opinions without fear before the rest of the students. However, Chauke (2013) found out that student mothers did not fully contribute during class discussion due to fear of judgment and low self-esteem.

Class teachers indicated that most of the student mothers participate in class discussion and debates. However majority of them indicated that at first when the student mothers were

readmitted back to school, they were very quiet and did not fully participate in the class room activities like the other students. But upon motivation by class teachers, they finally participated in the activities. One of the class teachers indicated that;

“The student mothers were shy at the beginning due to low self-esteem. Their peers also regarded them poorly for the reason that they were mothers but upon encouragement and integration into the classroom, the students’ mothers slowly picked up and started contributing in-group discussions and making presentation in the class.”

Ability to cope with schoolwork despite any challenges is a very strong attribute that students should have for them to fully succeed in education related activities in schools. Student mothers are faced with most of the challenges in their education and therefore the study sought to find out if they were confident that they could cope with schoolwork despite the challenges that they may face in their education journey. In respect to this, a mean score of 3.94 and a standard deviation of 0.693 were achieved. The obtained mean score is an indication that on average the student mothers tended to agree that they were confident to overcome any challenge in their education and keep up with their schoolwork. In respect to this metric, 36.3% of students mother agreed while 40.1% strongly agree that they were confident that they could cope with school work despite the challenges that they may face in their education journey. Consensus among the student mothers in rating this statement was also realized due to a standard deviation of less than 1.00. In line to this, Achoka *et al.* (2015) established that student mothers were optimistic that they can overcome all challenges they may face in their educational journey without giving up or dropping out of the school.

From the entire interviews, it was revealed that student mothers faced several challenges in their education. Most of the participants interviewed indicated that student mothers were determined to make it in education despite the challenges that they faced in their motherhood. One of the teacher counsellors indicated that;

“Student mothers work hard to overcome the challenges that they face against all odds and emerge victorious in the long run.”

Another said that;

“The level of determination to excel through academics among the student mothers we have in school is encouraging. This confirms their need for re-integration in school community even after child bearing.”

Hope for better life through education was the highly rated individual factor of student mothers in their educational participation. The metric achieved the highest mean score of 4.44 and the lowest standard deviation of 0.392 which is an indication that student mothers were very hopeful that they would have a better life if they pursue education. A large proportion (90.7%) of student mothers agreed (Agree=29.4%; Strongly Agree= 61.3%) that they had hope for better life through education. This is a positive attribute of student mothers and an indication of determination to pursue education. These findings were consistent to the findings of Taukeni (2014) who noted that most of the student mothers had hope for a better tomorrow through education and therefore they were prepared to develop their career in academics.

The theme of hope for a better life through education by student mothers was clear through the interviews conducted among the class teachers and teacher counsellors. Most of them indicated that student mothers did not lose hope of education even after giving birth and for this reason they re-entered back to secondary school to pursue education. This was supported by the saying that:

“Though child bearing seemed to be a setback to most of the student mothers, they did not lose hope with education and that they hoped for a better life ahead after completion of their studies.” Another one indicated that; *“most student mothers have not given up on education and are determined to have a better life through better and higher education levels.”*

A mean score of 3.70 and a standard deviation of 0.885 were achieved in respect to the statement that student mothers were proud of themselves. This is a great booster towards educational participation of student mothers. The achieved mean score implied that on average the student mothers tended to agree that they were proud of themselves and they did not despise themselves for having children while in secondary schools. In support of this, 25.1% and 40.3% of student mother agreed and strongly agreed respectively that they were proud of who they were despite their motherhood status. This was a common agreement across the student mothers in different schools in Baringo County due to a standard deviation of less than 1.00. Other studies (Birchall *et al.*, 2018) also revealed that student mothers were proud of themselves and the decision that they made to go back to school instead of dropping out of school for child rearing responsibilities.

The interviews conducted in this study revealed that on average student mothers were proud of themselves. Being proud of themselves was asserted by most of the teacher counsellors to be an important attribute of student mothers in order for them to fully participate in education. In respect to this, one of the interviewed teacher counsellor asserted that;

“Most of the student mothers we have in this school have accepted the motherhood status and are no longer living in denial. We encourage them to have positive attitudes towards themselves despite the challenges that they face as student mothers”.

However, some student mothers were very bitter on the circumstances that led to their pregnancies and hated themselves for that. For instance, one of the teacher counsellors reported that;

“We face challenges in advising some of the student mothers, especially those who had adverse experiences such as rape in accepting the outcome of the experiences. These kind of student mothers hate themselves and have suicidal feelings from time to time and we keep a close eye on them.”

A composite mean score of 3.85 and standard deviation of 0.708 were achieved on statements rating the individual factors of student mothers in secondary schools in Baringo County. Among all factors, individual factors were highly scored which is an indication that on average, student mothers have intrinsic motivation to continue with their education despite becoming a mother in their secondary schools. No statement on individual factors of student mothers had a mean score of less than 3.00 and also no statement had a standard deviation of more than one. This is an indication that despite community, family and school challenges that the student mother faces in their education, they had the determination to continue with their studies.

This is in line to the feedback received from the interviews. Some of the interviewed teachers indicated that most of the student mothers were disciplined and were very committed to their studies and always consulted their teachers. They further indicated that they had the self- drive to do most of the educational activities in the school and did well in their examinations. One of the class teachers said that;

“Most of the student mothers are disciplined and committed to their studies and are close to the teachers. They are self-driven in participating in educational activities in the school and we cite them as examples of hard-working people in motivating students to work hard.”

Another said that;

“Hard work and discipline is very crucial for student mothers to fully participate in educational endeavors.”

4.7.2 Correlation between Community Factors and Educational Participation of Student Mothers

The study further sought to find out the relationship between the individual factors that students experience and their educational participation in their schools. To do this, the study used Pearson correction and whose results are shown in Table 25.

Table 25
Correlation between Individual Factors and Educational Participation of Student Mothers

		Educational Participation
	Pearson Correlation	0.728**
Individual Factors	Sig. (2-tailed)	0.000
	N	286

Results in Table 25 indicate that there was a positive and strong relationship between student mothers' individual factors and their educational participation in secondary schools. This is evidenced by a strong correlation coefficient of 0.728. The study further found that the relationship between the two variables was statistically significant ($p < 0.05$). The findings imply that there is a direct relationship between the individual factors of the student mothers and their participation in educational matters. In respect to this, an increase in intrinsic motivation of the student mothers would imply that they would also improve in their participation in educational activities and vice versa. Interviews conducted in this study were also in support of this finding, where majority of the participants indicated that individual factors had the greatest influence on educational participation and determined the success of the student mothers in education. The findings in this study are in line with the findings of Thuo *et al.* (2018) who established that individual factors facing a student mother were significantly related to their educational participation in secondary schools.

4.7.3 Regression Analysis between Individual Factors and Educational Participation of Student Mothers

The fourth hypothesis of the study stated that there is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County. To test this objective, the current study regressed the individual factors for student mothers with their educational participation. The results for the regression analysis are as shown in Table 26.

Table 26

Model Summary for Individual Factors and Educational Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.728 ^a	0.530	0.528	0.54644

a. Predictors: (Constant), Individual Factors

The study established that there was strong association between the predicted and observed values of the educational participation. This is due to an R-value of 0.728 and therefore implying that there data fits the model well. The R-square of 0.530 achieved in this study further implied that individual factors of student mothers accounts for 53.0% of the variation in their educational participation in secondary schools. The study achieved an Adjusted R-Square Value of 0.528 which is less than the R-Square value and therefore any additional predictor variable would improve model prediction less than expected. A low (less than 1.00) standard error of estimate of 0.54644 achieved in this model implied that the prediction model was accurate in its prediction. The study further sought to find out whether the regression model was significant in its prediction and the results are shown in the ANOVA table in Table 27.

Table 27

ANOVA for Regression between Individual Factors and Educational Participation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	95.547	1	95.547	319.990	0.000 ^b
1	Residual	84.801	284	0.299		
	Total	180.348	285			

a. Dependent Variable: Educational Participation

b. Predictors: (Constant), Individual Factors

The model as a whole was established to be statistically significant predictor of educational participation of student mothers in secondary schools. This is due to the observed F-statistic of 319.990 which was greater than its F-Critical value of 3.893. In addition, the achieved p-value of less than 0.05 in this study confirms the significance of the model. Therefore the model provided a good fit for the data and also gives better prediction than a regression model with zero predictor variables. The study sought to evaluate the sensitivity of the model through examination of its beta coefficients as shown in Table 28.

Table 28
Model Coefficients for Regression between Individual Factors and Educational Participation

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1	(Constant)	0.213	0.204	1.041	0.299
	Individual Factors	0.932	0.058	0.728	16.069

a. Dependent Variable: Educational Participation

Table 28 shows that a unit increase in the individual motivation of student mothers would result into 0.932 units increase in the educational participation of student mothers in their secondary schools. This is due to a beta coefficient of 0.932, and therefore a positive influence of intrinsic motivation on the educational motivation of student mothers. Additionally, the study established that this influence was statistically significant due to a p-value less than 0.05. Therefore the fourth research hypothesis stating that there is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County was rejected at 95% confidence interval. A significant prediction between individual factors facing student mothers and their educational participation was also realized in a study by Onyeka *et al.* (2017).

4.8 Multiple Linear Regression

In order to compare the level of influence on educational participation of student mothers among the four independent variables of the study, the study carried out a multiple linear regression and whose results in Table 29.

Table 29:***Selected Factors Influencing Educational Participation of Student Mothers***

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.531	0.262		2.026	0.044
Family Factors	0.247	0.093	0.151	2.657	0.008
School Factors	0.272	0.091	0.189	2.985	0.003
Community Factors	0.228	0.081	0.166	2.825	0.005
Individual Factors	0.597	0.062	0.542	9.571	0.000
R Square = 0.623, F=44.309, P<0.05					

a. Dependent Variable: Educational Participation

A model consisting of family, school, community and individual factors as predictors of educational participation of student mothers in secondary schools in Baringo County was found to be significant at 5% significance level ($F=44.309$; $p<0.05$). The study revealed that family, school, community and individual factors cumulatively accounted for 62.3% ($R^2=0.623$) of the variance in educational participation of student mothers in secondary schools in Baringo County.

However, there were different levels of influence among the four predictor variables. Individual factors had the highest influence as indicated by a beta coefficient of 0.597. This implied that a unit increase in individual factors (self-concept, self-efficacy and attitudes) resulted to an increase of 0.597 units in educational participation of student mothers. This was followed by school factors with a beta coefficient of 0.272 and therefore implying a unit increase in school factors led to an increase of 0.272 units in educational participation of student mothers. The third highest predictor in the model was family factors with a beta coefficient of 0.247 and therefore an indication that in the event that family factors are increased by one unit, the educational participation of the student mothers would increase by 0.247 units. Least influence was established to be in community factors with a beta coefficient of 0.228 and therefore implying that a unit increase in community factors would lead to an increase of 0.228 units in educational participation of student mothers.

In light to education participation, the individual plays a major role through self motivation to participate in the education as well as having the right attitudes towards studies. The school plays a critical role as compared to the family since they are the providers of the educational activities that the student mothers are expected to participate in. Additionally, family plays a greater role than the community in supporting the student mothers in taking part in educational activities since the student mothers are part of the immediate family and hence best interests. Community members may not fully be concerned about the education of student mothers within the community and outside immediate family. Therefore, the established results are in reflection of socialization processes in any society.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the major findings of the study, conclusions and recommendations as well as suggestion for further studies.

5.2 Summary of Findings

The study aimed at determining the selected factors influencing educational participation of student mothers in public secondary schools in Baringo County, Kenya. The study found out that individual factors had the greatest influence on educational participation of student mothers in public secondary schools in Baringo County. In this section, major findings in respect to the purpose and objectives of the study were made.

5.2.1 Family Factors Influencing Student Mothers' Educational Participation

The study established that there was a weak and positive relationship between family factors and educational participation of student mothers in secondary schools in Baringo County. The relationship between family factors and educational participation of student mothers was statistically significant at 5% significance level. This implies that increase in family support increased the level of educational participation of student mothers and vice versa. The first hypothesis of the study stated that there is no statistically significant influence of family factors on student mothers' educational participation in public secondary schools in Baringo County. From the findings of the regression analysis, this hypothesis was therefore rejected at 5% significant level. The study hence established that there is statistically significant influence of family factors on student mothers' educational participation in public secondary schools in Baringo County.

5.2.2 School Factors Influencing Educational Participation of Student Mothers

The second objective sought to establish the influence of school factors on the educational participation of student mothers. It was established that there was a weak positive relationship between school factors and educational participation of student mothers from secondary schools in Baringo County. This relationship was found to be statistically significant at 0.05 significance level. This further shows that increase in school support for student mothers increase their educational participation and vice versa. From the regression analysis, the second hypothesis of the study stating that there is no statistically significant influence of school

factors on educational participation of student mothers in public secondary schools in Baringo County was rejected at 5% significance level. It was therefore established that there is statistically significant influence of school factors on educational participation of student mothers in public secondary schools in Baringo County.

5.2.3 Community Factors Influencing Educational Participation of Student Mothers

A positive but weak correlation was established between educational participation of student mothers and community factors. The relationship between the two variables was found to be statistically significant. This implied that if the support to student mothers from the community is increased, student mothers would participate more on educational activities in their various schools and vice versa. Regression analysis findings led to the rejection of the third research hypothesis stating that there is no statistically significant influence of community factors on educational participation of student mothers in public secondary schools in Baringo County. It was therefore established that there is statistically significant influence of community factors on educational participation of student mothers in public secondary schools in Baringo County.

5.2.4 Individual Factors Influencing Educational Participation of Student Mothers

Results indicated that there was a positive and strong relationship between student mothers' individual factors and their educational participation in secondary schools. The study further found that the relationship between the two variables was statistically significant. The findings imply that there is a direct relationship between the individual factors of the student mothers and their participation in educational matters. In respect to this, an increase in intrinsic motivation of the student mother would imply that they would also improve in their participation in educational activities and vice versa. Using regression analysis, the fourth research hypothesis stating that there is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County was rejected at 5% significance level.

5.3 Conclusions of the Study

From the study findings, the following conclusions were reached;

- i. Family factors significantly influenced student mothers' educational participation in public secondary schools in Baringo County. It was also noted that family factors significantly predicted student mothers' educational participation.

- ii. The study also revealed that school factors significantly influenced student mothers' educational participation in public secondary schools in Baringo County. It was further established that school factors significantly predicted student mothers' educational participation.
- iii. Community factors was noted to have significant influence on student mothers' educational participation in public secondary schools in Baringo County. It was in this respect that the study revealed that community factors significantly predicted student mothers' educational participation.
- iv. Focusing on individual factors of student mothers, the study found that individual factors had a significant influence on student mothers' educational participation in public secondary schools in Baringo County. It was further noted that individual factors significantly predicted student mothers' educational participation.

5.4 Recommendations of the Study

In policy making, the study recommends education stakeholders to give the first priority to individual factors affecting educational participation of student mothers. However, the following recommendations were also made;

- i. The study established that student mothers were mostly involved in domestic chores such as cleaning, meal preparation that distract them from school activities. The study therefore recommends families of student mothers to be cognizant to the needs of student mothers. The study further recommends family members to pool their resources together and pay school fees for the student mothers as well as providing learning materials like supplementary books. Family members should also help lobby educational grants for them from non-governmental organizations and even Constituency Development Funds (CDF). The researcher to share the findings of this study with local administration who will in turn sensitize the families in their area of jurisdiction.
- ii. The study revealed that psychosocial challenges faced by the student mothers while in school were not addressed in a proper manner and that there was inadequate functional counselling services for the student mothers. The study therefore recommends schools, Ministry of Education and Teachers Service Commission (TSC) to train more guidance and counselling teachers in relevant skills. Each secondary school should appoint a mandatory female teacher counsellor in addition to a male counsellor. The study further recommends school administrations and the Ministry of Education to fully implement

the Return-To-School-Policy. The study also recommends teachers to give extra tuition to student mothers in case they miss classes due to childcare related duties.

- iii. The study further recommends community members to offer support to student mothers in the community through sensitizing the community members on the rights to education of the student mothers as well as lobbying for grants to educate student mothers. This may be done through the community administrators such as chiefs, village elders and politicians as well as the partnership between the Ministry of Health and the Ministry of Education. The study further recommends the local administration to liaise with the community role models and women church leadership to organize occasional talks or meetings with the student mothers.
- iv. The study also recommends individual student mothers to have positive attitudes towards childcare roles rather than feeling stressed due to conflicting demands of motherhood and student requirements. This may be done through the various motivational speakers invited by schools. This would ensure that the student mothers are not negatively affected by the childcare roles leading to poor participation in their education. For these positive attributes to be instilled in the student mothers, the study recommends teacher counsellors to offer guidance and counselling to student mothers once they return to school. Also parents should change the socialization process to the plight of student motherhood due to emerging trend of the changing values in the society.

5.5 Suggestions for Further Research

The following suggestions for further studies were made based on the scope of the current study and its findings;

- i. A study may be conducted to evaluate the influence of student mothers' socialization process and their educational participation.
- ii. A comparative study may be conducted to establish whether there are significant differences in the educational participation of student mothers from low socio-economic background and high socio-economic background.
- iii. In order to have conclusive knowledge on the educational participation of student mothers in secondary schools, the current study recommends further studies to be conducted in other counties.

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APPENDICES

Appendix A: Student Questionnaire

Introduction:

My name is Margaret Ayub, a PhD student at Egerton University interested in challenges as well as opportunities faced by or available to girls and young women who return to school after temporary termination of their studies due to child-birth. I therefore kindly request you to help the current study by your kind participation as one of the data sources. The study is solely for academic purposes and undertakes to adhere to all ethical considerations including confidentiality, anonymity, no harm, disclosure and informed consent.

Section A: Background Information

Please give the following background information as honest as possible by ticking in the provided braces.

1. Which is your current form

Form I

Form II

Form III

Form IV

2. What was your re-entry form

Form I

Form II

Form III

Form IV

3. What is your age

13-14

15-17

18-20

20+

Section B: Family Factors

Please rate the following statements on family factors that influence your educational participation in schools based on the following scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

S/N	Statement	1	2	3	4	5
4.	My family income is enough to take care of my basic needs					
5.	My family give me childcare support to enable me to participate in education activities					
6.	My family members offer guidance and counselling on various life aspects					
7.	My family income provides me with learning materials to support my learning					
8.	I am mostly involved in domestic chores such as cleaning, meal preparation that distract me from school activities					
9.	Childcare responsibilities take most of my time					
10.	My family prefers early marriage as opposed to continuing with studies.					
11.	My family is aware of the re-entry policy and its provisions					
12.	The number of siblings limits resources available for my studies					
13.	My siblings education receive higher priority than mine					
14.	My family prefers me working to ease the financial pressure of childcare.					
15.	My family pays school fees for my studies					

Section C: School Factors

Please rate the following statements on school factors that influence your educational participation in schools based on the following scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

S/N	Statements	1	2	3	4	5
16.	Psychosocial challenges faced by the student mothers while in school are addressed in a proper manner					
17.	When I work hard teachers praise my effort					
18.	There is adequate functional counselling services for the student mothers					
19.	Student mothers are properly reintegrated back to the school community					
20.	I get discriminated by peers from participating in extra-curricular activities					
21.	I can get extra tuition if I need in my school					
22.	Student mothers are considered immoral by teachers or students					
23.	Teachers are ill equipped to handle student mothers in terms of offering the psychosocial support					
24.	Fellow students isolate me from most of their activities					
25.	I get stigmatized while interacting with fellow students in school					
26.	Academically ungifted student mothers are not given proper attention in the school					
27.	There is plenty of school support infrastructure for the student mothers					
28.	The school fully implements school re-entry policies for student mothers					
29.	Teachers extend financial or moral support to the student mothers in their individual capacity					

Section D: Community Factors

Please rate the following statements on community factors that influence your educational participation in schools based on the following scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

N/S	Statements	1	2	3	4	5
30.	The community views student mothers as being immoral in nature.					
31.	I have someone in my local community to turn to in times of need					
32.	I have persons who are accomplished much in my local community whom I look up to as my role model					
33.	I can access child-care services in my local community					
34.	There are people in my community who I can rely on to intervene on my behalf					
35.	The community stigmatizes me by being viewed as having wasted my youth with nothing meaningful.					
36.	I am often the subject of gossip by members of the community.					
37.	The community pressures the schools to expel teenage mothers for fear they would influence their daughters in negative ways					
38.	There is lack of school collaboration with social welfare services in the community					
39.	The community views the teenage mothers as grown-ups and therefore do not need to continue with their studies					
40.	Teenage mothers are mocked by the community members					
41.	The community expects teenage mothers to be married and not to be students					
42.	The community engages in sensitization activities on the rights to education of the girl child even the teenage mothers					
43.	The community administrators lobby for grants to educate teenage mothers					
44.	The community provides guest speakers to talk to the student mothers in the population.					
45.	The community sought to mitigate the psychosocial challenges of student mothers in the society.					

Section E: Individual Factors

Please rate the following statements on individual factors that influence your educational participation in schools based on the following scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

N/S	Statements	1	2	3	4	5
46.	I am stressed due to conflicting demands of motherhood and student requirements					
47.	I feel guilty of neglecting my child by not spending sufficient time with him or her					
48.	I lack sleep especially when the child is sick.					
49.	I concentrate well at school/class					
50.	I have positive attitude towards school related activities					
51.	I am emotionally affected by childcare roles					
52.	I have self-drive to remain in school					
53.	I am confident that I can perform very well in my exams					
54.	I am confident I can perform well in extra-curricular activities (e. sports)					
55.	I work hard in my studies					
56.	I am confident I can take part in any class discussion without fear					
57.	I am confident I can cope with my school work despite any challenges					
58.	I have hope for better life through education					
59.	I am proud of who I am					

Section F: Educational Participation

Please rate the following statements on individual factors that influence your educational participation in schools based on the following scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

N/S	Statement	1	2	3	4	5
60.	I rarely miss classes/school					
61.	I take part in school sporting activities such as athletics, football, volleyball, etc					
62.	I take part in co-curricular activities such as drama, music etc					
63.	I always complete my homework in time					
64.	I take part in class discussions					
65.	I ask questions in class					
66.	I take leadership roles in the school or class					
67.	I perform well in academic assignments					
68.	I study hard for my tests					
69.	I am good in most subjects					
70.	I take academic assignments seriously					

Appendix B: Teacher Counsellors' Interview Guide

Family Factors

1. What family factors do you consider are key to re-entry of student mothers' educational success in your school?
2. In what ways does your school communicate with the families of the returnee students (or the people living with the student mother)?
3. What kind of understanding should returnee students' families have about educational participation of the student mothers?
4. In your school, what support services are provided to families of student mothers?

School Factors

5. Can you describe your experience with student mothers in your school?
6. In cases the school establishes that student mothers seem socially and also academically alienated from school, what kind of interventions does the school put in place to motivate the students in participating in school, educational activities?
7. Are there challenges in admitting and ensuring student mothers participate fully in school activities?
8. How are the interactions among fellow students, teachers, administrators and other school personnel with student mothers?
9. Which activities does the school have in order to improve the academic participation of student mothers in education activities of the school (e.g. Organizing for motivational talks, guidance and counselling, recommending for bursaries, fee subsidies, provision of conducive environment for their studies, reducing student mothers' stigmatization the school, etc.

Community Factors

10. What is the attitude of the neighbouring community on the known presence of student mothers in the regular secondary schools?
11. In your interaction with the various members of the local community, do you see endorsement of the return-to-school by girls and young women who have children of their own?
12. In what ways is the local community helping the re-admission of girls and young women who have had disruption to their schooling career due to child-birth? Eg. In

terms of financial support in paying school fees, bursaries, counseling, physical provision for child care etc.

13. Comment on church support to student mothers in ensuring that they continue with their studies (is it active or not in helping student mothers in the community).

Individual Factors

14. In your opinion, what is the important character that a student mother should have if she is to make it successfully through secondary school?
15. Are the student mothers self-driven in participating in educational activities in the school?
16. If you were to intervene to assist the student mothers to fully participate in educational activities, what would you consider in regard to individual factors (e.g motivating them to work harder, creating a positive attitude on child bearing, improving their self-esteem, etc).

Appendix C: Class Teachers' Interview Guide


Can you describe ways in which student mothers undertake the following educational related activities:

1. Participating in classroom initiatives such as asking questions, contribute to class/group discussions, making presentations in front of the class.
2. Taking part in school governance such as being a candidate for or appointed to being a class representative.
3. Participating in school sporting activities and other extra-curricular activities
4. Taking part in other co-curricular activities such as drama, music, science and maths contests, class and school debating forums etc.
5. School attendance rate
6. Sitting for examinations
7. Seriousness in their academic assignments
8. Academic performance
9. Indiscipline cases related to lack of educational participation.
10. Any other issue related to educational participation of student mothers in the school.

Appendix D: Introduction Letter from the University

EGERTON UNIVERSITY

Tel. Pilot: 254-51-2217620
254-51-2217877
254-51-2217631
Dir. line/Fax: 254-51-2217847
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P.O. Box 536 - 20115
Egerton, Njoro, Kenya
Email: bps@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

ED17/04086/14

Ref:.....

Date:..... 15th August, 2019

The Director General
National Commission for Science Technology and Innovation,
P. O. Box 30623-00100
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – MS. MARGARET J AYUB
REG. NO. ED17/04086/14**

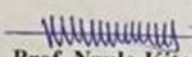
This is to introduce and confirm to you that the above named student is in the Department of Psychology, Counseling & Educational Foundations, Faculty of Education and Community Studies, Egerton University.

She is a bona-fide registered PhD student in this University. Her research topic is **“Influence of Selected Contextual and Individual Factors on Educational Participation of Student Mothers in Public Secondary Schools in Baringo County, Kenya”**

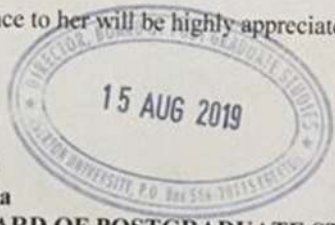
She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

Your kind assistance to her will be highly appreciated.

Yours faithfully,



Prof. Nzula Kitaka
DIRECTOR, BOARD OF POSTGRADUATE STUDIES



NK/vk

Transforming Lives Through Quality Education

Appendix E: Research Authorization from the County Commissioner



OFFICE OF THE PRESIDENT

Telephone. 053-21285
Fax. (053)-21285
E-Mail:
baringocountycommissioner@yahoo.com
baringocountycommissioner@gmail.com

When replying please quote:

MINISTRY OF INTERIOR
AND CO-ORDINATION
OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
BARINGO COUNTY,
P.O. BOX 1 - 30400
KABARNET.

REF.NO: ADM.18/1 VOL.II/118

5TH SEPTEMBER, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Reference is made to License No.NACOSTI/P/19/1143 dated 30th August, 2019 from the Director General - NACOSTI.

This is to confirm that **Ms. Margaret Ayub** of **Egerton University** has been authorized to carry out research on **"Influence of selected contextual and individual factors on educational participation of student mothers in public secondary schools in Baringo County,"** for the period ending **30th August, 2020.**

Please accord her the necessary support.

R. M. RATEMO
For: COUNTY COMMISSIONER
BARINGO COUNTY



Appendix F: Research Authorization from the Ministry Of Education

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION
OFFICE OF THE COUNTY DIRECTOR
(BARINGO COUNTY).**

Our Email: countyedubaringo@gmail.com
Tel / Fax: 053/21282

P.O. BOX 664
KABARNET

REF: CDE/BAR/RESEARCH.GEN/VOL.II /174

05/09/2019

Ms. Margaret Ayub
NACOSTI/P/19/1143
Egerton University
P. O. Box 536 - 20115
Nakuru

RE : RESEARCH AUTHORIZATION

Reference is made to research authorization letter Ref. No. 660564 dated 30/08/2019 on the above subject.

This is to inform you that you have been authorized to carry out research on "**Influence of selected contextual and individual factors on educational participation of student mothers in public secondary schools in Baringo County**" for a period ending **30/08/2020**.

The authorities concerned are therefore requested to give maximum support so that this research is completed within schedule.

I take this opportunity to wish you well during this research in our county.




Moses Karati N.
County Director of Education
Baringo

Appendix G: Research Permit from NACOSTI


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 660564

Date of Issue: 30/August/2019

RESEARCH LICENSE



This is to Certify that Ms.. Margaret Ayub of Egerton University, has been licensed to conduct research in Baringo on the topic: **INFLUENCE OF SELECTED CONTEXTUAL AND INDIVIDUAL FACTORS ON EDUCATIONAL PARTICIPATION OF STUDENT MOTHERS IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA** for the period ending : **30/August/2020.**

License No: NACOSTI/P/19/1143

660564
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

Appendix H: Journal Publication

Community Factors Influencing Educational Participation of Student Mothers in Public Secondary Schools in Baringo County, Kenya

Margaret Jepkemboi Ayub¹, Chepchieng Micah², Thomas K. Ronoh², Teresa Njonge²

1. Doctorate Student in Educational Psychology of Egerton University

2. Department of Psychology, Counseling and Educational Foundations, Egerton University

Abstract

Students' participation in educational activities at secondary school is a fundamentally important for education progression where learners acquire basic skills in their future areas of specialization. However, in Baringo County which is the study area there is high prevalence of teenage pregnancies due to high poverty levels, high illiteracy rates among parents and retrogressive cultural beliefs that may have influenced the educational participation of student mothers. The purpose of the study was therefore to establish the community factors influencing educational participation of student mothers in public secondary schools in Baringo County. Theory of Overlapping Spheres guided the study. This study was ex-post facto in approach and utilized correlational research design. The target population of 22158 girls while accessible population was 1277 student mothers. A sample size of 34 secondary schools was selected using stratified random sampling. The sample size of the student mothers in this study was 296 and was selected using stratified random sampling. In addition, 34 class teachers and 34 teacher counsellors were selected purposively, one from each of the sampled public secondary schools in Baringo County. The study collected data using questionnaires for student mothers and interview schedules for both class teachers and teacher counsellors. A correlation coefficient of 0.393 was achieved between community factors and educational participation of student mothers. The study further found that community factors significantly predicted educational participation of the student mothers at 5% significance level. In respect to this, community factors contributed 15.4% of the variance in the educational participation of student mothers. In addition, it was revealed that one unit increase in the level in which the community supports the education of student mothers results into an increase of 0.366 units in the educational participation of the student mothers. The study concluded that educational participation of student mothers in secondary schools is significantly influenced by community factors. The study findings would benefit many educational stakeholders including learners, teachers, school administrators and members of the community as well as community service groups, policymakers, and scholars in increasing the educational participation of student mothers through enhanced community support.

Keywords: Community Factors, Educational Participation, Student Mothers

DOI: 10.7176/JEP/12-9-13

Publication date: March 31st 2021

1. Introduction

Secondary level of education has been seen as a fundamental stage for education progression where learners acquire basic skills for their future areas of specialization (UNESCO, 2019). In Kenya, with secondary level of education, individuals can gain entry to labour market or even proceed with post-secondary education such as gaining entry to colleges, Technical and Vocational Education and Training (TVET), and universities amongst others (Anyieni & Areri, 2016). According to Sephania (2017) secondary level of education is crucial to learners since apart from achieving the academic obligations;

Influence of Family Factors on Student Mothers' Educational Participation in Public Secondary Schools in Baringo County, Kenya

Margaret Jepkemboi Ayub¹, Thomas K. Ronoh², Micah C. Chepchieng², Teresa Njonge²

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²Department of Psychology, Counselling and Educational Foundations, Faculty of Education and Community Studies, Egerton University, Njoro, Kenya

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Received July 26, 2020; Revised; Accepted

Cite This Paper in the following Citation Styles

(a): [1] Margaret Jepkemboi Ayub, Thomas K. Ronoh, Micah C. Chepchieng, Teresa Njonge, "Influence of Family Factors on Student Mothers' Educational Participation in Public Secondary Schools in Baringo County, Kenya," *Universal Journal of Educational Research*, Vol. 9, No. 6, pp. XX-XX, 2021. DOI: 10.13189/ujer.2021.09060x.

(b): Margaret Jepkemboi Ayub, Thomas K. Ronoh, Micah C. Chepchieng, Teresa Njonge (2021). Influence of Family Factors on Student Mothers' Educational Participation in Public Secondary Schools in Baringo County, Kenya. *Universal Journal of Educational Research*, 9(6), XX-XX. DOI: 10.13189/ujer.2021.09060x.

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Abstract Secondary level of education has been reviewed as a fundamental stage for education progression where learners acquire basic skills in their future areas of specialization. At this level, students participate in educational activities that pertain to secondary school education. However, in Baringo County there is high prevalence of teenage pregnancies due to high poverty levels, high illiteracy rates among parents and retrogressive cultural beliefs that may have influenced the educational participation of student mothers. The purpose of the study was therefore to establish the influence of family factors on educational participation of student mothers in public secondary schools in Baringo County, Kenya. This study was *ex-post facto* in approach and utilized correlational research design. The target population for the study was 1277 student mothers. The sample size of the student mothers in this study was 296 and was selected using stratified random sampling. The study collected data from student mothers using questionnaires. Validity of the questionnaires was ascertained through developing the research instruments in line with the research objectives and also consulting the supervisors and lecturers in educational foundations. A pilot study was done among 30 student mothers to ascertain the reliability of the questionnaires. Based on the pilot data, the Cronbach's alpha coefficient for the family factors questionnaires was

0.870 and 0.885 for educational participation. The data was analysed using SPSS version 24. The study found that there was a significant relationship between family factors and educational participation of student mothers in secondary schools in Baringo County at 5% significance level. The study concluded that family factors significantly influenced educational participation of student mothers. The study findings would benefit many educational stakeholders, policymakers, and scholars in increasing the educational participation of student mothers through enhanced family support.

Keywords Educational Participation, Family Factors, Student Mothers

1. Introduction

1.1. Background of the Study

Different scholars, organizations and institutions in diverse contexts have highlighted the importance of secondary education [1]–[4]. Secondary level of education has been seen as a fundamental stage for education progression where learners acquire basic skills for their