Challenges of school re-entry among teenage mothers in primary schools in Muhoroni district, Western Kenya

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Description:
Much has been done towards attainment of gender equity in education as envisaged in the Millennium Development Goals (MDGs), yet gender disparities persist in many parts of the country. Studies indicate that most of girls who drop out of school do not return to class after childbirth despite provisions for it. The purpose of this study was to examine factors that influence re-entry of school girl mothers in primary schools in Muhoroni District, Kisumu County in western Kenya. Cross-sectional descriptive research design combining both qualitative and quantitative approaches was used in this study. The data was collected from teachers, pupils, parents/guardians and teenage mothers using questionnaires, key informant interviews and Focused Group Discussions (FGDs). It emerged that a range of socio-cultural factors constrained school re-entry of young mothers after pregnancy. The study recommended policy review to comprehensively address the exclusion of teenage mothers from school in order to enhance gender equity in education.

Links:
Challenges of school re-entry among teenage mothers in primary schools in Muhoroni district, Western Kenya [1]

Themes:
Adolescent pregnancy [2]

Regions:
Africa [3]
Kenya [4]

Resource types:
Journal articles [5]

Keywords:
access to education [6]
adolescent [7]
dropping out [8]