TEENAGE MOTHERHOOD- A DOUBLE TRAG EDY

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Abstract

The ministry of education has a critical role to play in addressing issues of gender equality and equity in Kenya. The gender education policy provides a framework for the planning and implementation of gender responsive education and highlights the key concerns of retention, transition rates and persistent negative socio-cultural practices and attitudes, which inhibit the realization of equity (MOE, 2007). The high girl-child drop-out rates, early marriage, and teenage motherhood have caused prevalent gender inequalities in Kenyan Secondary schools. The purpose of this study was to determine the prevalence of Teenage Motherhood in selected counties in Kenya. The objectives of the study were: To determine the secondary school girl success in education in selected counties in Kenya, to determine a secondary school girl retention in education in selected counties in Kenya, to find out reasons for dropout among secondary school girls in selected counties in Kenya, to determine the relationship between dropout and teenage motherhood among secondary school girls in selected counties in Kenya. The study employed ex post facto research design. The target population was one hundred and fifty nine thousand and thirty nine (159,039) girls while the accessible population consisted of twenty five thousand six hundred and fifty four (25,654). The sample size comprised of 378 secondary school girls. Simple random sampling was utilized to select school girls. The data was collected through the administration of questionnaires to students while content analysis was carried out to get vital information on education gender mainstreaming. The content validity of the instrument was ascertained with the assistance of the supervisors from the department of Counseling, Psychology and Education Foundation. The reliability was determined by conducting a pilot study. Cronbach’s alpha coefficient was used to compute the reliability of the instrument. Which established a reliability coefficient of 0.7? This was considered to be acceptable and reliable. The data collected was analyzed using means and standard deviation. Analyzed data was presented using cumulative frequency tables and percentages. The findings of the study indicated high dropout rates, irregular patterns of school attendance and extensive interruption in education of girls. Further the findings revealed that gender mainstreaming in education has a significant relationship with access to and retention in education. The study recommends gender specific activities that facilitates girls’ access to and retention in education and psychological preparedness of parents and guardians in the support of girls’ education, change of public advocacy, carrying out follow-up surveillance, and mentorship programs and evaluation of existing policies and practices to identify their shortcoming and areas of improvement. The study suggests further research on, barriers to a gender enabling environment and an assessment of an effective mechanism of implementing, reviewing and intervention strategies of education gender mainstreaming in educational policy in schools.
Key words: Teenage motherhood, access, Retention, Gender Equality.

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Introduction
Gender mainstreaming was established as a global strategy for the promotion of gender equality in the platform for action adopted in the fourth World Conference on women in Beijing (Valdeavilla & Manapat, 2001). It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres. This ensured that women and men benefit equally, while preventing inequality from being reproduced (Moore, 2003). The ultimate goal of gender mainstreaming is the achievement of gender equity and equality (Ahmed & Rafi, 2003). Education is a basic human right and in 1990, the Education For All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (Kenya Education Fund, 2005). United Nations Educational Scientific Cultural Organization & United Nations International Children’s Fund (UNESCO) & United Nations International Children’s Fund (UNICEF) Report, (2000) stated that as many as 90 million children were without education globally in 2005 and 2006; more than half of whom were girls. In the sub-Saharan Africa, the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. There are several factors that affect the education of girls. These include the fact that the society sees education of boys more important than that of girls and there is a belief by members of the society, especially among men that, educated women are less “feminine” and are not easily controlled by men (FAWE News, 1997). Moreover, many girls drop out because of pregnancies or being unable to cope with the pressure of work and domestic chores.

Gender mainstreaming policy was aimed at providing equal opportunity and competitive edge for both boys and girls. However, gender disparity is still experienced globally in varied degrees and circumstances. UNESCO & UNICEF (2000) noted that as many as 90 million children were without education globally in 2005 and 2006; more than half of whom were girls. In the sub-Saharan Africa, the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. In spite of efforts to promote the advancement of the female community in Kenya, high girl drop-out rates, pre-marital pregnancies and early and forced marriages are still experienced in most parts of Kenya. Students in secondary school still choose careers along gendered lines. Female harassment at home and school is widely witnessed (Hannah, 2003).

Gender disparity in education has been witnessed since independence in Kenya. In 2002, the enrollment in pre-primary stood at 1, 175,223. Girls accounted for 49.1% of the total enrollment (Republic of Kenya, 2006). Gender gap in education in secondary schools is slight at national level. However, large imbalances in enrollment of girls in secondary schools have been witnessed which have had an effect on female education at the university and other post-secondary educational institutions. Out of 62,875 students that were in public universities in 2001/2002 academic year, females constituted 32.7%.

Student's in secondary school still choose careers along gendered lines. Female harassment at home and school is widely witnessed (Hannah, 2003).
Henslin (2004) observed that gender and age are master statements that cut across all aspects of life. A person is labeled male or female and assigned some age category no matter what he/she attains in life. These labels and categories carry images and expectations about how they should act. They not only guide their behavior, but also they serve as the basis of power and privilege. Gender sorts people on the basis of sex and into different life experiences. It opens and closes doors to power, property and even prestige. Like social class, gender is a structural feature of society.

Around the world, gender is the primary division between people. Every society sets up barriers to provide unequal access to power, property, and prestige on the basis of sex (Henslin, 2004). Consequently, sociologists classify females as a minority group.

The major theory of patriarchy (that is men dominating society) points to historical and social consequences of human reproduction (Biggart, 2002). Because only females get pregnant, carry a child for nine months, give birth and nurse babies, women were limited in their activities for considerable part of their lives. To survive, an infant needed a nursing mother. With a child at her breast or in her uterus, or one carried on her hip or on her back, women were physically encumbered. Consequently, around the world women assumed activities around the home while men took over the hunting of large animals and other tasks that required greatest speed and longer absence from the base camp (Fuller et al, 2005). As a consequence, men became dominant. Henslin (2004) indicated that, little prestige was given to the ordinary routine, taken-for-granted activities of women—who were not seen as risking their lives for the group. Eventually, men took over society. Even today, patriarchy is always accompanied by cultural supports designed to justify male dominance—such as certain activities designated as “not appropriate” for women. Male dominance in contemporary societies, then, is a continuation of millennia—old pattern whose origin is lost in history (Women Equality Unit, 2004).

The Ministry of Education (MOE, 2007) upholds that education has a critical role to play in addressing issues of gender equality and equity in Kenya. These issues affect individuals, families, communities and society as a whole, hence hindering the overall goal of the ministry of education (MOE) which is to provide equal access to education for boys and girls irrespective of their social–economic status. This is pursuant to the government’s commitment to achieving Education for All (EFA) by 2015.

The ministry of education, in collaboration with Non-Governmental Organizations (NGOs) has developed the gender policy to address critical issues related to gender and education which is arrived at providing a roadmap for the MOE and stakeholders towards the achievement of gender parity. It aims at ensuring that both boys and girls, men and women, participate equally in learning and management of education at all levels. The Gender Education Policy provides a framework for the planning and implementation of gender responsive education, as well as research and training at all levels. It highlights the key concerns of retention, transition rates and persisting negative socio-cultural practices and attitudes, which inhibit the realization of equity (MOE, 2007). This is aimed at achieving sameness in quality, uniformity in quantity, amount, value and intensity of provisions made and measures implemented for women and men, as well as boys and girls.
The government of Kenya is also a signatory to major international conventions and agreements that address human rights and gender equality (FAWE, 1997). These efforts are aimed at the realization of the Sustainable Development Goals (SDGs) as well as Education for All (EFA) (MOE, 2007).

The government of Kenya also subscribes to the aspirations of the Conventions on the Elimination of all Forms of Discrimination against Women (CEDAW), the Elimination of the worst forms of child labor, the convention on the rights of the child and the Beijing Platform for action, among others. A gender policy in education was also put in place whose primary aim was to provide a framework for the planning and implementation of gender responsive education, as well as research and training, at all levels (MOE, 2007).

It is generally perceived that intellect with all its attributes such as rationality, logic and creativity are male qualities. Females are alleged to be illogical, emotional and not bright (Beyon, 2002). In Kenya, girl-child education remains elusive. Mwangi (2004) reported that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. It was also reported in BBC News (2006) that African Patriarchic societal viewpoint favor boys over girls because boys maintain the family lineage.

To ensure sustainable improvements in female education both access and quality reforms cannot be separately conceived, but require integrated conceptualization and planning. Efforts to prepare teachers to boost enrolments in school will prove only partially fruitful if the same teachers are not supported to improve their teaching skills and practices to ensure that those learners remain in school with learning processes that are supported by school, community and family to the extent possible. The United Nations Children’s Fund (UNICEF), (2004).

However, certain factors encroach in and impede the education progress of girls in the society. Such factors include; early marriage, pre-marital sex leading to pregnancy, socio-cultural factors, socio-economic factors, and geographical factors among others (Ombuya, Yambo and Omolo, 2012). (M’mbasu and Mukonyi, 2013) found out that girls who drop out of school due to pregnancy, social, cultural economic, gender preference, lack of fees, ill health and lack of interest or failure to pay non-tuition fees are to victims of a disadvantaged society.

Attitude does play a major role in provision of education opportunities. A major deterrent to female take up and follow through education opportunities is near universal fundamental cultural bias in favor of males. The widespread operation of patriarchal systems in Sub-Saharan Africa showed that social organizational on early pregnancy, on heavier domestic subsistence duties of females and a generally lower regard for the value of female life, adversely affect the participation of girls and women in formal education (United States Agency International Development (USAID) (2014).

In developing countries, proponents of class retention on academic performance hold that students who fail to reach the minimum standards set for a given class is to spend more time in the same class (Hunter & Mary, 2003) Such students are forced to repeat a class which may act as a de-motivator. Such learners may easily drop out of school. A study by Ombuya, Yambo and Omolo (2012) observed that sporadic cases of repetition in different class could lead to drop out from school; furthermore, it has been noted that as a girl
grows older, the opportunity cost of her time often increases, leading to her drop out. It is out of this background that the study sought to determine whether there is a relationship between gender motherhood and gender mainstreaming in four selected counties in the Rift Valley region of Kenya.

The study had four objectives:

i) To determine the secondary school girl success in education in selected counties in Kenya

ii) To determine a secondary school girl retention in education in selected counties in Kenya

iii) To find out reasons for dropout among secondary school girls in selected counties in Kenya.

iv) To determine the relationship between dropout and teenage motherhood among secondary school girls in selected counties in Kenya.

Research Methodology

This study adopted and exposed facto causal comparative research design. This study was carried out in four selected counties within the rift valley region of Kenya. The area was considered appropriate for the study because large part of this area experience high girl dropout rate and it was inhabited by diverse communities. The target population of this study comprised all public secondary school girls within the counties of rift valley region, Kenya. According to MOE (2011) there were 159,039 girls in secondary school in the region. Rift Valley region is made up of 13 counties. The sample was drawn from four out of thirteen; this were Keiyo Marakwet, Narok, Turkana and West Pokot. 378 girls were randomly selected from schools in the counties. Koech (1999) observed that the most urgent priority is to remove every obstacle that hampers women participation in educational programs and leadership. The study used questionnaire method of data collection content and face validity of the instrument was established to access the accuracy, meaningfulness, appeal and appearance of the instruments for the data collection. Two supervisors who were experts in educational psychology were consulted in ensuring that the instruments were in relation to the set objective and content area under study. Their suggestions and comments were used to modify the research and make them adaptable to the study. A pilot study was conducted in 4 school to establish reliability of the instrument. 40 girls, 10 from each school were involved in the pilot study. The results of the pilot study were used to compute the reliability of the instrument. Cronbach’s alpha was then computed to determine reliability of the instrument. A coefficient of 0.71 was achieved. This was considered highly acceptable and reliable. According to Mugenda and Mugenda (1999), a coefficient of 0.7 or more implies that there is a high degree of reliability. Cronbach’s alpha is considered by many specialists in education and psychological measurements to be the most satisfactory method of determining the reliability of a standard test (orodho,2009). In this study it was considered the most appropriate method since the problem of study was a psychological matter.

Results and Discussion

The girl-child access to secondary school education is an important indicator of education gender policy implementation.

The access to secondary school education was assessed by looking at access indicators as in Table 1 below. According to Organization for Economic Cooperation and Development (OECD) education report
indicators to measure access to education include but not limited to enrolment rates, by age, trends in enrolment rates, transition characteristics from age 15-20, by level of education and Upper secondary enrolment patterns. As indicated in table 14, the study explored the enrolment rates, age of the girls from form I to IV to determine access to secondary education. The study results shown in table 1 below designate higher access to secondary education by the girls. Otherwise, all the age groups; 12-14 years, 15-17 years and over 18 yrs are represented in virtually across all the classes. This finding according to organization for Economic Co-operation and Development (OECD) report (2009) is an indicator of a higher level of access. The study explored the enrolment rates, by age to find out if all the categories were represented. This version of the demographic information gave the distribution of the girls per class and age (Table 1).

Table 1: Distribution of Girls’ Access to Education by Class and Age

<table>
<thead>
<tr>
<th>Class</th>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form I</td>
<td>12-14 yrs</td>
<td>29</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>15-17yrs</td>
<td>59</td>
<td>60.0</td>
<td>90.0</td>
</tr>
<tr>
<td></td>
<td>18 and above</td>
<td>10</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Form II</td>
<td>12-14 yrs</td>
<td>10</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>15-17yrs</td>
<td>76</td>
<td>62.0</td>
<td>70.0</td>
</tr>
<tr>
<td></td>
<td>18 and above</td>
<td>37</td>
<td>30.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>123</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Form III</td>
<td>12-14 yrs</td>
<td>12</td>
<td>10.8</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>15-17yrs</td>
<td>45</td>
<td>40.5</td>
<td>51.4</td>
</tr>
<tr>
<td></td>
<td>18 and above</td>
<td>54</td>
<td>48.6</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>111</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Form IV</td>
<td>15-17yrs</td>
<td>4</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>18 yrs and</td>
<td>5</td>
<td>92.6</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>59</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The other component of access is the enrolment pattern at a higher level of secondary education. Additional documentary during the research indicated higher access of the girls to secondary education. Students enroll even at the beginning of the second year of secondary school. This is indicated by the year 2010/2011 where there was increase in enrolment. This means that there are no constrains of facilities, both physical and human to warrant less or no enrolment. However, expansion of access is not a sufficient policy indicator of “better girls” education, though clearly it is an important starting-point. What remains more important is the question “What kind of education is being provided and under what conditions (Subrahmanian, 2006). The ministry of education in Kenya should therefore endeavor to answer such a question to ensure that effective and efficient gender mainstreaming in education in secondary schools is achieved.

The other component of access is the enrolment pattern at all levels of the secondary education, especially at higher level. The study findings as shown in table 2 on enrolment indicated enrolments at all levels. Students’ enrolment at form one was high (79.21%), since these are the students who initially join the school. There were also enrolments at all the other levels of secondary school education i.e. form two through form four (Table 2).

A similar determination of the access levels at form 2 through four were 18.86%, 15.96% and 17.46% respectively. The access comprised new enrolments, readmissions and transfers from other schools. These results indicated that, relatively, there was increase in enrolment at all class levels. More importantly is the fact that students still enroll at form four. This has the implication that, there are no constrains of facilities, both physical and human to warrant no enrolments.

Retention is another measure that the study attempted to explore. It is a measure of academic progress of a cohort of students from one term or year to the next. Retention rate is expressed as a percentage of the students who return each term or year to school. The retention rate was calculated by the number of students who returned to school every year to school. It is an important measure of how successful programs are and its analysis may show patterns of progression through an academic program or student’s academic career. Economically, retention is one key factor impacting the financial well-being of an institution. In the study retention rate was calculated by considering the total number of girls who enrolled and dividing it by total cohort. This was done by retrieving records from the secondary data available at the office of the head teacher or the teacher in charge of academics in each of the school sampled. The average enrolment for all the sampled schools was calculated to be 74.5%. The study findings indicated a high enrolment but poor retention rates especially at upper levels of the secondary education.
Table 2: Secondary School Enrolment at all classes

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment at form one</td>
<td>50</td>
<td>14</td>
<td>242</td>
<td>4515</td>
<td>90.30</td>
<td>89.364</td>
</tr>
<tr>
<td>New enrollment at form two</td>
<td>50</td>
<td>0</td>
<td>145</td>
<td>1075</td>
<td>21.50</td>
<td>42.154</td>
</tr>
<tr>
<td>New enrollment at form three</td>
<td>50</td>
<td>0</td>
<td>152</td>
<td>910</td>
<td>18.20</td>
<td>45.161</td>
</tr>
<tr>
<td>New enrollment at form four</td>
<td>50</td>
<td>0</td>
<td>154</td>
<td>995</td>
<td>19.90</td>
<td>45.505</td>
</tr>
<tr>
<td>Average access across forms</td>
<td>50</td>
<td>18.00</td>
<td>351.00</td>
<td>5700.00</td>
<td>114.0000</td>
<td>117.40997</td>
</tr>
</tbody>
</table>

Table 3: Retention rates among Secondary School Girls

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment at year I</th>
<th>Enrolment at year (i+1)</th>
<th>Retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>98</td>
<td>123</td>
<td>1.255102041</td>
</tr>
<tr>
<td>2011/2012</td>
<td>123</td>
<td>111</td>
<td>0.902439024</td>
</tr>
<tr>
<td>2012/2013</td>
<td>111</td>
<td>59</td>
<td>0.531531532</td>
</tr>
</tbody>
</table>

The yearly retention rates were calculated and summarized in Table 3. The retention rate in the year 2010/2011 is more than one (1) as in Table 3 above, implying that other than the students who were initially enrolled, there was additional enrolment at form two, giving some indication of more girls accessing the secondary education. The reasons for low retention included poor performance, poverty and unwanted pregnancies among others (Table 4). The dropout rates indicated by the findings are still rampant in most of the schools with girls being victims. From the study of the secondary data in administrative offices, there are a number of reasons as to why the girls drop out of school. As indicated in table 4, there are many reasons that cause drop out and which include; stiff competition and poor performance, transfer to other schools, pregnancies and lack of fees, non-sensitive guardians, peer pressure, early marriages, expulsion due to disciplinary action and change of work place for the guardian. In form II, the cause of drop out included transfers to day schools and lack of school fees and pregnancy. The study results indicated that transfer to day schools comprised 30% of the cases. In addition transfer to other schools comprised 10%. Consequently, this indicated low retention in the schools that the students transferred from.

In form III, the reasons for the highest dropout were school fees, pregnancy, early marriages and expulsion. All these reasons combined constituted 30% of the cases, while 10% of the cases each included lack of fees, joining boarding schools, lack of fees and poverty. In form IV, pregnancies and lack of fees comprised 20% of the cases. Early marriages and expulsion, guardian change of work place each comprised 10% of the cases. Generally low retention of girls at lower secondary level was majorly because transfers, while at higher level; it was because of pregnancies or lack of fees.
These findings concur with the studies carried out in South Asia by Subrahmanian (2006) showed that progress has been in gender mainstreaming for better girls’ education. Although many girls now have access to education, they are falling through cracks between provisions of different stages of education.

UNICEF (2004) identified difficulties girls face in accessing and being retained in schools in rural areas. These difficulties include harassment by boys, long distances to be covered between school and home, early pregnancy, lack of resources and lack of female teachers in secondary schools in rural areas to act as role models for girls. Attitudes do play a major role in provision of education opportunities is near universal fundamental cultural bias in favor of males. According to the research carried out in Sub-Saharan Africa, it was found out that the widespread operation of patriarchal systems of social organizations on early pregnancy, on heavier domestic and subsistence duties of females (especially in rural areas) and a generally lower regard for the value of female life, adversely affect the participation of girls and women in formal education (USAID, 2004). The findings further concur with (FAWE, 2000) report that indicate the lowest rates of completion and transition as well as the highest numbers of irregular patterns of school attendance witnessed in the sub-Saharan Africa. A significant share of these young children is girls who either drop out of school or experience extensive interruptions to their education.

Conclusions and Recommendations
The following conclusions were reached based on the objectives of the study. Girls still drop out of schools because of early pregnancies and social cultural factors which include the girls being married off before completing secondary school education. These factors prevent girls from access to education. Majority of the girls also stayed at home to perform domestic chores and at the same time, girls are assigned more duties than boys while at school hence they spent a lot of time on such duties than academic work.

It was inferred that economic barriers that prevented girls from accessing education affected their psychological adjustment negatively. These economic factors include lack of fees. Most parents don’t afford to pay school fees, buy school uniform and provide the girls with the personal needs for their upkeep which include provision of sanitary towels. This has a negative impact on the girls self esteem and personal development. Girls lack role models in learning institutions due to a low participation in of women in school management bodies. This hampers the psychological adjustment among girls. Gender mainstreaming however small, has an effect on psychological adjustment among girls. It was concluded that girls and women are still a disadvantaged lot as far as access and participation in education in matters is concerned. Re-admission policy of teenage mothers seemed to be implemented in some schools visited. However majority of the girls who dropped out of school did not return back to school because of lack of fees, minimal parental support and stigmatization from both teachers and fellow students.

The following recommendations were made:
a) Gender specific activities that facilitate girls’ access to and retention in education should be put in place
b) Psychological preparedness of parents in the support of girls’ education.
Table 4: Reasons for Dropout among Secondary School Girls.

<table>
<thead>
<tr>
<th>Reason for Drop outs</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Stiff Competition/poor</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lack of Fees/Poverty</td>
<td>0.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pregnancies</td>
<td>0.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Transfer to day schools</td>
<td>30.0%</td>
<td>0.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Pregnancies &amp; lack of fees</td>
<td>0.0%</td>
<td>10.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Transfer to other schools</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School fees, pregnancy,</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School fees, pregnancy,</td>
<td>10.0%</td>
<td>30.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Pregnancy and guardian change</td>
<td>10.0%</td>
<td>0.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Pregnancy Joined boarding</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10.0%</td>
<td>20.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

References


Holdsworth, Clisby, Fairbank and Miles (2007). Gender Education, Training...


