

# Socio-Economic Status and Adjustment of Re-admitted Teenage Mothers in Secondary Schools

*The study examined the influence of socio-economic status on adjustment of re-admitted teenage mothers in secondary schools in Kenya. A sequential explanatory mixed-methods design was adopted. A sample size of 166 re-admitted teen mothers was obtained using stratified sampling technique. An adapted overall Adjustment Questionnaire was used to collect quantitative data from teenage mothers while interview schedule was used to collect qualitative data from principals and school counsellors. Statistical methods such as Analysis of Variance (ANOVA) and Multiple Regression Techniques were used to analyze quantitative data while qualitative data from interviews were analyzed thematically. The calculated effect size ( $\eta^2=.569$ ) indicate that there is quite a sizeable magnitude of variance in level of adjustment caused by variability in the socio-economic status of the respondents. Schools Board of Management should develop programs to educate the parents on the plight of the teenage mothers.*

**Keywords:** *Socio-Economic Status, Adjustment, Re-Admitted Teenage Mothers, Secondary Schools*

## Introduction

Adjustment refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment (Mahmood & Iqbal, 2015). Alao (2014) reiterate that adjustment is change in attitude, behaviour or both by an individual on the basis of some recognized need or desire to change. Adjustment can be in the forms such as emotional, physical, social, academic and psychological aspects. Emotional Adjustment is an individual's adaptation in emotional relationships within and with other people, both inside and outside the school (Sekar & Arul, 2016) while social adjustment is the degree to which an individual engages in competent social behavior and adapts to the immediate social context (Crick & Dodge, 1994). Baker and Syrik (1999) define academic adjustment as having a positive attitude toward setting academic goals, completing academic requirements, the effectiveness of the efforts to meet academic goals and being successful in the academic environment while psychological adjustment is the accommodation of a person to a life-altering event or transition (Anderson, Keith & Novak, 2002). From the various definitions, adjustment can be seen in terms of aspects as academic, social, psychological, physical and emotional and it helps an individual to have goals which make them overcome challenges in a new environment.

Teenage motherhood is a critical period associated with emotional and mental distress thus affecting the lives of the student mothers in many dimensions. Moreover, transition to motherhood need physical, psychological social and cognitive preparedness but teenage mothers are not ready to becoming a mother (Mangeli, Rayyani, Cheraghi & Tirgari, 2017). It has also been realized that

1 motherhood is very cumbersome and convoluted for teenage mothers, who endure  
2 maternal role and developmental task of adolescence simultaneously despite the  
3 fact that they are learners in schools (Riva, Ierardi, Gazzotti & Albizzati, 2014).  
4 Loung (2009) indicate that teenage mothers are more likely to be socially and  
5 economically disadvantaged throughout their lives than women who delay  
6 childbearing. Herrman and Nandakumar (2012) reiterate that early motherhood  
7 significantly affects the adolescent girls, their siblings, peers, parents, school and  
8 the community as well. Kearney and Levinem, (2007) summarize that, not only is  
9 the well-being of the teenage mother affected but also one study found that  
10 daughters of teenage mothers are most likely to become teenage mothers  
11 themselves.

### 12 **Literature Review**

13  
14  
15 Literature on socio-economic status and adjustment among teen mothers exist  
16 but with varied findings in different contexts. It is hypothesized that socio-  
17 economic status influence the adjustment among teen mothers. In their study,  
18 Wall-Wieller and Nickel, (2016) indicate that the relationship between an older  
19 sisters' teenage pregnancy and younger sister's teenage pregnancy is much  
20 stronger than that between a mothers teenage childbearing and younger daughter's  
21 teenage pregnancy. It has also been reported that compared to women who give  
22 birth at ages 20 -24 years, those who are teenage mothers in Sweden have  
23 significantly increased odds of each unfavorable socio-economic outcome in later  
24 life (Petra, Bengt, Ringback & Sven, 2001). In a meta-analysis study, Ana, Manon,  
25 Christine & Kourns, (2013) add that there is a significant association relating low  
26 socio-economic status, underemployment, low income, low education levels,  
27 neighborhood disadvantage and neighborhood level income and adjustment  
28 among teen mothers. Similarly, Atwikizere (2011) study in Uganda indicate that  
29 there is a significant negative relationship between social economic status and  
30 teenage pregnancy implying that, teenagers from low social economic status  
31 families are more likely to become pregnant compared to those of higher class.

32 Garner, Gulmond and Senecal, (2013) reiterate that the teenage mothers are  
33 less likely to graduate from high school and more likely to live in crowded  
34 housing. Similarly, Debbs and Walsh (2010) study in India indicate that,  
35 adolescents who belong to middle class socio economic groups suffer more  
36 adjustment problems due to anxiety than those from both high and low socio  
37 economic groups. In a survey study carried out in Canada, it is reported that there  
38 is a strong relationship between teenage child bearing and long term socio  
39 economic outcomes taking other factors that influence these outcomes into  
40 account (Loung, 2012). Similarly, Penman-Aguilar, Carter, Snead and Kourtis,  
41 (2013) reviewed 12 previous studies and find that socio economic factors is one of  
42 the main determinants of teen pregnancy among adolescent girls. Smith (2007)  
43 also agree that if parents of teen mothers have low educational attainment, they are  
44 often not well equipped to help their daughters succeed in school even though they  
45 desire that the young mothers to finish their education. Vaghela (2015) indicate  
46 that adolescent girls' students from nuclear and joint families differ significantly

1 on their scores of social adjustment as well as emotional adjustment. Elder and  
2 Shamanan (2007) add that humans are interdependent and an adolescents' life is  
3 intertwined with that of their family poverty and structure, and when an adolescent  
4 becomes a teenage mother, they experience changes which affect their transition  
5 and trajectory.

6 In another study, Amato and Kane (2011) conclude that young women who  
7 follow pathway involving college attendance to full time employment with no  
8 family-formation transitions are functioning comparatively well with respect to  
9 general health depression and self-esteem. The duo further states that, in contrast,  
10 young women who follow pathways involving early motherhood are functioning  
11 less well. In Kenya, it has been reported that teenagers are at a vulnerable stage in  
12 their development as they have to face and deal with many challenges. Becoming  
13 pregnant hinders teenagers from reaching their potential and dreams and might  
14 limit their future prospects (Orwa, Aloka & Gudo, 2016). Oketch-Oboth and  
15 Okunya, (2018) indicate that there is low psychosocial adjustment among students  
16 in Kenya which is attributed to stressful factors within institutions. Sulo, Nyang'au  
17 and Chang'ach, (2014) concludes that young mothers in Kenyan secondary  
18 schools are more likely to depend on financial assistance compared to adult  
19 mothers. Despite the previous studies on teen mothers in secondary schools, scanty  
20 researches are available on how socio-economic status would influence their  
21 adjustment in the Kenyan context. The study investigated the influence of socio-  
22 economic status (parental level of education, parental income, number of siblings  
23 and order of birth) on adjustment of re-admitted teenage mothers in secondary  
24 schools in Kenya.

## 25 26 **The Present Study**

27  
28 The study investigated the influence of socio-economic status on adjustment  
29 of re-admitted teenage mothers in secondary schools in Kenya. The research  
30 hypothesis is stated as follows:

31  
32 **Ho:** *There is a significant influence of socio-economic status on adjustment of re-*  
33 *admitted teenage mothers in secondary schools in Kenya.*

## 34 35 36 **Methods**

### 37 38 **Research Design**

39  
40 The mixed-methods sequential explanatory design was adopted. In this  
41 design, a researcher first collects and analyzes to help explain, or elaborate on, the  
42 quantitative results obtained in the first phase (Creswell, Plano Clark, Gutmann &  
43 Hanson, 2003). The qualitative phase builds on the quantitative phase and the two  
44 phases are connected in the intermediate stage in the study. The rationale for this  
45 design is that the quantitative data and their subsequent analysis provide a general  
46 understanding of the research problem. Moreover, the qualitative data and their

1 analysis refine and explain those statistical results by exploring participants' views  
2 in more depth (Creswell, 2003).

### 3 4 **Participants**

5  
6 A sample size of 166 re-admitted teen mothers was obtained using stratified  
7 sampling technique as recommended by Fisher's formula (Creswell, 2014). 100  
8 (60.2%) of the re-admitted teenage mothers are from families where monthly  
9 income was at most United States Dollars (USD) 576. Only 29 (17.5%) of the teen  
10 mothers had their parents earning more than USD 1150, as monthly income,  
11 indicating that most of the respondents were from humble economic backgrounds.  
12 In addition, more than half 86 (51.8%) of the parents had at most primary  
13 education, about 11 (6.6%) of them having no formal education at all. On the  
14 number of siblings, 75 (45.2%), of the teenage mothers had at least 5 siblings,  
15 meaning most of the parents had more than 5 children.

16 Most of the teen mothers 62 (37.3%) were either 1st or 2nd born in their  
17 families. Purposive sampling technique was used to select 10 principals and 10  
18 school counsellors who were interviewed in the second phase of the study. The  
19 sample of 166 re-admitted teen mothers had undergone a structured psychological  
20 counseling and therapy programme for 6 months at Bridge Centre in Ugenya Sub-  
21 County of Kenya and then they were integrated back to school. The aim of the  
22 psychological counseling and therapy programme is to make the re-admitted teen  
23 mothers cope with and effectively handle the stressors that come with teen  
24 motherhood while in secondary school.

### 25 26 **Measures**

27  
28 An *adapted overall Adjustment Questionnaire* was used to collect data from  
29 the re-admitted teen mothers. The Questionnaire had 40 items on various aspects  
30 of adjustment. Examples of item in the *Adjustment Questionnaire* are, "*The harder*  
31 *I work at taking a test, the more confused I get when I think of my child*"  
32 (academic adjustment), "*My relationship with others is affected because of my*  
33 *status*" (social adjustment), and "*I often find that my own inclinations have little to*  
34 *do with what I actually do or say*" (psychological adjustment) The responses on  
35 the Questionnaire items are based on a 5-point Likert scale format: *Always,*  
36 *Frequently, Sometimes, Rarely and Never.* Interview Schedule was also used to  
37 obtain qualitative data from principals and school counsellors. Two experts in  
38 Psychology from one Public university in Kenya ascertained the face and content  
39 validity of the Questionnaire. The construct validity of the *Adjustment*  
40 *Questionnaire* was tested using the Kaiser-Meyer-Olkin measure of sampling  
41 adequacy (KMO Index) and the Bartlett's Test of Sphericity. The results of  
42 Bartlett's test for Sphericity are significant ( $p < 0.001$ ,  $p = 0.000$ ) and Kaiser-Meyer-  
43 hold Olkin indexes are all significant ( $> 0.6$ ) for all the subscales of the  
44 questionnaire. Reliability of the Questionnaire was ensured by Cronbach alpha  
45 method and an overall alpha ( $\alpha$ ) of 0.821 is reported. Trustworthiness of  
46 qualitative data was ensured by member checking, detailed methodological

1 description and triangulation techniques. In addition, multiple people were used to  
2 code the data, participants reviewed the results and finally, a review of findings  
3 with peers was done.

#### 4 5 **Procedure**

6  
7 Ethical clearance was obtained from National Commission for Science  
8 Technology and Innovation in Kenya. Permission to access selected secondary  
9 school was obtained from the principals. Specific date for data collection was  
10 agreed upon and in the first phase of data collection, questionnaires were issued to  
11 the re-admitted teen mothers in the respective secondary schools. It took an  
12 average of 30 minutes to fill in one questionnaire by the teen mothers. In the  
13 second phase, interview schedules were administered to the selected principals and  
14 school counsellors which took an average of 30-45 minutes for every participant.

#### 15 16 **Data Analysis**

17  
18 Data analysis is a process of modeling and transforming data with an aim of  
19 highlighting essential information, suggestions and conclusion and supporting  
20 decision making in research. The quantitative data was analyzed by descriptive  
21 statistics such as frequency counts, standard deviation and percentages, and  
22 inferential statistics such as Analysis of Variance (ANOVA) and Multiple  
23 Regression Techniques. The use of regression analysis requires that all variables  
24 entered into the model be continuous variables. However, it is possible to include  
25 categorical independent variables in the regression analysis. Since the aspects of  
26 socio-economic status such as parental level of education, parental income and  
27 number of siblings were all categorical, there was need for the use of coding  
28 method to make the use of regression analysis possible. The use of categorical  
29 independent variables in the regression analysis involves the application of coding  
30 methods (Alkharusi, 2012). Coding methods refer to ways in which membership  
31 in a group can be represented in a mutually exclusive and exhaustive manner  
32 (Alkharusi, 2012). In general, any categorical variable with  $k$  categories can be  
33 represented by creating  $(k-1)$  dummy variables that take on numerical values. This  
34 process involves assigning one numerical value, which is called a code, to all  
35 subjects of a particular group and a different numerical value to all those of the  
36 other groups. This is because data need to be represented quantitatively for the  
37 purpose of regression analysis and that categorical variables lack this property  
38 (Keppel & Zedeck, 1989).

39 The use of Dummy Coding method which represents group membership with  
40 dummy variables that take on values 0 and 1 was employed. In other words,  
41 membership in a particular group is coded one whereas non-membership in the  
42 group is coded zero. In most common applications, one group receives 0s on all  
43 dummy variables and functions as the reference group (Myers & Well, 2003).  
44 When dummy coding is used in the regression analysis, the overall results indicate  
45 whether there is a relationship between the dummy variables and the dependent  
46 variables. The values of the intercept and the regression coefficients of the resulted

1 regression model can be obtained using least squares estimation procedures  
2 (Allen, 1997). The regression model from the dummy coding can be written as:

$$3 \quad Y_{ij} = B_0 + \sum_{j=1}^{k-1} B_j D_{ij} + \epsilon_{ij}.$$

4  
5  
6  
7 Where:  $Y_{ij}$ : The score on the dependent variable for subject  $i$  in group  $j$ .

8  $B_0$ : The intercept that represents the mean of the group coded 0 on all the dummy  
9 variables.

10  $k$ : The number of categories of the independent variable.

11  $B_j$ : The regression coefficient associated with the  $j$ th group, and it represents the  
12 difference between the mean of the group coded 1 on the corresponding dummy  
13 variable and the mean of the group coded 0 on all the dummy variables.

14  $D_{ij}$ : The numerical value assigned to subject  $i$  in the  $j$ th group.

15  $\epsilon_{ij}$ : The error associated with the  $i$ th subject in the  $j$ th group (Alkharusi, 2012).  
16

17 The rule of coding states that all members of a given group are assigned  
18 identical numerical values. The predicated score for each subject is equal to the  
19 mean of the group to which the subject belongs. In addition, the coefficient of  
20 multiple determination,  $R^2$ , for the regression model with dummy variables can be  
21 interpreted in terms of the proportion of variance in the dependent variable that is  
22 accounted for by the categorical independent variable (Alkharusi, 2012).  
23 Qualitative data from interviews obtained from selected principals and school  
24 counsellors were transcribed and analyzed thematically.  
25  
26

## 27 Results

28  
29 The study investigated the influence of socio-economic status on adjustment  
30 of re-admitted teenage mothers in secondary schools. The aspect of socio-  
31 economic status studied include, parental income, parental level of education,  
32 number of siblings of the respondents and birth order of the respondents. Two-way  
33 between-groups ANOVA was used to investigate the relationships between each  
34 aspect of socio-economic status and adjustment of teenage mother. As expected,  
35 preliminary analysis of Levene's Test of Equality of Variances was performed to  
36 safeguard the underlying assumptions of ANOVA was not violated (sig. value =  
37 .444).  
38

### 39 Parental Level of Education and adjustment of re-admitted teenage mothers

40  
41 The study established the influence of parental level of education and  
42 adjustment of re-admitted teenage mothers in secondary schools. The total level  
43 adjustment was calculated by computing the mean adjustments for each  
44 respondent from the four facets of adjustments; academics, social, psychological  
45 and emotional. The results are presented in Table 1.  
46

1 *Table 1.* Tests of between-subjects effects: Parental Education and Adjustment Re-  
2 admitted Teenage Mothers

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	14.962 <sup>a</sup>	9	1.662	16.205	.000
Intercept	378.698	1	378.698	3691.527	.000
TM category	.019	1	.019	.184	.668
Parental Education	13.210	4	3.303	32.194	.000
Teen Mothers' category * Parental Education	1.342	4	.336	3.271	.013
Error	16.003	156	.103		
Total	793.192	166			
Corrected Total	30.965	165			

a. R Squared = .483 (Adjusted R Squared = .453)

3  
4 The results in Table 1 shows that, there is a statistically significant influence  
5 of parental education [F (4, 156) =32.194, p<.05], on adjustment of re-admitted  
6 teenage mothers. The study also established that there is statistically significant  
7 interaction effect between category of teenage mother and level of parental  
8 education on adjustment of teenage mother [F (4, 156) =3.271 p=.013]. The  
9 parental level of education was a significant predictor of adjustment of readmitted  
10 teen mothers since the p-value obtained 0.000 was less than 0.05.

### 11 **Parental Income and Adjustment of Re-admitted Teenage Mothers**

12 The study explored how parental income influences adjustment of re-  
13 admitted teenage mothers and the findings of the study are as shown in Table 2.

14  
15  
16  
17 *Table 2.* Tests of between-subjects effects: Parental Income and Adjustment Re-  
18 admitted Teenage Mothers

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10.094 <sup>a</sup>	7	1.442	10.916	.000
Intercept	713.206	1	713.206	5399.124	.000
Parental income	9.878	3	3.293	24.927	.000
Teen Mothers' category	.427	1	.427	3.230	.074
Parental income * TM category	.374	3	.125	.944	.421
Error	20.871	158	.132		
Total	793.192	166			
Corrected Total	30.965	165			

a. R Squared = .326 (Adjusted R Squared = .296)

19 From Table 2, the findings of the study show that although there was no  
20 significant influence of parental income and level of adjustment among re-  
21 admitted teenage mothers [F (3, 158) =.944, p=.421], there was significant main

1 effect of parental income [ $F(3, 158) = 24.927, p < .05$ ], that is there is significant  
 2 influence of parental income alone on re-admitted teenage mother adjustment.  
 3 This finding imply although effect of parental income on teenage mother  
 4 adjustment was established, combined effect of teenage mother category and  
 5 parental income was not substantial enough to bring significantly recognized  
 6 difference in adjustment. In other words, joint effect of parental income and  
 7 category of re-admitted teenage mothers did not significantly influence adjustment  
 8 of re-admitted teenage mothers.

### 10 **Number of Siblings and Order of Birth and adjustment of re-admitted** 11 **teenage mothers**

13 The social characteristic of the family was investigated by exploring the  
 14 number of siblings and the order of birth of the teenage mother. Between-groups  
 15 analysis of variance was conducted with, category of teenage mother, number of  
 16 siblings and order of birth of the teenage mother as independent variables. Table 3  
 17 shows the results of between groups ANOVA results.

19 *Table 3.* Tests of between-subjects' effects: Number of Siblings, Order of Birth  
 20 and adjustment of Re-admitted Teenage Mothers

Dependent Variable: Overall Adjustment					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12.834 <sup>a</sup>	27	.475	3.618	.000
Intercept	213.470	1	213.470	1624.802	.000
Teen Mothers' category	.158	1	.158	1.205	.274
Birth Order	1.301	5	.260	1.980	.085
Number of siblings	2.669	2	1.335	10.159	.000
TM category * Birth Order	.244	4	.061	.464	.762
TM category * No. of siblings	.051	2	.026	.196	.822
Birth Order * No. of siblings	1.887	8	.236	1.795	.083
TM category * Birth Order * siblings	.234	4	.058	.445	.776
Error	18.131	138	.131		
Total	793.192	166			
Corrected Total	30.965	165			
a. R Squared = .414 (Adjusted R Squared = .300)					

21 The results in Table 3 shows that the number of siblings had statistical  
 22 significant influence on adjustment of re-admitted teenage mothers [ $F(2, 138)$   
 23  $= 10.159, p < .05$ ]. Further exploration of this finding indicates that re-admitted  
 24 teenage mother with two or less siblings had significantly higher adjustment than  
 25 their counter parts with three or more siblings. However, an interaction between  
 26 teenage mother category and number of siblings did not have statistically  
 27 significant influence on adjustment [ $F(2, 138) = .196, p = .822$  (ns)]. On the same  
 28 note, the order of birth of the re-admitted teenage mother had no significant  
 29



1 influence on adjustment [ $F(5, 138) = 1.980, p = .085$  (ns)]. Likewise, an interaction  
 2 effect of teenage mother category and birth order had no significant influence on  
 3 adjustment of re-admitted teenage mothers [ $F(4, 138) = .464, p = .762$  (ns)].  
 4 Equally, the other interactions did not reach statistical significance; birth order and  
 5 number of siblings [ $F(8, 138) = 1.795, p = .083$  (ns)] and student category, number  
 6 of Siblings and Birth order [ $F(4, 138) = .445, p = .776$  (ns)].

### 8 Hypothesis Testing

10 To ascertain the influence of socio-economic status on adjustment of re-admitted  
 11 teenage mothers in secondary schools, the research hypothesis is stated as follows:

13 **H<sub>0</sub>:** *There is no significant influence of socio-economic status (parental income,  
 14 parental level of education, number of siblings of the respondents and birth order of  
 15 the respondents) on adjustment of re-admitted teenage mothers in secondary schools.*

17 To test this hypothesis, the Multiple Regression analysis was used and the p-  
 18 value set at 0.05. As part of multiple regression analysis, Analysis of variance  
 19 (ANOVA) results are presented in Table 4.

21 *Table 4.* ANOVA Results: Socio-economic status and Adjustment of Re-admitted  
 22 Teenage Mothers

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.628	4	4.407	53.201	.000 <sup>b</sup>
	Residual	13.337	161	.083		
	Total	30.965	165			
a. Dependent Variable: Overall Adjustment						
b. Predictors: (Constant), Order of birth, Parental Education, Number of Sibling, Parental Income						

24 From the ANOVA results in Table 4, it is evident that the p-value for the F  
 25 statistic is  $0.00 < .05$ , meaning that socio-economic status is a significant predictor  
 26 of overall adjustment of teenage mothers [ $F(4, 161) = 53.201, p < .05$ ]. Given that a  
 27 statistical significance is established, there is adequate evidence to reject the null  
 28 hypothesis that, “*there is no significant influence of socio-economic status on  
 29 adjustment of re-admitted teenage mothers in secondary schools*”. The study  
 30 concludes that there is a significant influence of socio-economic status on  
 31 adjustment of re-admitted teenage mothers in secondary schools.

### 33 Effect size of Socio-economic Status on Adjustment

35 The calculated effect size (eta squared = .569) indicate that there was quite a  
 36 sizeable magnitude of variance in level of adjustment caused by variability in the  
 37 socio-economic status of the respondents. This implies that 56.9% of the variance  
 38 in the overall teenage adjustment is accounted for by the socio-economic status of  
 39 the teenage mother, when other variables were controlled for. However, the study

sought to investigate the contribution of each element of socio-economic status of the teenage mother on adjustment. This is shown by exploring the coefficient values in Table 5.

*Table 5. Coefficient Output: Socio-economic status variables and Adjustment of Re-admitted Teenage Mothers*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	1.806	.150		12.074	.000			
Parental Income	.126	.024	.307	5.293	.000	.543	.385	.274
Parental Education	.165	.026	.382	6.475	.000	.619	.455	.335
Number of Sibling	-.197	.039	-.289	-5.054	.000	-.539	-.370	-.261
Order of birth	.033	.019	.090	1.723	.087	.111	.135	.089

a. Dependent Variable: Overall Adjustment

The results in Table 5 indicate that, except for birth order of the teenage mother (sig. 0.087), the other aspects of socio-economic status had statistical significant influence on adjustment (sig. values < .05). Parental education had the highest Beta coefficient (.382), implying that this variable made the strongest unique contribution, among socio-economic factors, in explaining the teenage mother adjustment when the variance explained by other factors was controlled for. This means that one standard deviation increase in the level of parental education leads to a .382 standard deviation increase in predicated teenage mother adjustment, when other factors are held constant. Similarly, one standard deviation increase in parental income leads to a .307 standard deviation improvement in predicated teenage mother adjustment, when other factors are controlled for. On the contrary, number of siblings of the teenage mother accounted for the lowest contribution, among socio-economic factors, in impacting on teenage mother adjustment. The number of siblings had Beta coefficient of - .289, meaning that one standard deviation increase in the number of siblings result to .289 standard deviation decrease in the predicated level of teenage mother adjustment. Order of birth of the sibling did not have any statistical significant influence on teenage mother adjustment (sig. value =.087).

Qualitative results from interviews were also obtained from participants on the influence of socio-economic status on adjustment of re-admitted teen mothers in secondary schools. Most participants reported that teen mother's state in terms of social and economic status really affected their adjustment. That is, the teen mothers from high socio-economic status adjusted well in school as they would receive support from the parents, siblings and other family members. The teen mothers who were from families where people were well educated had ease in adjusting to school life after return to school. However, teen mothers with poor backgrounds had challenges in adjusting while in school, since there was no one to help care for the babies and so they were emotionally affected in school. Some teen mothers from poor homes had to be absent to take care of the babies even after returning to school. Moreover, in such poor homes, some suffered

1 psychologically as they were mocked by the other siblings. For instance, one  
2 school principal asserted:

3  
4 *...The poorer they are the more they are likely to becoming teenage mothers and*  
5 *vice-versa. Poverty correlates with unplanned parenthood. There is need to train*  
6 *more counsellors to meet the needs students especially teenage mothers (Principal, 2)*  
7

8 The Principal respondent 2 drew an analogy between teenage childbearing  
9 and poverty. The principal stressed the need to train more psychological  
10 counsellors to deal with the needs of teenage mothers from poor background in  
11 order to bring about psychological changes. In this regard one school counsellor  
12 and principal had this to say:

13  
14 *...Socially they now feel ok they have put whatever happened to them behind and they*  
15 *accept themselves as mothers. SES is a problem those who came from poor*  
16 *backgrounds are stigmatized wealthy teenagers or mothers are more comfortable*  
17 *because the kid can be taken of and can continue with schooling soon after delivery...*  
18 *(School counsellor, 6)*  
19

20 The principal also shared the same sentiments:

21  
22 *.... getting a care giver to look after their children is a problem. This boils down to*  
23 *economic status in most cases if they do not have a parent they stay at home and miss*  
24 *classes. It is difficult for them to concentrate in class because caring for the baby is*  
25 *very demanding. They do not have enough time to do school work properly*  
26 *(Principal, 3)*  
27

28 According to respondents' school counsellor 6 and principal 3, the re-  
29 admitted teenage mothers are from poor backgrounds and poverty correlates with  
30 unplanned parent-hood. This is because they do not have somebody to take care of  
31 the child and getting a care giver is a problem. It emerged during the interviews  
32 the parents are busy trying to make ends meet so the teen mothers do not stay at  
33 home to take care of the baby. The school counsellor also reported that teen  
34 mothers who were from higher socio-economic class were more comfortable  
35 because their parents could afford care givers for their children thus it helped them  
36 to feel relaxed at school. In this case one principal asserted:

37  
38 *Teenage mothers need a lot of assistance with regards to the baby, sanitary towels*  
39 *and food if they can't get money they can be utilized for sex Poor families have many*  
40 *drop outs due to their poor SES well off families persevere because the parent is able*  
41 *to take them back to school even after getting a baby (Principal, 4)*  
42

43 The principal 4's response indicates that the family socio-economic status of  
44 the teen mothers influenced their adjustment. This included financial support, level  
45 of education and the type of parents. Teen mothers from well to do families  
46 received a lot of support from home and were thus able to concentrate in school  
47 work.  
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## Discussion

The study investigated the influence of socio-economic status on adjustment of re-admitted teenage mothers in Kenyan secondary schools. The findings indicate that there is a significant influences of parental education, income and number of siblings on adjustment of re-admitted teenage mothers. However, the findings reported that order of birth of the re-admitted teenage mother had no significant influence on their adjustment. The calculated effect size indicates that there is quite a sizeable magnitude of variance in level of adjustment caused by variability in the socio-economic status of the re-admitted teenage mothers. The aspects of socio-economic status, the, parental education had the highest Beta coefficient, followed by parental income, then, number of siblings, and finally, the order of birth of the sibling did not have any statistical significant influence on teenage mother adjustment. This finding agree with Ana et al., (2013) which report that there is a significant association relating to low socio-economic status, underemployment, low income, low education levels and adjustment among teen mothers. Similarly, Atwikizere (2011) revealed that there is a significant negative relationship between social economic status and teenage pregnancy indicating that teenagers from low social economic status families are more likely to become pregnant compared to those of higher class. Debbs and Walsh (2010) also indicated that, adolescent belong to middle class socio economic groups suffered more adjustment problems due to anxiety than those from both high and low socio economic groups. Smith (2007) also concur that teen mothers with low educational attainment were not well adjusted to finish schooling. In agreement, Oketch-Oboth and Okunya, (2018) reported that there is low psychosocial adjustment among students which is attributed to stressful factors within institutions. In addition, Vaghela (2015) report that adolescent girls' students from nuclear and joint families differ significantly on their scores of social adjustment as well as emotional adjustment. Amato and Kane (2011) conclude that teen mothers have adjustment challenges on school attendance.

## Conclusion & Recommendation

The study concludes that parental education, income and number of siblings have significant impact on the adjustment of re-admitted teenage mothers in secondary schools. The findings of the study have implications for teachers and the Board of Management in schools. The Schools Board of Management should develop programs to educate the parents on the plight of the teenage mothers as this would prompt the parents to provide good home environment for the teenage mothers. This is because the study found out that with supportive educated and economically empowered parents the teenage mothers scored highly in adjustment. The teacher counselors should utilize relevant Cognitive and behavioral therapy techniques to help young teenage mothers adjust appropriately at school. This is because the study reported that many teenage mothers were traumatized by the pregnancy experience and needed coping and problem solving skills to enhance

1 their thoughts, emotions and behaviour. One of the limitations of the study was  
 2 that the sample was not compared with other teenagers (not mothers) to account  
 3 for normal developmental stressors and SES, however, the study still achieved its  
 4 aim because the sample size was big enough to make conclusions. Future studies  
 5 could investigate the role of the teenage father on psychological well-being of the  
 6 re-admitted teenage mothers.

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