

**A COMPARISON OF PERCEPTIONS AND ATTITUDE AMONG
TEACHERS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS
REGARDING THE RE-ENTRY POLICY IN MAZABUKA DISTRICT**

BY

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DEDICATION

I would like to dedicate this work to my dear wife (Sharon Mbole Hakoma) and our three children, Munsaka Mudenda Hakoma, Munsanda Mudenda Hakoma and Mambo Mudenda Hakoma. I salute them for their great support to me particularly during the period of my study. They were on my side when I needed them.

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AUTHOR'S DECLARATION

I, Charles Muchimba Hakoma, do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for award of any degree at this or any other University. Where other people's work has been used, acknowledgement has been made.

Signature of author:

Date:

Signature of the supervisor:

Date:

APPROVAL

The University of Zambia approved the dissertation Charles Muchimba Hakoma as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education.

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ABSTRACT

Zambia has not been spared from increased school dropout rates among girls due to pregnancies regardless of the re-entry policy. This study therefore set out to compare perceptions and attitude among teachers from public and private secondary schools regarding the re-entry policy.

The study employed a case study design which allowed bringing to the fore, a case and an in depth understanding of perceptions and attitude among teachers. Both qualitative and quantitative methods were used to collect data. The total study population comprised 7 Head Teachers as Key Informants and 93 class teachers (i.e. from Kaonga, Nanga, Nkonkola, and Namalundu as public secondary schools while Habuce, Nakambala Private and Terranova were private secondary schools).

The major findings disclosed that female teachers from public secondary schools had the highest negative perceptions and attitude than those in private schools. From private secondary schools, male teachers had the highest negative perceptions and attitude regarding the re-entry policy than males in public schools. The study revealed that, negative perceptions and attitude regarding the re-entry policy were higher among female teachers in public secondary schools than female teachers in private secondary schools. This finding came as a surprise because the re-entry policy in Zambia was enacted by the Government to promote girls and women education in order to narrow the gender education disparity or gap. Among teachers in private secondary schools, negative perceptions and attitude regarding the re-entry policy were higher among male teachers than those of the same sex in public secondary schools.

It was, therefore, recommended that: the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) should intensify awareness campaigns on the re-entry policy at all levels; MOESVTEE and partners should integrate adult learning approaches in teachers' training curriculum; MOESVTEE should provide leadership to include interventions addressing perceptions and attitude among teachers in public and private schools in the reviewed of the re-entry policy of 2012; and should empower teachers from both public and private schools with basic skills in emergency Reproductive Health (RH) and child counseling.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AGEL	African Girls' Education Initiative
CEDAW	Convention on the Elimination of Discrimination Against Women
DEBS	District Education Board Secretary
EFA	Education For All
FAWE	Forum for African Women Educationists
FEMSA	Female Education in Mathematics and Science in Africa
FDG	Focus Discussion Group
HIV	Human Immune –deficiency Virus
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
MOESVTEE	Ministry of Education Science Vocational Training, Early Education
NGO	Non- Governmental Organization
PEO	Provincial Education Officer
PS	Permanent Secretary
RH	Reproductive Health
SRHM	Sexual Reproductive Health Management
STIs	Sexually Transmitted Infections
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNDP	United Nations Development Programme
VSU	Victim Support Unit
YWCA	Young Women's Christian Association
ZARD	Zambia Association for Research Development
WCEFA	World Conference on Education For All

CHAPTER ONE

1.1 Introduction

This chapter provides a synopsis of the background information of the study. Further, the chapter presents the introduction, background information, statement of the problem, purpose of the study, objectives of the study; research questions, the significance of the study, delimitation, limitations of the study, operational definitions, and organization of the study and a summary of the chapter.

1.2 Background

Since independence in 1964, a number of Zambian girl children had stopped school once they became pregnant due to lack of a policy that promoted girl child educational continuity. It was clear that unless quicker and strategic actions were taken to address these problems, Education for All (EFA) goals were unlikely to be achieved.

UNESCO (2000), states that at the dawn of the new century, 875 million of the world's citizens were still illiterate. However, the Zambian Ministry of Education believes that "All citizens of the country have a right to education" (MOESVTEE, 2012:4). Unfortunately, Chiwele (2012) reports that illiteracy rates were at 60% among women in Zambia. Contributing to high female illiteracy levels in Zambia is girl's inability to finish school due to pregnancies. Gender Research & Advocacy Project Legal Assistance Centre (2008:1) states that "*when you educate a woman you educate a nation*" one person but if we educate a girl, we educate a family – and a whole nation. Therefore, the country has placed the education of the girl child on the national agenda.

In its quest to improve girl child education the government introduced the Re-entry policy on 13th October 1997 to allow girls who fall pregnant to return to school after delivery (Sifuniso, 2000:4). Since its inception, a wide spectrum of society has expressed mixed feelings about the policy. Teenage pregnancies among school girls have continued increasing with a low number of girls getting back into school. Furthermore, the review of the re-entry policy (MOESVTEE, 2012:38-64) reported a few views and case studies of school girls that were impregnated without mentioning teachers' views and associated factors regarding the re-entry policy.

MOESVTEE (2012:37) reported that 2,096 teenage pregnancies in secondary schools and only 1,086 (i.e. 51.8%) girls were re-admitted. This entails that 1,010 (i.e. 48.2%) of impregnated girls were not re-admitted. The Zambia Educational Statistical Bulletin (2013:43) reported that the Southern Province had again the highest number of pregnancies in grades 10-12 (i.e. 264) but only 120 (i.e. 45.5%) girls were re-admitted.

Before 13th October 1997, a school girl who became pregnant while in school would be expelled and not allowed to go back to school again (FAWE News, 2004:16). In other words, before Zambia passed the re-entry policy, girls who got pregnant were forced to drop out of school. The pronouncement of the re – entry policy in 1997 by the Zambian Government meant the recognition of the importance of addressing gender inequalities in national development and the need to narrow the gender gap in education. In other words, the re – entry policy provided guidelines on how to allow pregnant girls back into school after delivery.

Though the re-entry policy was pronounced by the Ministry of Education in 1997, it was followed by immediate reactions from the general public through letters, the press and interviews in the media. To establish the facts behind the immediate public reactions after the Government pronounced the re-entry policy through the Ministry of Education, the Zambia Association for Research in Development (ZARD) conducted an opinion poll. The opinion poll revealed that 69% of the teachers were against the re-entry policy (Sifuniso, 2000:5). Among the 69%, some teachers expressed that they became repulsed whenever a girl child stood up in class to answer a question and there in front of their very eyes her uniform got two wet spots as milk came out from her breasts. Other teachers talked about school girls “smelling like mothers” from curdled milk and urine (Sifuniso, 2004:11). In other words, though the re – entry policy was pronounced by the Zambian Government, it had serious implementation challenges among key stakeholders such as teachers. One of the implementation challenges of the re-entry policy was that of the re-entry policy not being a law but simply a policy made by the Zambian Government. Being a policy, it meant not to bind institutions that were not under government control or ownership. From literature review, no comparative studies were conducted to determine and establish perceptions and attitudinal differences and

associated factors regarding the re – entry policy among teachers working in public and private secondary schools in Mazabuka District. That is why this case study was conducted. To determine, establish perceptions, attitudinal differences, and associated factors regarding the re – entry policy among teachers in public and private secondary schools, a case study was conducted in Mazabuka District.

To conduct the study, a case study was employed, whereby a self-administered questionnaire, a semi- structured interview guide for key informants and Focus Group Discussions (FDGs) were used to collect data from a sample of 116 respondents. 93 teachers answered the self - administered questionnaire (56 males and 37 female teachers) and 51 from the public and 42 from private secondary schools. In addition, the study involved seven head teachers (four from public secondary schools and three from private secondary schools) as key informants and conducted seven Focus Group Discussions (four from public secondary schools and three from private secondary schools).

1.3 Statement of the problem

Vaillant (2011) stresses that making education inclusive is a very difficult task that can easily lead to failure unless all parties acknowledge the pivotal role of a teacher. Zambia has not been spared from an increasing number of school girls who fall pregnant. In its quest to improve girl child education, Zambia introduced the re-entry policy in 1997 to allow girls who fell pregnant to return to school after delivery. Since its inception, a wide spectrum of society expressed mixed feelings about the policy.

Sifuniso (2000) gives results of an opinion poll that was conducted by the Zambia Association for Research in Development (ZARD) which showed that 69% of teachers were against the re-entry policy but without data disaggregation. Bearing in mind the pivotal role a teacher plays in inclusive education, it is apparent that there were gaps in information on the comparison of perceptions, attitudinal differences and associated factors among teachers in public and private secondary schools regarding the re-entry policy.

It is for this reason that this study compared perceptions, attitudinal differences among teachers in public and private secondary schools and to identify associated factors regarding the re-entry policy in Mazabuka District.

1.4 Purpose of the study

Chuma et al (2006:18) suggest that the purpose of the study means stating clearly what one wants to find out about the problem which affects a certain community or the nation at large. Ngoma (2006:2) defines the purpose of the study as the reason for conducting research. Therefore, this study sought to identify and compare perceptions and attitude among teachers in public and private secondary schools of Mazabuka District regarding the re – entry policy. The study also identified associated factors to perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District.

1.5 Objectives of the study

The study was guided by the following objectives.

1.5.1 Main Objective

The main objective of the study was to establish perceptions and attitudinal differences among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District.

1.5.2 Specific objectives

The specific objectives of the study were:

- (i) to identify perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District;
- (ii) to identify associated factors to perceptions and attitude among teachers in public and private secondary schools regarding the re –entry policy in Mazabuka District; and
- (iii) to obtain recommendations from public and private secondary school teachers on perceptions, attitude differences and associated factors regarding the re- entry policy.

1.6 Research questions

A research question is an issue that the researcher seeks to answer which is related to the research objective. The research question guides the research process by addressing the variables of the study (Kombo, et al, 2011:48). The study was thus designed to find answers to the following questions:

1.6.1 Main research question

What are the perceptions and attitudedifferences among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District?

1.6.2 Specific research questions

This study was designed to answer the following specific research questions:

- (i) what are the different types of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District?
- (ii) what are the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District? and
- (iii) what recommendations can public and private secondary school teachers make on perceptions, attitude differences and associated factors regarding the re-entry policy?

1.7 Significance of the study

Significance of the study means the usefulness of the results of the study to the society or government and other agencies (Chuma et al, 2007:30). Ngoma (2006:22) explains the significance of the study as the main reason to show why the study is important.

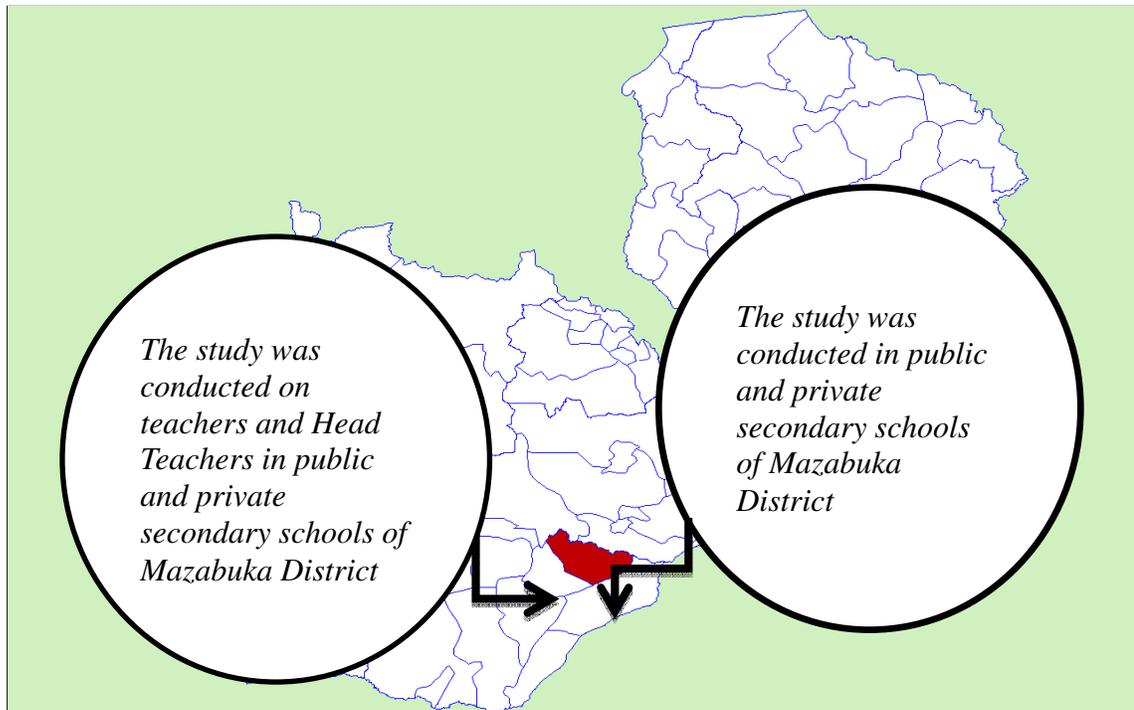
Through this study, the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) and other stakeholders, would be made aware of the existing perceptions and attitude among teachers in public and private secondary schools of Mazabuka District regarding the re-entry policy. The findings may help MOESVTEE in designing specific and relevant interventions that address identified perceptions and

attitude among teachers in public and private secondary schools of Mazabuka District. Teachers are known to be key supporters, motivators and role models to learners. However, if not handled carefully they can create barriers to learners through expression of negative perceptions and attitude to learners such as pregnant girl children who return to school after giving birth. Consequently, the learner will end up dropping out of school due to demotivation from the teacher. A teacher can motivate parents to bring back pregnant girls into school. It is therefore, important to take keen interest to identify perceptions and attitude of teachers to implementation of policies such as the re-entry policy.

1.8 Delimitation of the study

Delimitation is about a geographical area where the study is essential (Kombo, 2011). In other words, delimitation is about boundaries of the study and within the control of the researcher. This study was conducted in Mazabuka District located 125 Kilometers South of Lusaka the capital city of Zambia (Refer to the map below). The District was selected for the study because of the rising statistics of teenage pregnancies among school girls in Zambia according to the Ministry of Education Science Vocational Training, Early Education (MOESVTEE) Educational Statistical Bulletin (2012:37). The Zambia Educational Statistical Bulletin (2013) reported that Southern province where Mazabuka District is found, had the highest number of pregnancies in grades 10-12 (i.e. 264) and only 120 (i.e. 45.5%) girls were re-admitted.

The map below shows Mazabuka District where the study was conducted



1.9 Limitations of the study

Chuma et al., (2007:33), say a limitation is a shortcoming faced by the researcher when conducting the study. Thus, Limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. In this regard, the researcher had difficulties in getting back completed questionnaires from teachers who were usually too busy to complete them. Some teachers misplaced the questionnaires several times and were issued with fresh ones which were also not completed in good time. However, as a way of responding to this limitation, the researcher exercised patience with the participants and kept returning to them until all the questionnaires were collected. The researcher also had difficulties in handling two roles at the same time; that of being a worker and a researcher since he was not given study leave by the employer to concentrate on his studies. However, the researcher made maximum use of the vacation leave given to him during the time he was collecting data. In addition, the research being guided by a case study meant that the results from it could not be applied in other areas.

1.10. Operational definitions of terms

Operational definitions simply refer to all terms which were used from time to time in the study (Chuma et al., 2007:33) such as the following:

- a) **perception:** this is the interpretation of information so as to give meaning. It is the inner feeling of an individual about certain phenomena which can be expressed outwardly through what he/she says on certain aspects of the issue under consideration;
- b) **comparison:** it is an expression of differentiating between two or more entities or groups;
- c) **public:** it is anything that is connected with ordinary people in society;
- d) **private school:** it means an independent school or non – state school;
- e) **policy:** this is a framework for expected actions by members of an organization or society; and
- f) **re-entry:** this is when a pregnant school girl is re – admitted into school after delivery.

1.11 Organization of the study

The first chapter presents the introduction of the study. The issues presented in this chapter include, among others the statement of the problem, objectives of the study, limitations, delimitation of the study and significance of the study. The literature review is presented in chapter two. This section attempts to explore some of the existing literature on perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy at global, regional and local levels. Chapter three provides the methodology which was used in conducting this study. It highlights the research design, population, sample and sampling procedure, and data collection procedures. The research findings of the study are presented in Chapter four. Research findings are presented using bar charts and codes or classified themes that emerge from responses to the research questions of the study. Chapter five discusses the findings of the study. The discussion has been organized using the objectives of the study as sub-headings. The final chapter, which is Chapter six, provides the conclusion and makes recommendations based on the important findings of the study.

1.12 Summary

Chapter one revealed the background information on perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy. It is the responsibility of the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) and other stakeholders to establish specific factors that hinder or prevent pregnant school girls from getting back into school after delivery using the re-entry policy. The chapter also discussed the statement of the research problem, objectives, and research questions of the study, significance of the study and operational definitions or terms used in the study. The chapter which follows reviews literature relevant to the topic under study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter explains the theoretical framework and reviews relevant literature on perceptions and attitude among teachers in public and private secondary schools from the global perspective, regional and local perspectives. In short, Chapter two introduces and describes the theory which explains why the research problem under study exists. Literature review entails compiling a review of research findings on a particular topic that has already been published (Welman et al. 2005:38). In addition, the chapter explains the theoretical framework of the research study.

Over the last years there has been an increased focus on the promotion of girls' education globally. Despite gender equity concerns in education emerging as a key area of intervention and debate within the global justice arena, the educational needs of pregnant schoolgirls and student-mothers have received minimal attention (Nelima 2011:3). "The most urgent priority is to ensure access to, and improve the quality of, education for girls ... and to remove every obstacle that hampers their active participation"(Hyde and Shirley 2000:4).

2.2 Theoretical Framework

The purpose of this section is to define, explain and provide a framework for understanding the concepts used in this study. Thus re-entry policy, perceptions and attitude are defined and explained.

"Theoretical framework is a collection of interrelated ideas based on theories" (Kombo, 2011:56). "It is the structure that can hold or support a theory of the research study like a foundation of a house which supports the structure. The theoretical framework provides a rationale for predictions about relationships among variables of the study" (Basavanthappa, 2007:106).

This study was anchored within the Feminist and inclusive pedagogy theories. Rich (2007:6) argues that feminism is the demand for 'equal rights while inclusive pedagogy theory is about encompassing the learning of all children. In other words, inclusive pedagogy theory is also based on human rights and social justice. It advocates for children with special needs to be educated along with their normal peers in the regular classrooms. In this study, children with special needs to be educated along with their

normal peers in the regular classrooms were pregnant school girls that got back into school after delivery. In order to achieve inclusive education, teachers in classrooms play a major part through actions. Inclusive pedagogy theory in education entails the rights that encompass equal opportunity for all learners especially those with special educational needs. Applying inclusive pedagogy theory entails that teachers have to provide a good environment to students where the learning set up has an atmosphere of caring stand. To achieve inclusive education for pregnant girls getting back into school after delivery, it is critical to identify perceptions and attitude among teachers since classroom teachers play a major part through their attitude and actions. Teachers could be the ones holding strong negative feelings about pregnant school girls thus causing them not to get back into school after delivery.

UNESCO (2008:13) defines inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized.

According to Forand (2012:2), Research has consistently demonstrated that teacher quality is a dominant factor in student achievement.

2.3 Related studies

2.3.1 Global perspective of perceptions and attitude among teachers in public and private secondary schools regarding the re – entry policy.

Research findings by some researchers such as Marashetty (2003:3) revealed that every child has the right to education and legislation states that children must have access to an education. However, there is still the issue of girls who become pregnant while still in school, not being allowed to complete their education. In addition, among the Caribbean countries, teachers, guidance counsellors, principals and others in the education sector, not to mention the community at large, express sentiments that are not complimentary to teen mothers. Some people express the view that these girls are “women” and contend that the “school is not the place for women”. This becomes one of the deterrents to their return. School principals and other stakeholders in the sector among Caribbean

countries also feel that by permitting teen mothers back into the classroom, they send a wrong message to the other students - especially female ones. They also see it as giving the school a “bad name”. Furthermore, Marashetty (2003) writes that parents also believe that allowing the teen mothers to enter the classroom would impact negatively on their own children, who would not be able to function in such a setting. Thus making education inclusive is a very difficult task that can easily lead to failure unless all parties acknowledge the pivotal role of the classroom teacher. The teacher is a vital partner in the development and success of inclusive education (Vaillant, 2011:4).

2.3.2. Regional/Sub-Saharan African perspective of perceptions and attitude among teachers in public and private secondary schools regarding re – entry

UNESCO (2012:235) revealed that more than one in ten young women aged 15 to 19 who get pregnant were in Sub-Saharan Africa. The African Charter on the Rights and Welfare of the Child, passed in July 1990 affirms in Article 11 (6) that “State parties shall take all appropriate measures to ensure that girls who became pregnant before completing education are able to continue with their education” (Nelima 2011:9). As a result of such affirmative policy guidance from the African Charter on the Rights and Welfare of the girl child, even countries such as those of Sub-Saharan Africa have passed school re-entry policies allowing young mothers to return to school.

From a human rights perspective, girls’ education must remain a top priority, since girls still constitute almost two-thirds of the children excluded from basic education Hyde and Shirley (2000:2). Furthermore, Hyde and Shirley (2000) emphasize that “the most urgent priority is to ensure access to, and improve the quality of education for girls ..., and to remove every obstacle that hampers their active participation.”

Teshome (2003:5) agrees with Hyde (1989) who summarized about conditions for improving women’s education in Sub-Saharan Africa from four perspectives:

family level, societal level, school level factors and factors influencing achievement.

In March 1990 a conference entitled 'World Conference on Education For All' (WCEFA) was convened in Jomtien, Thailand by the World Bank, UNESCO, UNICEF and UNDP. The Conference was concluded with the unanimous adoption of the "World Declaration on Education for All." The Conference had 1,500 participants from 155 governments, 20 intergovernmental bodies and 140 nongovernmental organizations who met and were moved by a common concern for the global condition of education. Hyde (2000) further explains that participants at the Conference made a global commitment to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation. In this vein, every country, organization and agency dedicated itself to achieving this goal. However, getting girls into school and ensuring that they benefited from the experience in a supportive, enabling environment was identified as critical to achieving education for all. Teshome (2003: 9) stated that the school also affected the survival of girls and perpetuates the gender gap in education. The working environment such as teachers' attitude affects female attainment and persistence in schools.

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive physical and emotional support which they need in order to participate actively and benefit from their education (World Conference on Education for All, 1990).

By the end of the Conference, delegates concluded unanimously by adopting the "World Declaration on Education For All". After the "World Declaration on Education for All" was made, countries were encouraged to formulate specific plans and policies based on the Framework for Action. However, no studies have been conducted to establish obstacles such as negative perceptions and attitude of teachers from both the public and private secondary schools regarding the re-entry of girls who get pregnant. This study compared the perceptions, attitude

and identified associated factors regarding the re-entry policy among teachers in public and private secondary schools of Mazabuka District.

Sub-Saharan Africa still presents the greatest challenge—both in terms of the size of the gender gap and high population growth rates. In turn, a further challenge of insufficient school places has developed. At the same time, Sub-Saharan Africa has also demonstrated its willingness to try new initiatives and innovations specifically directed at attracting girls to school and keeping them there. Worldwide, discrimination on the basis of gender remains a problem, and the focus on girls' education from a gender perspective has raised important questions about the education of boys as well.

The recognition of the centrality of education to development and its effects as a multiplier of other rights in Africa, has led to increased international and national interest in achieving global educational goals; with a specific focus to girls' education within developing countries as a key pathway to gender equality (Nelima, 2011:7). This significance is embodied in the Millennium Development Goals (MDGs) 2 and 3 as well as the Education For All (EFA) Goals; specifically MDG 3 and EFA Goal 5 that recognizes educational access as being unequal for boys and girls.

The Jomtien World Conference on Education for All (WCEFA), convened in 1990, was an attempt to improve education, especially in developing countries. The evidence is clear: strong and committed leadership at every level is essential to put in place the changes that are required to make girls' education a possibility and to maintain the momentum to make it a reality (Hyde and Shirley, 2000:3).

Hyde and Shirley (2000:17) further established that despite notable gains by African countries to ensure that every African child has access to quality basic education; only about 10 countries had achieved universal primary education. An estimated 41 million school aged children were out of school, 56 percent of them were girls. Most Sub-Saharan African countries had a gender gap that disadvantaged girls. Sub-Saharan Africa had the second highest gender gap in 1990. Since then several regional initiatives have emerged: the Forum of

African Women Educationalists (FAWE), the Female Education in Mathematics and Science in Africa (FEMSA), the NGO Alliance and the African Girls' Education Initiative (AGEI). Advocacy and awareness-raising activities have brought about remarkable progress, and girls' enrolment has risen markedly in Sub-Saharan Africa. Nevertheless, despite excellent progress in some countries (Guinea, Benin and Senegal) there has been a slight overall widening of the gender gap (Hyde and Shirley, 2000:18).

Since the Jomtien Conference in Thailand much has changed. Certainly the focus on girls' education from a gender perspective has raised many important issues about boys' education, and it is fully recognized that a gender-sensitive education is one of the things that will make the vision of Education for All a reality. Many African countries have responded to the call to make the right to education a reality and have put in place policies and programmes. Many parts of the developing world have improved enrolment for both boys and girls in primary and secondary schools which have increased significantly in recent years, as governments respond to global priorities outlined key framework documents such as the Millennium Development Goals.

Onyeka, et al. (2011:10) conducted an evaluation of efforts of secondary schools in Nigeria to prevent unintended pregnancies among students and their reactions. The evaluation indicated that 43% of secondary schools were in favour of expulsion of students who got unintended pregnancies while 28% were in favour of suspension from school. Private schools were more likely to expel pregnant students than public schools. Following the delivery of their babies, 43% discontinued their education in the same school, whereas 37% continued their education in a different school.

In Malawi, various research studies such as "Gender sensitive Educational policy and practice," clearly revealed that one of the major reasons that contributed to the drop out of girls was pregnancy (Banda, 2003:12). Girls who became pregnant were withdrawn from school and could not be allowed to return to school. As a result of the review of the pregnancy policy in December 1993, the Ministry of Education, Science and Technology (MoEST) for Malawi introduced

a re-admission policy. With new policy in the country, pregnant girls could continue with school after delivery (Banda, 2003:18). Banda further observed that while the re-entry policy was useful in its own right in Malawi, its implementation was problematic. For instance, the procedures for the policy application were not clearly laid out. As a result, head teachers in Malawi interpreted the policy differently. In addition, because of the stigma and sometimes a hostile environment to girl mothers who were re-admitted to their previous schools in Malawi, some parents and guardians preferred to have their daughters re-admitted at different schools. Banda (2003:18) further stated that there was still more work needed to change people's attitude to girls returning to school after delivery.

The Forum for African Women Educationalists (FAWE) is one example of an organizational network that captures the synergy of ideas, the influence, and the power of women leaders working to promote the best interests of girls' education. Five African women Ministers of Education founded the Federation of African Women Educationalists (FAWE) in 1992. FAWE has pressed forward an agenda of policy change and advocacy; it also has a programme that gives awards for innovation. For instance, in 1997 it conducted an Analysis and Evaluation of the Botswana Re-Entry Policy. The Botswana study aimed at analyzing and investigating the adequacy, impact, and implementation of this policy that dates to the 1970s.

Employing a mixture of quantitative and qualitative methods, including survey questionnaires, interviews, focus group discussions and document analysis, the study interviewed secondary school students, secondary school teachers and head teachers, primary school heads, community members, officials from the Central Statistics Office, Ministry of Education, Ministry of Health and UNICEF, and members of village development committees. Access to national statistics allowed for calculation of dropouts and re-entry rates.

The study found that three out of every 100 girls dropped out due to pregnancy compared to nearly zero for boys. Despite the Ministry of Education's re-entry

policy being implemented as early as the 1970s by the Botswana Government the following constraints were revealed:

- i) poor collaboration among the three Ministries responsible for implementing the policy;
- ii) lack of clarity in some clauses of the policy;
- iii) school heads, students and community members lack of awareness, understanding of and support for the policy;
- iv) stringent re-admission procedures for girls; and
- v) negative attitude of both students and teachers towards the returning students.

As a result of these factors, re-admission rates for girls in Botswana were lower than those for boys. Due to the confidentiality clause in the policy no data could be collected on the persistence and performance of those who were re-admitted, making it difficult to monitor or evaluate the effectiveness of the policy.

The government of Botswana has since decided to revise the policy, to review implementation guidelines and, through the Central Statistics Office, to revamp the way in which data on dropouts are collected from Botswana's schools.

Although a substantive body of literature exists on introduction of the re-entry policy and its benefits or the impact in many African countries there is no established documented information concerning perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy especially in Zambia.

For instance, "in sub Saharan Africa, there are still wide gaps ... of girls enrolled " (Chilisa, 1997). Among the constraints identified hindering effective implementation of the re-entry policy at school level are the negative attitude of both students and teachers towards the returning students. The finding does not specify whether these teachers are drawn from either public or private schools. In addition, the findings do not specify whether teachers are from secondary or primary schools. Furthermore, the findings of the Botswana study do not explain which group of teachers is more negative; the secondary or primary school

teachers. The findings do not also explain the associated factors to these teachers who are negative towards returning students (Chilisa, 1997).

2.3.3 **Zambian perspective of perceptions and attitude among teachers from public and private schools towards the re – entry policy.**

When missionaries introduced Western Education in Zambia in the late 19th Century, only men and adolescent boys were admitted to schools. In the mid-1930s education for women was introduced. The curriculum for women was different from the men's. Women were taught cooking, baby care, hygiene, sewing and nutrition. Their education prepared them for their roles as wives and mothers (Sifuniso 2000:2-3). From the very beginning, therefore, men had a head start, and they were offered education that was superior to that offered to women. This trend continued well into the independence period, when there were more school places for boys, and technical subjects were offered to boys only. In addition, there were more barriers for girls to surmount in order to access education. Some of the barriers are school-based such as school locations and girls' low levels of achievement in comparison to boys which make parents feel that the time girls spend in school is wasted (Sifuniso, 2000:2)

Nelima (2011:10) writes that, more than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education".Furthermore, Nelima states that there has been global agenda for increased participation for girls based on strong notions of educating girls as an investment and education as a basic human right entrenched for girls and women in several United Nations Conventions such as Universal Declaration for Human Rights (Article 26), in the International Convention on the Elimination of Discrimination Against Women (CEDAW) and has been ratified by several countries including Zambia.

In order to narrow the gender gap in education between girls and boys in Zambia, on 13th October 1997, the Government through the Ministry of Education passed the re-entry policy to ensure that the girls who fell pregnant while in school were given another chance to go back to school and complete their education (Sifuniso, 2000:4). The Ministry of Education issued a circular to

formalize the policy. For this policy, the Zambian Government announced that schoolgirls who became pregnant would no longer be expelled, and that those that had been expelled in 1997 should be allowed to return to school. The circular was sent to all Provincial Education Officers, District Education Officers and heads of schools to formalize the re-entry policy and implement it without delay. However, the circular was vague and most of the decisions touching on the policy were left to the discretion of the heads of schools. The re-entry policy for Zambia was grounded in the discourse of the 1995 Beijing Conference on Women, which recommended, inter alia, that girls who dropped out of school because of pregnancy should be readmitted (Mwansa, 2011:1).

Various interventions have been undertaken from the time the re-entry policy was passed in Zambia in-order to address the education gender gaps in the education. Significant achievements have been scored through the initiatives aimed at improving girls' access, retention, and performance in the educational system. For instance, the Forum for African Women Educationists (FAWE) through the Zambian Chapter (FAWEZA) has successfully worked with the Ministry of Education to develop clear implementation guidelines, disseminating them and assessing their effectiveness in improving girls' education. FAWE Zambia chapter initiated a campaign for an enabling re-admission policy environment in schools for adolescent mothers. One of its goals is to ensure girls' full and equal access to and achievement in basic education of good quality by the year 2015. After the Beijing Conference in 1995, the Women's Movement drew up its own priorities and action plan. Under education for the girl-child was a call to readmit girls who dropped out of school due to pregnancy. In other words, when the Forum for African Women Educationalists of Zambia (FAWEZA) was established on 8th March 1996, it added its voice to the call for policy change concerning girls who got pregnant.

From various efforts that have been put in place by different stakeholders using the re-entry policy it has been reported that there are many girls that have taken advantage of the policy and have returned to school (Sifuniso 2000:ii).

Regardless of various interventions that have been put in place by different players championing girl child education in Zambia using the re-entry policy, the gender disparities are still wide.

Chiwele (2012) reports that illiteracy rates in Zambia are 60% among women and that the country has not been spared from the continuous problem of high school dropouts among girls due to pregnancies. Similarly, the Educational Statistical Bulletin (Ministry of Education Science Vocational Training, Early Education 2012:37), states that the country recorded 2,096 teenage pregnancies among girls from secondary schools and only 1,086 (i.e. 51.8%) girls were re-admitted into schools after delivery. This entails that 1,010 (i.e. 48.2%) girls who got pregnant in school did not get back into school after delivery to continue their education. Furthermore, the Bulletin reports that the Southern Province had the highest number of pregnancies with 276 in Grades 10 – 12 and only 92 (i.e. 33.3%) got back into school to continue school. In addition, the Southern Province in 2013 reported that it had the highest number of pregnancies in schools and in Grades 10-12 there were 264 girls that got pregnant and only 120 (i.e. 45.5%) were re-admitted into secondary schools (Ministry of Education Science Vocational Training, Early Education in Zambia Educational Statistical Bulletin 2013:43).

From 1997 when the re-entry policy was passed in Zambia, it received negative views from society. To establish the public mixed expressions regarding the introduction of the re-entry policy in 1997 by the Zambian Government, an opinion poll was conducted by ZARD (Sifuniso, 2000). The findings showed that the 69% of teachers were against the introduction of the re-entry policy. However, 69% of teachers that were against the re-entry policy were not disaggregated to find out how many of them were from public or private secondary and /or primary schools. Further, the finding did not analyze how many of the 69% teachers who were against re-entry were males, females, their levels of education, years of teaching experience and their marital status. The MOESVTEE report on the review of the re-entry policy (2012:38-64) shows only the views and case studies of girls who became pregnant while at school

and those that were re-admitted. However, the report on the review of the re-entry policy of 2012 does not reflect the perceptions and attitude of teachers in public and private secondary or primary schools regarding the re-entry policy. It is a well - known fact that teachers have the key to providing a good environment for learners. But before it happens a teacher needs to be well prepared in order for the learners to receive the best treatment. From policy analysis point of view, majority steps in the re-entry policy guidelines of 2012:7 were targeting learners forgetting teachers who are key players in the success of the implementation of the re-entry policy.

The MOESVTEE (2012:7) stated the following steps to be taken to improve school environment and prevent pregnancies:

- (i) each school should have a trained female counselor for girls and male counselor for boys;
- (ii) all schools must have counseling committees headed by trained counselors and should counsel learners on Adolescent Sexual Reproductive Health and Rights (ASRHR) education and gender relations through various approaches to reduce incidences of pregnancies. Grief and loss counseling must also be included;
- (iii) school administration should ensure that the re-entry policy is disseminated at assembly on a regular basis. Sensitization should particularly be done at the initial stage when the pupils report to school;
- (iv) the counseling committee and partners should also sensitize the schools' Parents Teachers Committee and the community on the re-entry policy;
- (v) schools should sensitize learners (boys and girls) on the consequences of engaging in sexual relations which may result in pregnancy, (both would be sent on maternity/paternity leave) getting infected with Sexually Transmitted Infections (STIs)/HIV;
- (vi) learners should also be sensitized on the complications of having a child at an early age and balancing school work and baby needs. Where necessary, experts should be invited to sensitize the learners;
- (vii) the school Guidance and Counseling Department should contact organizations like Victim Support Unit (VSU), Young Women Christian

Association (YWCA), Para Legal Service Providers, National Legal Aid Clinic for women for information on legal – related issues;

- (viii) schools should create networks with relevant organizations which can give support on issues of child maintenance and help access bursaries if change of school requires extra finances; and
- (ix) to strengthen existing clubs such as AIDS Action clubs, Child Rights Clubs and establish new ones in all remaining schools.

A persistent gender gap is highly suggestive that the underlying causes of disadvantage and discrimination against women and girls are not being addressed meaningfully. In order to address the problem of too many girls falling out of the school system despite the re-entry policy, it is critical to identify other impediments to its effective implementation such as class teacher perceptions, attitude and associated factors regarding the re-entry policy as these play a pivotal role.

The issues of too many girls that are falling out of the school system in Zambia as a result of pregnancies require quicker and strategic actions. One strategy that is being proposed in Zambia is to take successful interventions to scale the re-entry of girls in school after falling pregnant in order to ensure that a higher number of them are reached (Sifuniso 2000:ii). Furthermore, it is necessary to identify and document the most successful interventions in a way that can be taken up by education policy makers and other stakeholders. The 1997 introduced re-entry policy for Zambia requires serious interventions based on researched root causes to low re-admission of impregnated girls after delivery. There is need to device clear guidelines, a tracking and monitoring system for its implementation.

Sifuniso (2000:2) asserts that in Zambia, there are still, more barriers for girls to surmount in order to access education. Some of the barriers could be the hidden curriculum which includes notably that teachers convey to girls that they are inferior to boys and should have lower aspirations for themselves. Girls' education is more than an educational issue; it is deeply influenced by poverty,

tradition, habit, legal systems, and discrimination, among other things. Enforcing girl-friendly regulations ensures that schools are safe and respectful places for girls. Policies made at the national level, regulations for an entire school, and teacher-made rules for a classroom can all contribute to a school that is friendly to girls. Regulations might include returning girls to their rightful places in school following a pregnancy, dismissing male teachers or students who have sexually harassed female students. These regulations and their enforcement are necessary to making a difference in the lives and academic experiences of girls.

The safety and security of girls was a major theme in the African Conference on the Empowerment of Women through Functional Literacy and Education, and needs to continue as a major goal in education plans of the next decade. Through child-friendly learning environment, quality of education can be improved for all children and sustained over time through the creation of a child-friendly learning environment for both girls and boys. Therefore there is an enormous responsibility on the teacher's actions. Even if teachers are considered to be role models, they still make mistakes as it is normal for all human beings to make mistakes. However, there has been little knowledge about the perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy since its pronouncement in 1997 in Zambia. It is on this premise that this study was carried out.

Education research such as consistently demonstrates that a high quality teacher is one of the most important factors in student achievement. The teacher's caring attitude can have a long positive influence on students and can raise student's self-esteem and create ambitions in their minds for future academic success.

In other words, re-admitted girls in schools after being impregnated need a supportive environment. The school environment needs to be made more supportive to make it conducive and facilitative for girls' education. This would include improving the physical environment and making the school a safer place especially for girls with special needs. Tackling stigma among girls who become pregnant and re-admitted in schools would contribute to the creation of an

environment that could facilitate further re-entry into schools and make it possible for them to complete their education.

2.4 Summary

Chapter two covered the introduction to literature review, theoretical framework, and detailed past related studies from global, regional and local perspectives on perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy. Among the constraints identified that hinder girls to be enrolled back into school using the re-entry policy are negative attitude by students and teachers respectively. Additional literature reveals that making education inclusive is a very difficult task that can easily lead to failure unless all parties acknowledge the pivotal role of the classroom teacher.

It has been highlighted in chapter two that understanding teachers' perceptions and attitude regarding the re-entry policy is paramount for the effective implementation of the policy at all levels (Chilisa, 1997). The next chapter discusses the procedures for data collection and the process of data analysis used in this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analyzed (Chilisa and Preece, 2005). Implicit in the term methodology is the justification of decisions made on the research design, universe population of the study, the sample, sample size, sampling procedure, research instruments, data collection tools and data analysis in pursuit of research questions and study objectives. This chapter presents the methodology which was used in the study.

3.2 Research Design

A research design is the overall plan used to obtain answers to the questions that are raised and for handling some of the difficulties that are to be encountered during the research process. Bless and Achola (1988) state that a research design has two meanings; it is a programme to guide the researcher in collecting, analyzing and interpreting observed facts. It may also mean a specification of most adequate operations to be performed in order to test specific hypotheses under given conditions. According to Cooper and Schindler (2011), a research design is defined as the blueprint or laying a plan for conducting a study.

In general, there are a number of research designs that can be used in research. Common designs include ethnography, phenomenology and case study (Creswell, 1994). Ethnography research design seeks to describe and understand a group of people's way of life, their cultural patterns and perspectives, in their natural settings. An ethnographic study might consist of a holistic study of an entire cultural scene or an ethnic grouping. On the other hand, phenomenology is a strategy that subscribes to the view that it is important to study people's experiences to know about their social lives. Within this study are the two approaches namely, the hermeneutic approach and the ethnomethodological approach. The hermeneutic approach emphasizes detailed reading or examination of existing literature.

This study, however, used a case study design. Chilisa and Preece, (2005) describe a case study as a strategy that involves a detailed study of a single phenomenon or units of

analysis with the aim of making a holistic description of those particular phenomena. In the same vein, Gerring (2005:131) defines a case study as a research strategy, an empirical inquiry aimed at investigating a phenomenon within its natural context. An important characteristic of a case study is that it uses multiple data-gathering techniques to study a single phenomenon. This definition provided the basis for using a case study to collect in depth information and subjective feelings from the respondents on the subject under study.

Within this design, both qualitative and quantitative methods were integrated in order to allow the researcher to triangulate the data that was collected in the field among teachers in the public and private secondary schools in Mazabuka District. Triangulation is a process in which the researcher uses complementary techniques such as interviews of Key Informants (KIs), Focus Group Discussions or questionnaires for data collection (Mwansa 2005:9). This is supported by Cohen et al (1994) who intimate that the use of both qualitative and quantitative approaches in research enables the researcher to cross check research findings. It is envisaged that a combination of qualitative and quantitative research designs helps to explain fully the richness and complexity of a given phenomenon by studying it from more than one viewpoint. In other words, triangulation confirms and ensures richness and validity of data.

Qualitative research is viewed as an investigation that involves studying people's experiences as they occur in their natural setting, the meaning that they attach to the experiences and the multiple contexts within which these experiences occur (Chilisa and Preece, 2005). Put simply, qualitative research is a descriptive and analytical tool for research. It describes and analyses the problem deeply and broadly. In general, it generates rich and detailed information that contributes to in-depth understanding of the problems being studied. Stefanou (2009:43) states that research campaigns generally start with a small scale qualitative approach study, in order to establish the true nature of the problem or issue that needs to be explored by the later statistical study.

On the other hand, quantitative research deals with numerical data which is used to quantify the size, distribution and association of certain variables in a study population (Creswell, 2003). Comparatively, quantitative research is deductive and focuses on the measurement and testing of theory, whereas qualitative research is inductive and focuses

on theory generation (Thomas, 2003). In other words, quantitative research is concerned with use of numbers to explain the phenomena (Mwansa, 2005:i) while qualitative research is the process of “getting into people’s heads” in order to discover their true perceptions, feelings and attitude which often lie buried in the subconscious of their minds (Stefanou 2009:45).

3.3 Pilot Study

A pilot study was conducted at Kabulonga Boys Secondary School (public secondary school) and KAM Secondary School (private secondary school) to test the research methodology and data collection instruments in particular. Both these secondary schools are based in Lusaka District. It is important to note that the pilot study was conducted at secondary schools which were in a different district and province and therefore not part of the main area of the actual study.

A simple random sampling procedure was used to select the participants for the pilot study. The researcher used the lottery to select 22 teachers who included male and female teachers (i.e. 12 class teachers from Kabulonga Secondary School and 8 teachers from KAM Private Secondary School plus 2 Head Teachers who were Key Informants). This procedure was used because it gave each person in the population equal chance to be part of the sample. The purpose of the study was explained and instructions were given to the respondents. With regard to Key Informants, these were selected purposively. By purposive sampling, according to Saunders (2003), a non-probability sampling technique in which the researcher’s judgment is used to choose some appropriate characteristics required of the sample members.

An interview guide was used to collect data from 2 Head Teachers and 2 Focus Discussion Groups were formed. The questionnaire was self-administered to the majority of the respondents whereas four were helped to respond because they did not understand some questions. The observations on the research instrument, particularly the questionnaire, were that it managed to address the main issues of the study guided by the objectives. However, some questions were not clear and were misunderstood by the respondents. Others did not have the appropriate answer options. Therefore, corrections were made and appropriate options added to ensure that the questions were

clear for the respondents to answer them correctly. In the case of the interview guide, it was observed that some questions were ambiguous and needed to be recast. This was also done by the researcher before conducting the main study.

3.4 Main Study

The main study was conducted after making corrections to the data collection instruments obtained from the pilot study.

3.5 Universe Population

Borg and Gall (1979) view population as all the members of a hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research. Basavanthappa (2007) defines “universe” as the total number of items or units or samples that are selected and meet the criteria for the study. Castillo (2009) shares the same view and states that population is the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. In this study, the universe population included class teachers and Head Teachers from secondary schools (i.e. 4 public and 3 private secondary school) in Mazabuka District. A total of 116 secondary school teachers was the universe population for this study.

The sample of the study comprised 93 teachers (51 from Public Secondary School and 42 from Private Secondary School) and 7 key informants (4 from Public Secondary School and 3 from Private Secondary School). Thus, the total sample consisted of 100 respondents in Mazabuka District.

3.6 Sample and Sampling Techniques

As explained by Saunders (2003), a sample is a small proportion of the entire population selected for observation and analysis. This is supported by Merriam and Simpson (1984) who define a sample as a strategic and systematic identification of a group of people or events that meet the criteria of representativeness for a particular study. Sampling in qualitative and quantitative research, as highlighted by Varkervisser (2003), refers to selecting a small group of people from a larger population and the small representative group is known as a sample. A precise definition of sampling is offered by Saunders

(2003:102) who states that "... sampling is a process of selecting a subset or sample from the entire population".

Hornby (2010) defines a technique as a particular way of doing something whereas sampling is the process of selecting part of designated elements or population for representation of all elements or participants that are to be involved in the study. Further, Hornby (2010) defines a sample as a number of people or elements that is taken from the universe population in order to be included in the study. For instance, a sample can be a handful of grains of rice or maize to ascertain the quality of the entire lot. In other words, a sample in research is critical because it is one of the ways to lower the study cost, increasing the speed of data collection or making available the population elements (Margaret and Rimmer, 1995). The sample size for this study was 100 teachers from the total population of 116 teachers. The sample comprised 93 class teachers and 7 Head Teacher of secondary schools as Key Informants.

The sample size for this study was 93 generated from the total population of 116 teachers in public and private secondary schools. The sample comprised 51 teachers from 4 public secondary schools and 42 from 3 private secondary schools.

To select teachers from public and private secondary schools for the study from the universe population, simple random selection was conducted by employing a simple lottery technique at each secondary school. According to Margaret and Rimmer (1995), randomsampling refers to a situation of affording each individual an equal opportunity to be included in the sample for the study.

To conduct a lottery for sample element selection, teachers in each school (i.e. public and private) were put in clusters by sex (i.e. male and female). Thereafter, 93 (i.e. 51 for public and 42 for private schools) pieces of paper labeled yes and no were folded and put in a box. Thereafter, the box with labeled pieces of paper was shaken to mix them before each cluster of teachers was asked to pick a folded paper. Female and male teachers that picked pieces of paper labeled "yes" in 4 public and 3 private secondary schools were the ones who answered the self – administered questionnaire.

3.7 Data Collection Techniques

Data collection techniques are strategies used to gather qualitative or quantitative data from the research participants. There are several data collection techniques that can be used in research. In this study, the techniques used to collect both qualitative and quantitative data were questionnaires, interviews with Key Informants and Focus Group Discussions (FDGs).

Before collecting data in the field, the researcher obtained permission from relevant authorities such as the University of Zambia, the Ministry of Education, Science and Vocational Training and Early Education, Provincial Education Officer for Southern Province, District Educational Board Secretary (DEBS) for Mazabuka District and Head Teachers from participating public and private secondary schools. Permission was also sought from individual class teachers and before the commencement of Focus Group Discussion sessions (FDGs). Respondents were assured of the confidentiality of information they were to give before collecting data. Consent by respondents was sought from all participants that participated in this study. After obtaining permission, the researcher proceeded with data collection in the field and administered research instruments to respondents. The researcher conducted In-depth Interviews with Key Informants (i.e. Head Teachers for participating, 4 public and 3 private secondary schools) in Mazabuka District. Focus Group Discussions were conducted and a self-administered questionnaire with Likert scale ratings was utilized.

3.7.1 Questionnaire

A structured questionnaire with Likert scale ratings was used to collect data from teachers in 4 public and 3 private secondary schools of Mazabuka District. Burns (2000) describes a questionnaire as a written document comprising questions seeking answers on a particular subject.

Teachers in each school were put in clusters by sex (i.e. male and female). Thereafter, 93 (i.e. 51 for public and 42 for private schools) pieces of paper labeled “yes” and “no” were folded and put in a box. The box was shaken to mix the pieces of paper before each cluster of teachers was asked to pick a folded paper. Female and male teachers that picked pieces of paper labeled “yes” in 4 public and 3 private secondary schools were the

ones who answered the self – administered questionnaire. 51 from public and 42 private teachers were randomly selected from 4 public and 3 private secondary schools) to provide information about their actual perceptions and attitude regarding the re-entry policy in Mazabuka District after obtaining consent from them.

3.7.2 Interview guide

Chilisa and Preece (2005) define an interview as a conversation or interaction between the researcher and a research respondent. In this conversation, the researcher focuses on getting information by asking the Key Informants research questions related to the topic being studied. Therefore, an interview of Key Informants was used to collect useful information from Head Teachers from 4 public and 3 private secondary schools in Mazabuka District. To conduct the interviews with Head Teachers and class teachers during FDGs a set of semi-structured interview guides was used. An interview guide is a list of general topics and questions that an interviewer uses to conduct a semi-structured interview. The interviewer does not address each topic in a particular order; instead, he/she creates questions based on the progress of the interview, thereby allowing for a fluid conversation between the interviewer and interviewee. To collect data from interviews of head teachers (i.e. Key Informants) from participating schools, a tape recorder was used to record all conversations.

3.7.2 Focus Discussion Groups (FDGs)

In this study, Focus Discussions Groups (FDGs) as research instruments were used to collect data. FDG is whereby a group of people are brought together to discuss a specific topic (Kombo, 2011). In this study not less than 8 teachers in each public and private secondary school were randomly selected using a lottery technique to discuss perceptions and attitude regarding the re-entry policy. Teachers in each school were put in clusters (i.e. males and females). Thereafter, pieces of paper on which were written yes and no were folded, put in a box which was shaken to mix them before each cluster of teachers was asked to pick a folded paper. Four female and four male teachers that picked pieces of paper written yes were allowed to participate in FDGs. All discussions were recorded using a cordless tape recorder after explaining to respondents. Seven FDGs were conducted (4 in public and 3 in private secondary schools) to provide

information about actual perceptions and attitude regarding the re-entry in Mazabuka District. To collect data from FDGs of teachers, a tape recorder was used to record the conversations in each participating school.

3.8 Data Collection Procedure

Data collection refers to the process of finding information for the research problem. It may involve conducting an interview, administering a questionnaire or conducting a Focused Group Discussion or observing what is going on among the subjects of the study (Burns, 2000). In this study, both qualitative and quantitative procedures of collecting data were used. Qualitative procedures focused on subjective realities and feelings of the respondents obtained through interviews.

Separate individual interviews were conducted with Head Teachers from participating public and private secondary schools in Mazabuka District to provide information concerning the subject under study. The interviews took place in the respective offices and lasted for approximately 45 to 60 minutes. Both Key Informants' interviews and FDGs progressed from general to specific questions that sought critical information on perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District.

Quantitative procedures focused on numbers. The questionnaires were administered and the respondents were allowed for 2-3 hours to complete them and give them back to the researcher. A Likert scale summated rating questionnaire was used because it was more applicable in this study to measure and compare existing perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy.

3.9 Data Analysis

Data analysis entails categorizing, summarizing and ordering data sets and describing them in meaningful terms. There are many analysis methods that can be used in research. Currently, research studies generally use either narrative or statistical strategies or both. However, the type of analysis method used is heavily dependent on the research design and the method by which the data were collected or measured (Moore and McCabe, 1989).

Cohen and Manion (1994) state that qualitative data analysis is a four step process that involves; identifying the main themes, assigning codes to these themes, classifying responses under the main themes and integrating themes and responses into the text of the report. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. The themes become the categories for analysis (Saldana, 2009). Therefore, in this study, qualitative data were analyzed by coding and classifying the themes that emerged from the responses. With regard to data collected quantitatively, its analysis was done using Excel and interpreted using statistical variables by cross tabulations and generated bar charts.

3.10 Ethical Considerations

Ethics in the context of a research process referred to a set of standards that can guide researchers on how they should interact with research participants and how research problems could be conceived and formulated. The standards include how data-gathering instruments are constructed and how data are collected, analysed and interpreted, and how reports could be written and findings disseminated in ways that are sensitive and inclusive of the values and realities of the researched (Chilisa and Preece, 2005).

Before undertaking this study, consent was sought from all the participants to take part in the study. Further, the researcher had to write an application letter to Ministry of Education, Vocational Training, and Early Education (MOESVTEE) for an introductory letter to the Provincial Education Officer (PEO) of the Southern Province. The researcher had to attach also the introductory letter he had been given by the University of Zambia management to his application letter to the Ministry of Education, Vocational Training, and Early Education for seeking permission to undertake this study in Mazabuka District.

From the individual respondents, consent was sought in person for their willingness to participate in the study. It was explained to participants that they were free to withdraw from the study at any time and that their participation was solely voluntary. It was also made clear that the information they were to provide was purely for academic purposes and no one was requested to disclose his or her identity.

3.11 Summary

This chapter discussed the research methodology which was used in the study. The study employed a case study design which allowed the researcher to conduct interviews on Key Informants (Head Teachers) and Focus Group Discussions on class teachers in 4 public and 3 private secondary schools in Mazabuka District. Both qualitative and quantitative approaches were used in collecting and analyzing data. This allowed the researcher to triangulate information provided by the respondents and consequently helped to obtain accurate information on the issue under study. The sample size of this study was 100 comprising 93 class teachers and 7 Head Teacher as Key Informants participating (4 from public and 3 from private) secondary schools. A questionnaire and an interview guide were also used in the collection of data from the teachers. The data collected quantitatively were analyzed using Excel and interpreted using statistical variables by cross tabulations and generated bar charts. Qualitative data were analyzed based on categorization of emerging themes. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study on perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District. The findings are based on the following research questions: What are the perceptions and attitude among teachers in public and private secondary schools regarding the re – entry policy in Mazabuka District? What are some of the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District? and what recommendations can public and private secondary school teachers make on perceptions and attitudinal differences and associated factors regarding the re- entry policy? The responses to these questions are presented using bar charts and narrations below each chart.

4.2 What are the perceptions and attitude among teachers in public and private secondary schools regarding the re – entry policy in Mazabuka District?

The first part of this section presents the Socio-demographic characteristics of the respondents and the findings collected on perceptions and attitude among class teachers in 4 public and 3 private secondary schools regarding the re-entry policy in Mazabuka District by use of questionnaires.

4.2.1 Socio-demographic characteristics of secondary school teachers in public and private secondary schools

The total number of respondents presented in this section is 93 class teachers and 7 Head Teachers out of 116 projected. The reason for this is that 16 of the respondents (teachers) did not participate in the study because others were not found at their stations during data collection. Other respondents had been transferred. This section shows the socio-demographic characteristics of respondents that participated in the study from public and private secondary schools in Mazabuka District.

Figure 1: Distribution of teachers by age and type of secondary school

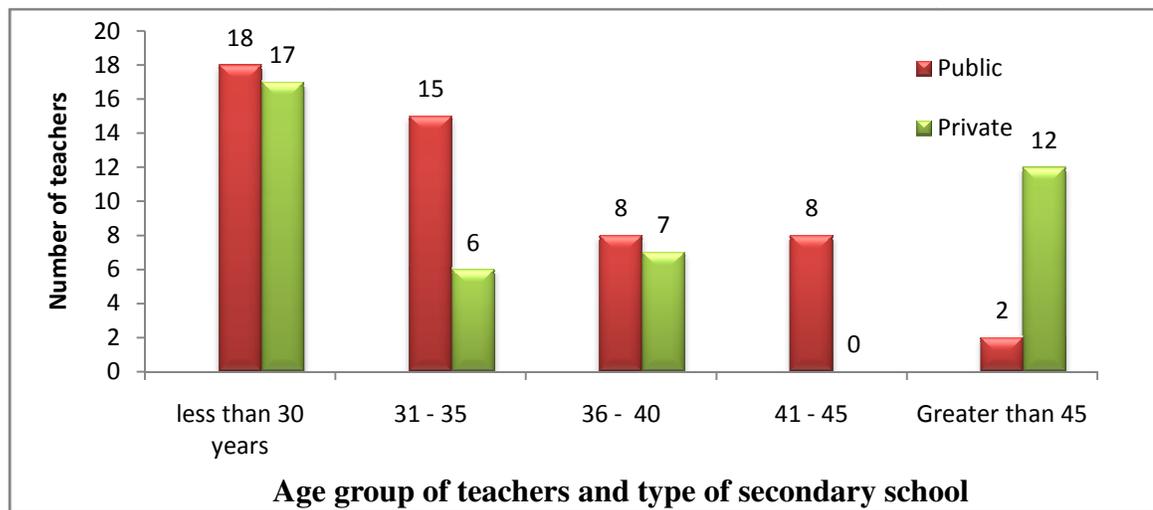


Figure 1 above shows distribution of respondents by their age and the type of secondary school. There was a total figure of 51 (i.e.54.8%) respondents in public secondary schools and 42 (i.e.45.2%) in private secondary schools who participated in the study.

Public secondary schools: it was established that 18 teachers from 51 teachers in public secondary schools were aged 30 years and below; 15 were 31-35 years; 8 were aged 36 – 40 years, 8 were aged 41-45 years while 2 teachers were aged 45 years and above.

The largest teacher cohort of 18 from public secondary schools was in the age group less than 30 years. On the other hand, the smallest teacher cohort was in the age group 45 years and above.

Private secondary schools: from figure 1 above, there were 17 teachers were aged 30 years and below; 6 teachers were aged 31-35 years; 7 were within the age range of 36 - 40 years. There were no teachers in the age range of 41- 45 years, but there were 12 teachers above 45 years.

The largest teacher cohort of 17 from private secondary school was in the age group less than 30 years. However, the smallest teacher cohort among teachers in private secondary schools was in the age range of 31 and 35 years.

Comparison of public and private secondary school teachers by age

The findings in figure 1 above show that there were more teachers from both public and private secondary schools that were in the age range of 30 years and below, representing 37.6% of the total sample of 93 teachers for this study. However, there were a smaller number of teachers in public secondary schools (i.e. 18) out of 51 teachers in public secondary schools than those in private secondary schools (i.e. 17) in the same age group. Furthermore, the smallest number of teachers in public schools was in the age group of 45 years and above while in private secondary schools the smallest number of teachers was in the age range of 31-35 years (i.e. 6).

Figure 2: Distribution of teachers by marital status and type of secondary school

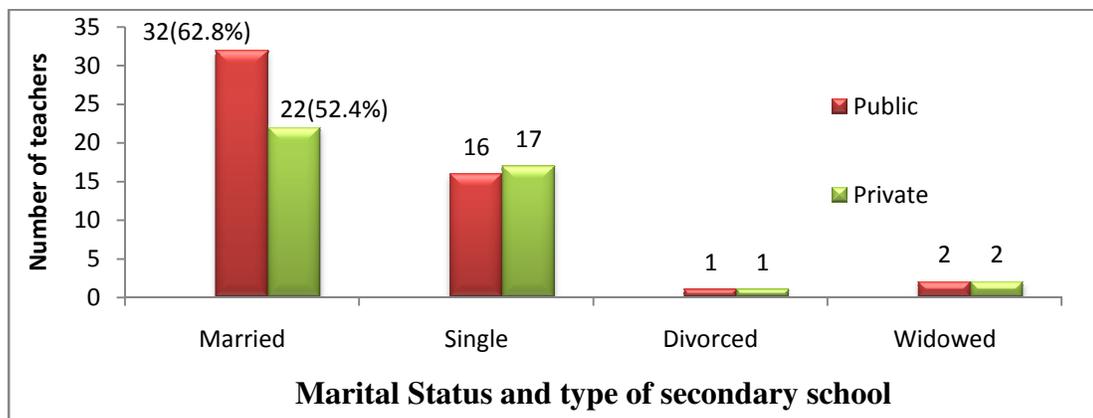


Figure 2 above shows the distribution of teachers by marital status and type of secondary school.

Public secondary schools: 32 (i.e. 62.8%) respondents were married teachers; 16 were singles; 1 was divorced; while 2 teachers were widowed. This shows that there were more married teachers in public secondary schools with the least number of teachers who were divorced (i.e. 1).

Private secondary schools: 22 (i.e. 52.4%) respondents were married; were single teachers; 1 teacher was divorced; and 2 were widowed. This indicates that there were teachers (i.e. 22=52.4%) who were married in private secondary schools representing 23.6% of the total sample. Further, the least number of teachers (i.e. 1) was in the category of those who were divorced.

Comparison of public and private secondary school teachers by marital status

It can be concluded from the findings in figure 2 above that the greatest number of respondents were 32 (i.e. 62.8%) and 22 (i.e. 52.4%) teachers from both public and private secondary schools respectively, were married and with the least number of teachers from both private (i.e. 1) and public (i.e. 1) that were divorced.

Figure 3: Distribution of teachers by level of education and type of secondary school

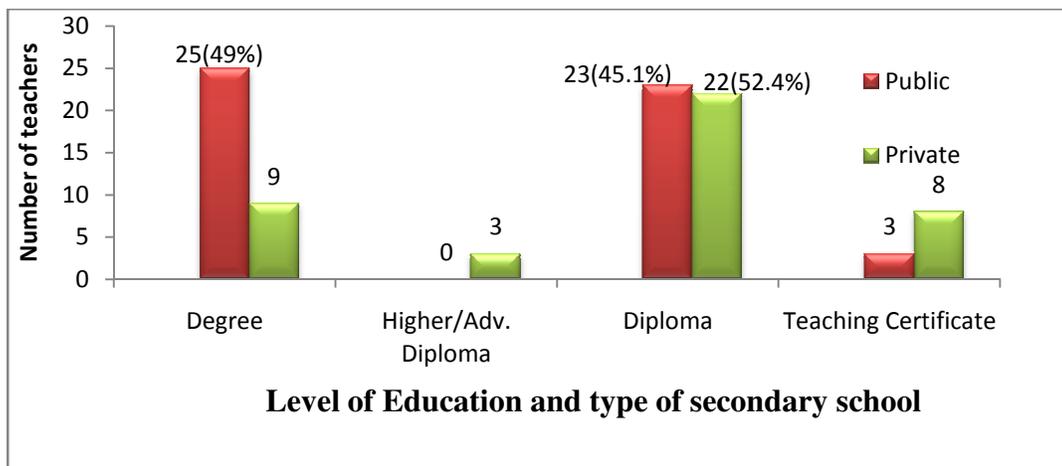


Figure 3 above shows the distribution of teachers by level of education and type of secondary school.

Public secondary schools: from public secondary schools, 25 (i.e. 49%) out of 51 teachers from public secondary school teachers were degree holders representing 26.9% of the total sample of 93 teachers; followed by 23 (i.e. 45.1%) that had diplomas. The least number of teachers from public secondary schools were 3 who had Teaching

Certificates as their qualifications. There was no teacher who had Higher/Advanced Diploma among public secondary schools.

Thus, most teachers (i.e. 25=49%) in public secondary schools were degree holders, followed by those who had diplomas (i.e. 23 = 45.1%) while the least number was from those teachers in public secondary schools that had Teaching Certificates (i.e. 3).

Private secondary schools: from private secondary schools, there were 9 teachers as degree holders; 3 had Higher/Advanced Diplomas while 22 (i.e. 52.4%) teachers were diploma holders; 8 teachers had Teaching Certificates. This shows that most teachers (i.e. 22=52.4%) from private secondary schools were diploma holders with the least number of teachers (i.e. 3) from the category of those who had Teaching Certificates. The number of diploma holders teachers in private secondary schools were 22 (i.e. 52.4%) while those teachers who had Teaching Certificate were 8 from private secondary schools.

Comparison of public and private secondary school teachers by level of education

It can be concluded that public secondary school teachers had the largest number of degree holders (i.e. 25=49%) representing 26.8% of the total sample (i.e. 93 teachers) as compared to their counterparts from the private secondary schools who had 9 degrees. However, private secondary schools had the largest number of teachers who were diploma holders (i.e. 22 = 52.4%) out of 42 teachers from private secondary schools representing 23.7% of the total sample (i.e. 93 teachers) as compared to their counterparts from public secondary schools who had 23 (i.e. 45.1%) out of 51 teachers representing 24.7% of the total sample. Private secondary schools had a higher number of teachers with Teaching Certificates (i.e. 8) as compared to their counterparts from the public secondary schools who were 3. In addition, public secondary schools did not have teachers with Higher/Advanced Diplomas as compared to private secondary schools who had 3 teachers with Higher/Advanced Diplomas.

Figure 4: Distribution of teachers by teaching experience and type of secondary schools

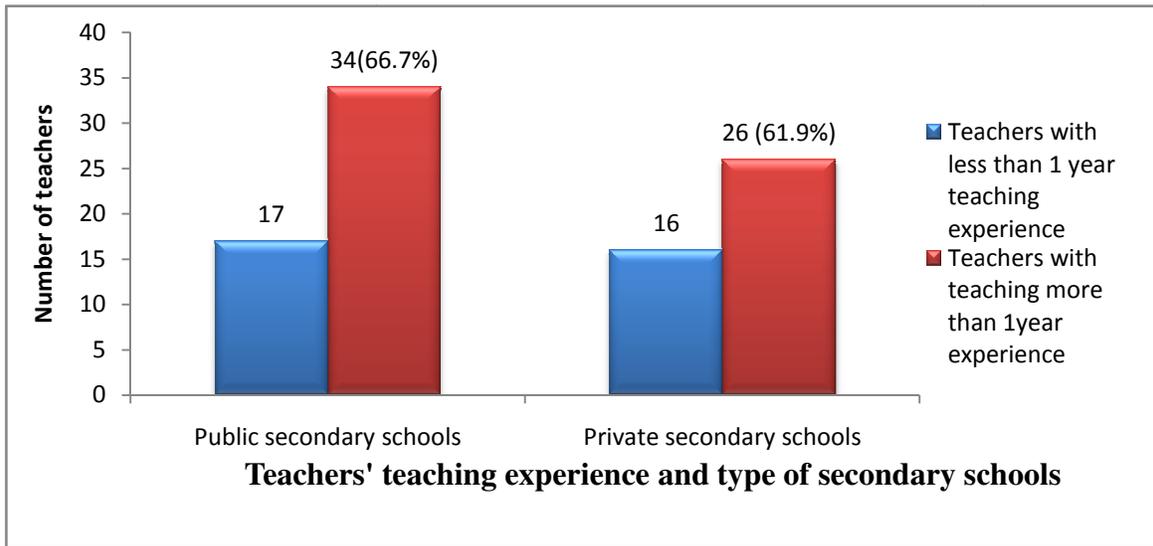


Figure 4 above shows the distribution of teachers by level of teaching experience and type of secondary school.

Public Secondary Schools: from public secondary schools, there were 34 (i.e. 66.7%) teachers who had more than one year teaching experience while 17 had less than one year teaching experience. Therefore, the finding reveals that there were more teachers from public secondary schools (i.e. 34=66.7%) who had taught for more than one year teaching experience.

Private secondary schools: from private secondary schools, there were 26 (i.e. 61.9%) teachers who had more than one year teaching experience, while 16 (i.e. 38.1%) of them had less than one year of teaching experience. It can be concluded that more teachers from private secondary schools (i.e. 26=61.9%) had taught for more than one year representing 27.9% of the total sample while 16 of teachers from private secondary schools had taught for less than one year.

Comparison of public and private secondary school teachers by teaching experience and type of secondary schools

Figure 4 above shows that there were more public secondary school teachers (i.e. 34=66.7%) who had taught for more than one year as compared to their counterparts from private secondary schools (i.e. 26=61.9%). However, the number of teachers who had taught less than one year in public secondary schools was smaller (i.e. 17) than their counterparts from private secondary schools (i.e. 16).

4.2.2 Perceptions and attitude among teachers in public and private secondary schools regarding the re – entry policy in Mazabuka District

Figure 5: Distribution of respondents by perceptions and attitudinal differences among teachers regarding the re-entry policy by type of secondary school.

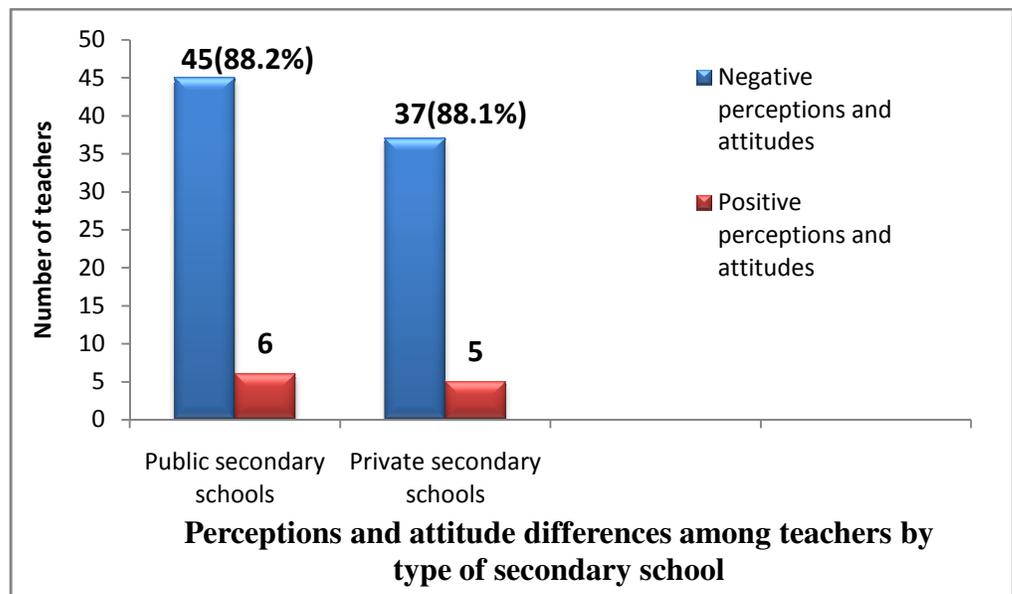


Figure 5 above shows the distribution of respondents by perceptions and attitudinal differences among teachers regarding the re-entry policy by type of secondary school.

Public secondary schools: from figure 5 above, there were 45 (i.e. 88.2%) out of 51 teachers from public secondary schools who had negative perceptions and attitude regarding the re-entry policy and 6 teachers in public secondary schools had positive perceptions and attitude regarding the re-entry policy. Thus, the majority of public

secondary school teachers had higher negative perceptions and attitude regarding the re-entry policy in Mazabuka District.

Private secondary schools: from figure 5 above, it was apparent that there were 37 (88.1%) out of 42 teachers from private secondary schools who had negative perceptions and attitude regarding the re-entry policy against 5 teachers that had positive perceptions and attitude regarding the re-entry policy. Therefore, the findings above reveal that among teachers from private secondary schools, the majority of them (i.e. 37=88.1%) had negative perceptions and attitude regarding the re-entry policy.

Comparison of perceptions and attitude by type of secondary schools among public and private secondary school teachers regarding the re-entry policy

The findings revealed that teachers in both public (i.e. 45=88.2%) and private (i.e. 37=88.1%) secondary schools in Mazabuka District had negative perceptions and attitude regarding the re-entry policy. It can be concluded that public secondary schools had more teachers with negative perceptions and attitude (i.e. 8) regarding the re-entry policy as compared to their counterparts in private secondary schools.

4.3 What are the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District?

This section presents findings based on the second research question which aimed at identifying types of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy. Respondents in both public and private secondary schools were asked on their perceptions and attitude regarding the re-entry policy. Figure 6 below shows the responses obtained from these questions.

Figure 6: Types of perceptions and attitude regarding the re-entry policy among teachers in both public and private secondary schools.

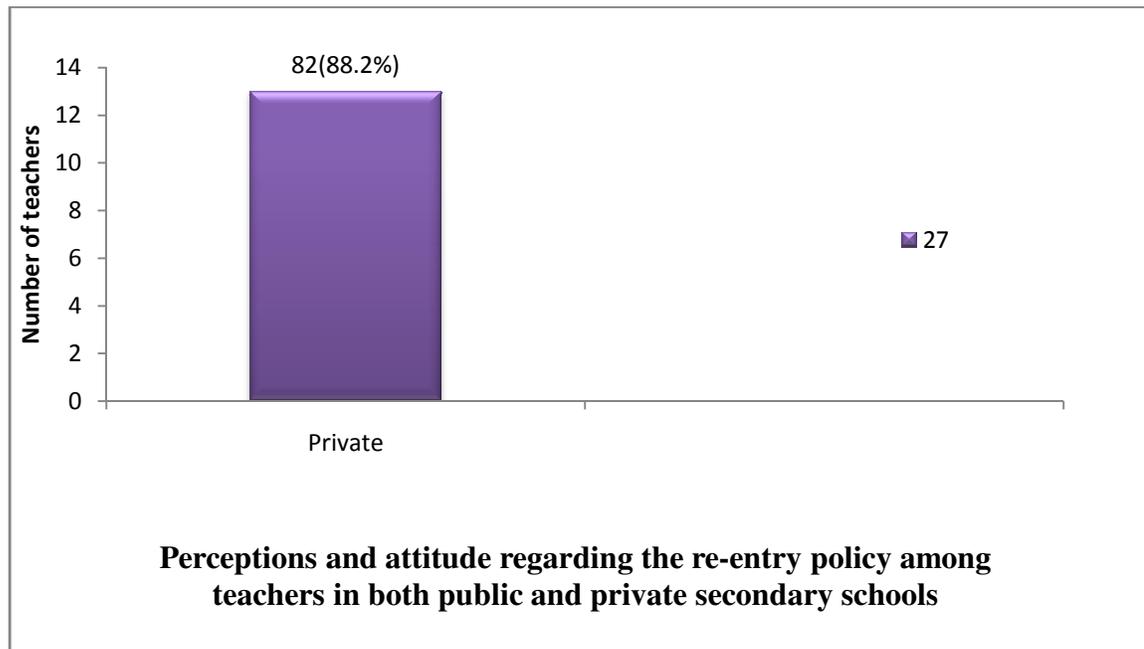


Figure 6 above shows types of perceptions and attitude regarding the re-entry policy among teachers in both public and private secondary schools

Negative type of perceptions and attitude: figure 6 above shows that there were 82 teachers out of the total sample of 93 teachers representing 88.2% teachers from both public and private secondary schools who had negative perceptions and attitude regarding the re-entry policy. This can be concluded that the majority of the teachers in Mazabuka District had negative perceptions and attitude regarding the re-entry policy.

Positive type of perceptions and attitude: figure 6 reveals that there were 11 teachers from private secondary schools, who had positive perceptions and attitude regarding the re-entry policy. This finding can be concluded that teachers had both positive and negative perceptions and attitude regarding the re-entry policy. However, there were a higher number of teachers that had negative perceptions and attitude regarding the re-entry policy in Mazabuka District.

Comparison of perceptions and attitude by types of public and private secondary school teachers regarding the re-entry policy

From figure 6 above, it can be concluded that the majority of the teachers (i.e. 82=88.2%) from both public and private secondary schools had higher negative perceptions and attitude regarding the re-entry policy. These can be compared to their counterparts who were (i.e. 11) from both public and private secondary schools who expressed positive perceptions and attitude regarding the re-entry policy in the District. However, from public secondary schools there were more teachers with negative perceptions and attitude regarding the re-entry policy (i.e. 45= 54.9%) compared to their counterparts from private secondary schools who were 37 (i.e. 45.1%) out of the total number of teachers from both public and private secondary schools who had negative perceptions and attitude regarding the re-entry policy in the district.

Figure 7a: Distribution of public secondary school teachers by sex and perceptions and attitude regarding the re-entry policy

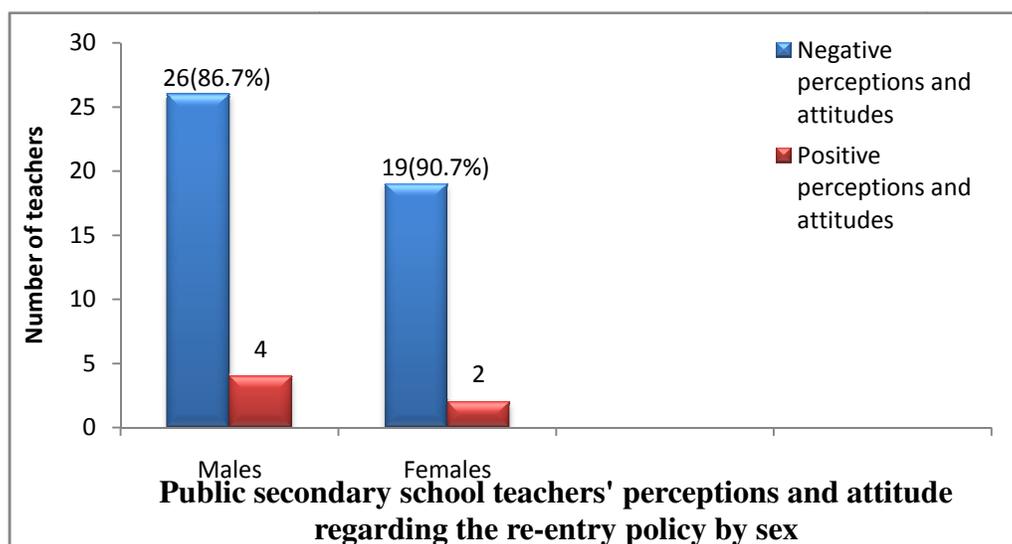


Figure 7a above shows the distribution of respondents by perceptions and attitude among teachers in public secondary schools regarding the re-entry policy by sex.

Male respondents from public secondary schools: 4 male teachers out of 30 male teachers from public secondary schools expressed positive perceptions and attitude regarding the re-entry policy. Further, 26 (i.e. 86.7%) out of 30 male teachers expressed

negative perceptions and attitude regarding the re-entry which reflects 50.9% of total male teachers from public secondary schools.

These findings can be concluded that the greatest number of male teachers (i.e. 26 = 86.7%) out of 30 male teachers that participated in this study, the majority had negative perceptions and attitude regarding the re-entry policy representing 50.9% of the total number of teachers in public secondary schools (i.e. 51) and 27.9% of the total study sample of 93 teachers.

Female respondents from public secondary schools: 2 female teachers out of 21 from public secondary schools expressed positive perceptions and attitude regarding the re-entry policy; but 19 (i.e. 90.7%) female teachers from the total 21 female teachers in public secondary schools expressed negative perceptions and attitude regarding the re-entry policy

This entails that the majority of the teachers (i.e. 19 = 90.7%) out of 21 female teachers in public secondary schools had negative perceptions and attitude regarding the re-entry policy. The findings can be concluded to the effect that the number of female teachers who had negative perceptions and attitude regarding the re-entry policy in public secondary schools was greater than male teachers within public secondary schools. In other words, the findings showed that female teachers from public secondary schools in Mazabuka District had more negative perceptions and attitude regarding the re-entry policy than their counterparts within public secondary schools who had positive perceptions and attitude regarding the re-entry policy.

Figure 7b: Distribution of respondents by perceptions and attitude differences by Sex among private secondary school teachers regarding the re-entry policy

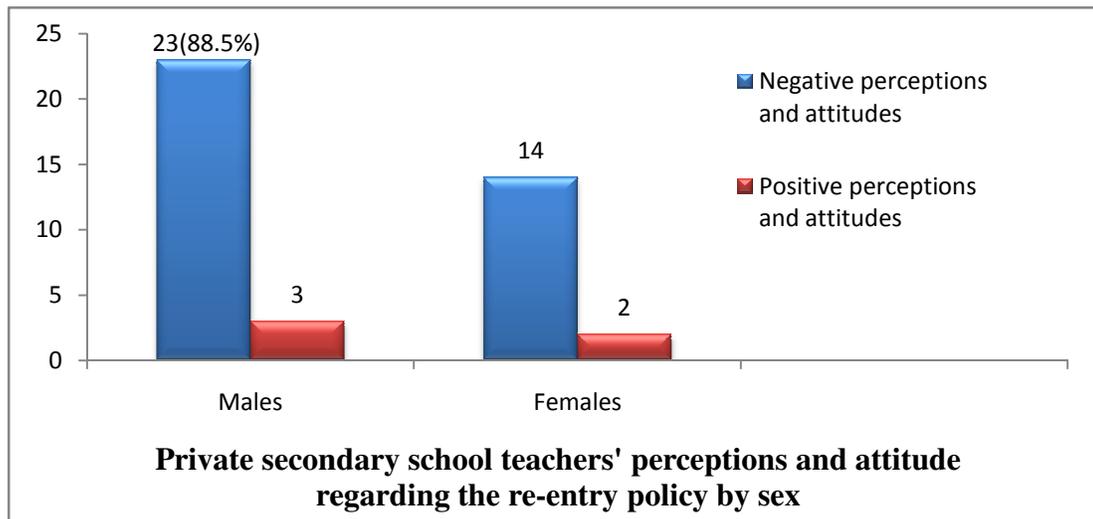


Figure 7b above shows the distribution of respondents by sex; and perceptions and attitude among teachers of private secondary schools regarding the re-entry policy.

Male teachers from private secondary schools teachers: 23 (i.e. 88.5%) out of 26 total male teachers in private secondary schools had negative perceptions and attitude regarding the re-entry policy representing 27.9% of the total number of the sample of 93 teachers as compared to 3 of their counterparts out of 26 total male teachers who had positive perceptions and attitude regarding the re-entry policy. Thus, there were more male teachers in private secondary schools who had negative perceptions and attitude regarding the re-entry policy than those male teachers in same schools than teachers who had positive perceptions and attitude regarding the re-entry policy in the District.

Female teachers from private secondary schools: 14 female teachers out of 16 female teachers from private secondary schools had negative perceptions and attitude regarding the re-entry policy; against 2 female teachers from private secondary schools who had positive perceptions and attitude regarding the re-entry policy. This means that there were more negative than positive perceptions and attitude regarding the re-entry among male teachers in the private secondary schools of Mazabuka District.

Comparison of perceptions and attitude by sex among public and private secondary school teachers regarding the re-entry policy

It was established that female teachers in public secondary schools had greater negative perceptions and attitude (i.e. 19= 90.7%) regarding the re-entry policy as compared to their counterparts in private secondary schools who were 14 (i.e. 87.5%) female teachers who expressed negative perceptions and attitude regarding the re-entry policy in the District. Further, the findings revealed that there were 4 male teachers in public secondary schools who had positive perceptions and attitude regarding the re-entry policy against their counterparts in private secondary schools who were 3. In other words, there were more male teachers in private schools who had negative perceptions and attitude (i.e. 23= 88.5%) regarding the re-entry policy as compared to their counterparts in public secondary schools who were 26 (i.e. 86.7%).

Figure 8a: Distribution of respondents by age, perceptions and attitudinal differences among public secondary school teachers regarding the re-entry policy.

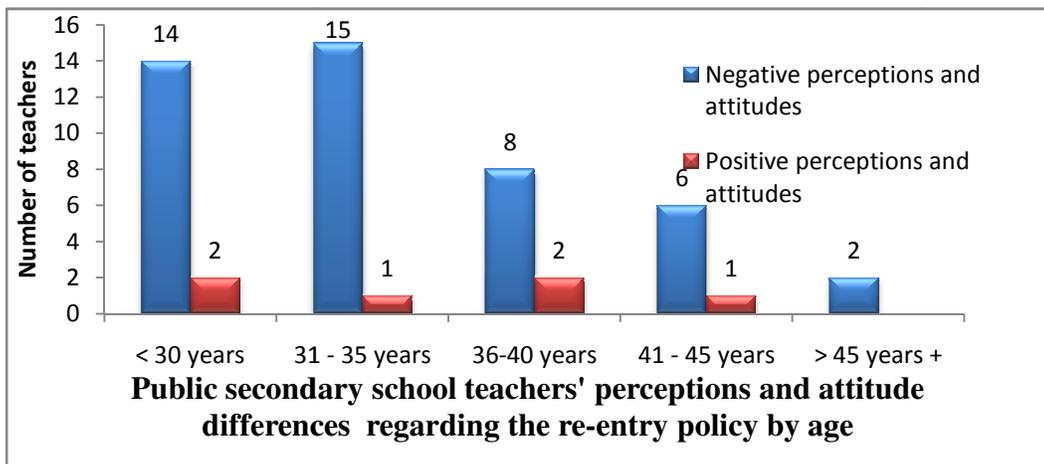


Figure 8a above shows the distribution of respondents by perceptions and attitude among teachers in public secondary schools regarding the re-entry policy by age.

Teachers less than 30 years from public secondary schools: table 8a above shows 14 out of 16 teachers in the age group 30 years and below in public secondary schools had negative perceptions and attitude regarding the re-entry policy; while 2 teachers in the

same age group had positive perceptions and attitude regarding the re-entry policy. In the same age group, the findings show that there were more teachers that had negative perceptions and attitude regarding the re-entry policy than those that had positive perceptions and attitude.

Teachers 31-35 years from public secondary schools: table 8a revealed that 15 out of 16 teachers in the age group 31-35 years from public secondary schools had negative perceptions and attitude regarding the re-entry policy against 1 teacher who had positive perceptions and attitude regarding the re-entry policy in the same age group. In other words, there were more teachers that had negative perceptions and attitude regarding the re-entry policy in the age group 31-35 years than those who had positive perceptions and attitude in public secondary schools.

Teachers 36-40 years from public secondary schools: 8 out of 10 teachers in the age group 36 - 40 years had negative perceptions and attitude regarding the re-entry policy against 2 teachers in the same age group who had positive perceptions and attitude. In this cohort, therefore, there were more negative perceptions and attitude regarding the re-entry policy than positive perceptions and attitude from the public secondary school teachers in the age group 36-40 years.

Teachers 41-45 years from public secondary schools: 6 teachers shown in figure 8a above from public schools had negative perceptions and attitude regarding the re-entry policy in this age cohort against 1 teacher from public schools who had a positive perception and attitude regarding the re-entry policy. This shows that there were more negative perceptions and attitude than positive perceptions and attitude from public secondary school teachers regarding the re-entry policy in this age cohort of 41-45 years.

Teachers 45 years and above from public secondary schools: age group 45 years and above had 2 out of 2 teachers from public schools who had negative perceptions and attitude regarding the re-entry policy in the age group 45 years and above and no teacher had positive perceptions and attitude regarding the re-entry policy in the same age group in public secondary schools. The finding reveals that in the age group of 45 years and above, there were 2 teachers with negative perceptions and attitude regarding the re-entry policy.

Figure 8b: Distribution of respondents by age, perceptions and attitude differences among private secondary school teachers regarding the re-entry policy.

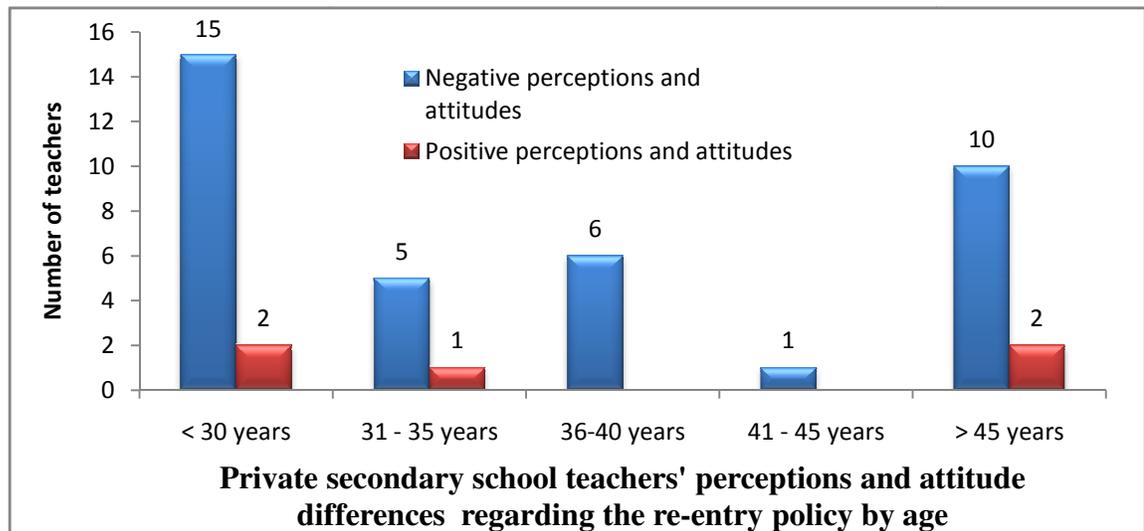


Figure 8b above shows the description of perceptions and attitude among teachers in private secondary schools regarding the re-entry policy by age.

Teachers less than 30 years from private secondary schools: 15 out of 17 teachers in the age group 30 years and below in private secondary schools had negative perceptions and attitude regarding the re-entry policy; while 2 teachers in the same age group had positive perceptions and attitude regarding the re-entry policy. In this age group, there were more negative perceptions and attitude regarding the re-entry policy among teachers less than 30 years than those in the same age group who had positive perceptions and attitude regarding the re-entry policy in private secondary schools.

Teachers 31-35 years from private secondary schools: 5 out of 6 teachers in the age group 31-35 years had negative perceptions and attitude regarding the re-entry policy against 1 teacher who had positive perceptions and attitude in the same age group. In the age group 31-35 years, there were more negative perceptions and attitude regarding the re-entry policy than positive perceptions and attitude among teachers in private secondary schools.

Teachers 36-40 years from private secondary schools: All 6 teachers in the age group 36 - 40 years had negative perceptions and attitude regarding the re-entry policy against none teachers that had positive perceptions and attitude in the same age group. In this cohort of teachers that were aged 36- 40 years, therefore, there were no positive perceptions and attitude regarding the re-entry policy in private secondary schools.

Teachers 41-45 years from private secondary schools: age group 41-45 years had 1 teacher who had negative perceptions and attitude regarding the re-entry policy in Mazabuka District. This meant that no teacher from private secondary schools in this same age group had positive perceptions and attitude regarding the re-entry policy.

Teachers 45 years and above from private secondary schools: 10 teachers out of 12 teachers aged 45 years and above, from private secondary schools, who had negative perceptions and attitude regarding the re-entry policy 2 teachers from the same age group who had positive perceptions and attitude regarding the re-entry policy. From the findings above, it can be concluded that there were more negative perceptions and attitude regarding the re-entry policy than those teachers in the same age group who had positive perceptions and attitude in private secondary schools.

Comparison of perceptions and attitude by age among public and private secondary school teachers regarding the re-entry policy

Figures 8a and 8b above show that the age group 30 years and below had the highest number of teachers (i.e. 15) in private secondary schools with negative perceptions and attitude regarding the re-entry policy as compared to their counterparts in the same age group from public secondary schools (i.e. 14). In public secondary schools, age group 31-35 years had the highest negative perceptions and attitude (i.e. 15) regarding the re-entry policy as compared to those in the same age group in private secondary schools which had 5 teachers with negative perceptions and attitude regarding the re-entry policy. All 6 teachers from private secondary schools compared to 8 teachers in the same age group in public secondary schools from the total of 10 teachers. In the age group 41-45 years in private secondary schools, there was only 1 teacher and had negative perceptions and attitude regarding the re-entry policy against 6 teachers out of a total of 7 teachers in the same age group in public secondary schools who had negative perceptions

and attitude regarding the re-entry policy. In the age group 45 years and above, there were 2 teachers from public secondary schools who had negative perceptions and attitude regarding the re-entry policy compared to 10 teachers from the total of 12 teachers who were in the same age group in private secondary schools.

It can be concluded that positive perceptions and attitude regarding the re-entry policy indicate that age groups of teachers 30 years and below; and 40 years and above in private secondary schools had the highest negative perceptions and attitude regarding the re-entry policy as compared to the same age groups in public secondary schools of teachers who had negative perceptions and attitude regarding the re-entry policy in Mazabuka District.

Figure 9a: Distribution of respondents by perceptions and attitude differences and marital status regarding the re-entry policy among public secondary school teachers

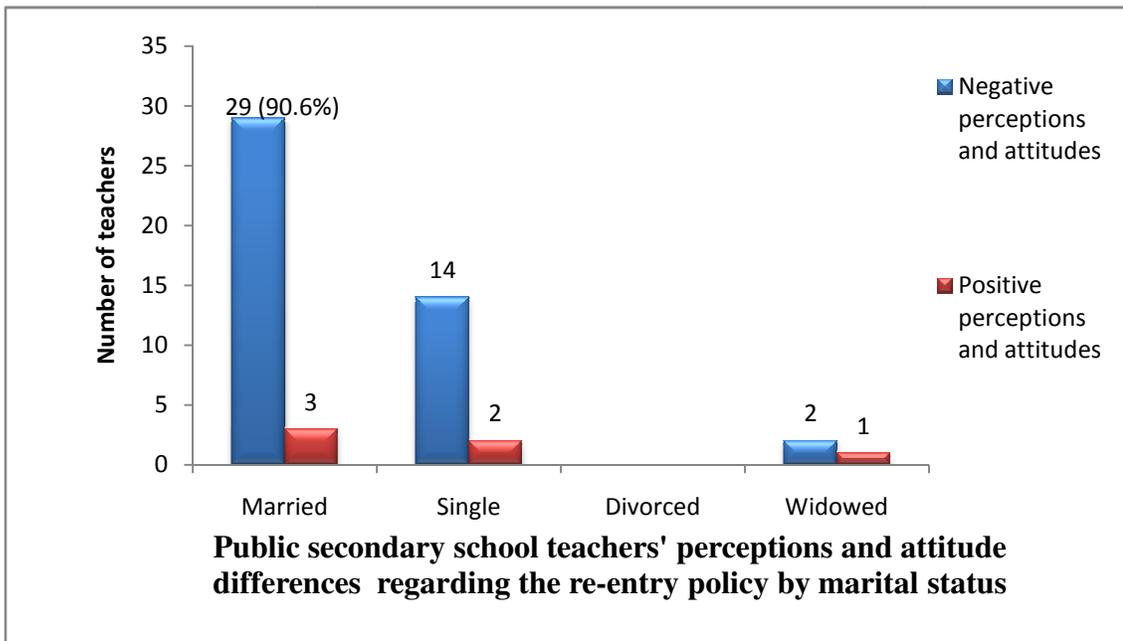


Figure 9a above shows the distribution of respondents by perceptions and attitude among teachers in public secondary schools regarding the re-entry policy by marital status in Mazabuka District.

Married teachers from public secondary schools: the study revealed that 29 (i.e. 90.6%) married teachers from public schools had negative perceptions and attitude regarding the re-entry policy in the District; against 3 married teachers that had positive perceptions and attitude regarding the re-entry policy. Negative perceptions and attitude were dominant among married respondents in public secondary schools in Mazabuka District.

Single teachers from public secondary schools: 14 single teachers in public secondary schools had negative perceptions and attitude regarding the re-entry policy; against 2 single teachers that had positive perceptions and attitude regarding the Policy. Therefore, negative perceptions and attitude were dominant among single respondents in public secondary schools in the District.

Widowed teachers from public secondary schools: 2 widowed teachers in public secondary schools had negative perceptions and attitude; against 1 widowed teacher who had a positive perception and attitude regarding the re-entry policy. Therefore, negative perceptions and attitude were dominant among widowed respondents in public secondary schools in Mazabuka District.

Divorced teachers from public secondary schools: none of the respondents was divorced from public secondary schools.

From the findings above, it can be concluded that perceptions and attitude among teachers in public secondary schools regarding the re-entry policy was highest among married teachers, followed by single teachers and widowed teachers respectively.

Figure 9b: Distribution of respondents by perceptions and attitude differences and marital status regarding the re-entry policy among private secondary school teachers.

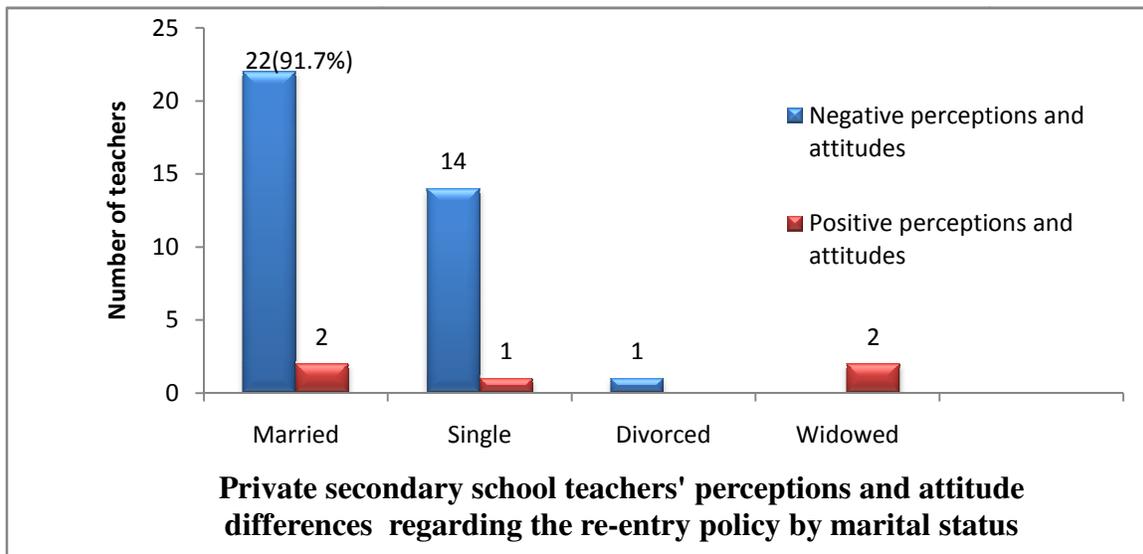


Figure 9b above shows the distribution of teachers in private secondary schools in terms of comparison of their perceptions and attitude regarding the re-entry policy and marital status in Mazabuka District.

Married teachers from private secondary schools: It was observed that 22 (i.e. 91.7%) married teachers in private schools had negative perceptions and attitude regarding the re-entry policy in the District against 2 married teachers who had positive perceptions and attitude regarding the re-entry policy. Negative perceptions and attitude dominated among married respondents in private secondary schools in Mazabuka District.

Single teachers from private secondary schools: 14 single teachers from private schools had negative perceptions and attitude; against 2 married teachers from private schools who had positive perceptions and attitude regarding the re-entry policy. Therefore, negative perceptions and attitude dominated among single respondents in private secondary schools in the District.

Widowed teachers from private secondary schools: from private schools, 2 widowed teachers had positive perceptions and attitude regarding the re-entry policy. There was no widowed teacher who had a negative perception or attitude regarding the re-entry policy. Negative perceptions and attitude dominated among widowed respondents in private secondary schools in Mazabuka District.

Divorced teachers from private secondary schools: 1 teacher who was divorced from a private secondary school had a negative perception and attitude regarding the re-entry policy; and no teacher had a positive perception or attitude in this category.

The findings above revealed that negative perceptions and attitude among teachers in private secondary schools regarding the re-entry policy were highest among single teachers, followed by married teachers and the lowest was among divorced teachers.

Comparison of perceptions and attitude by marital status among public and private secondary school teachers regarding the re-entry policy

The results in figures 9a and 9b above revealed that the highest negative perceptions and attitude regarding the re-entry policy was higher among married teachers from private secondary schools (i.e. 22= 91.7%) in comparison with their married counterparts in public secondary schools (i.e. 29= 90.6%). However, the findings revealed further that single teachers (i.e. 14) in private secondary schools had higher negative perceptions and attitude regarding the re-entry policy than the single teachers (i.e. 14) in public secondary schools. The least number of teachers who showed negative perceptions and attitude regarding the re-entry policy was in the category of those who were divorced. On the other hand, positive responses from teachers regarding the perceptions and attitude of public secondary school teachers were higher (i.e. 3) among married teachers while the least number of positive responses from public secondary school teachers was in the divorced category of teachers which did not have a respondent.

Figure 10a: Distribution of respondents by perceptions and attitude differences and level of education regarding the re-entry policy among public secondary school teachers.

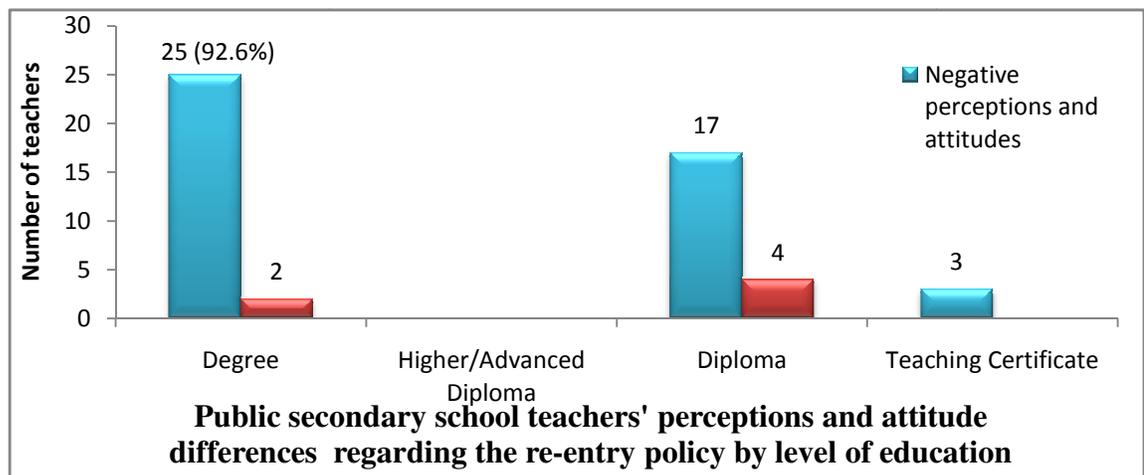


Figure 10a above shows the description of perceptions and attitude among teachers in **public** secondary schools regarding the re-entry policy by level of education in Mazabuka District.

Public secondary schools teachers

Teachers with degrees: the findings show that 25 (i.e. 92.6%) teachers with degrees from public secondary schools had negative perceptions and attitude; against 2 teachers who had positive perceptions and attitude regarding the re-entry policy in Mazabuka District.

Teachers with Higher/Advanced Diploma: there was no teacher had Higher/Advanced Diploma in public secondary schools.

Teachers with Diplomas: 17 teachers from public secondary schools with Diplomas had negative perceptions and attitude regarding the re-entry policy; against 4 teachers from public schools that had positive perceptions and attitude.

Teachers with Teaching Certificate: All 3 teachers from public secondary schools with Teaching Certificates had negative perceptions and attitude; and no teacher in this

category had a positive perception or attitude among the public secondary school teachers.

From the study findings, it was revealed that teachers that had higher level of education (i.e. degrees) in public secondary schools had higher negative perceptions and attitude regarding the re-entry policy than those teachers who had positive perceptions and attitude regarding the re-entry policy in the District. The highest number of teachers in public secondary schools who had negative perceptions and attitude regarding the re-entry were followed by those that had diplomas.

Figure 10b: Distribution of respondents by perceptions and attitude differences and level of education regarding the re-entry policy among private secondary school teachers.

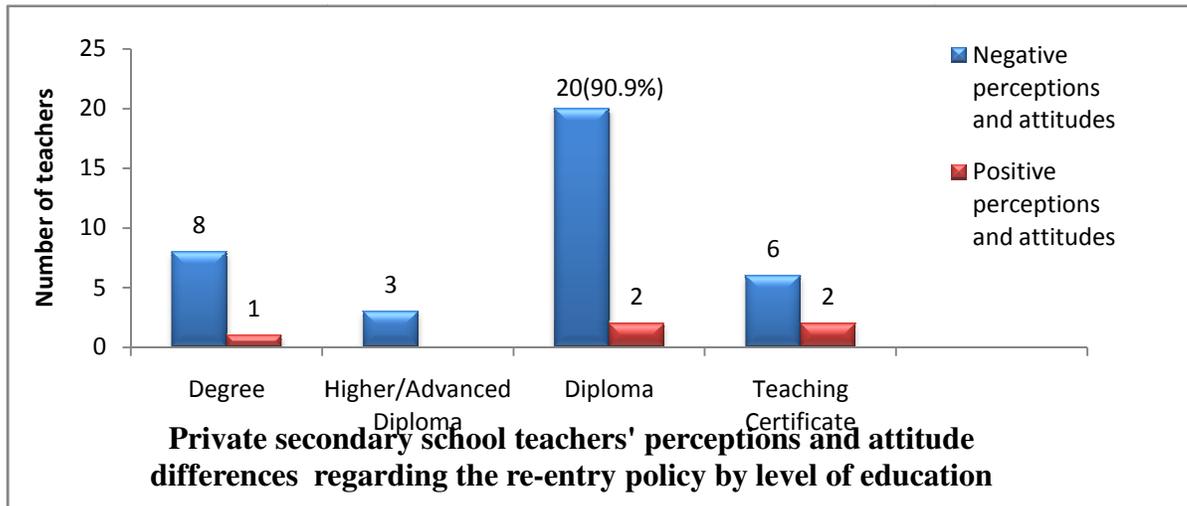


Figure 10b above shows the description of perceptions and attitude among teachers in **private** secondary schools regarding the re-entry policy by level of education in Mazabuka District.

Private secondary schools teachers

Teachers with degrees: The findings showed that 8 teachers in private secondary schools who had degrees had negative perceptions and attitude regarding the re-entry policy; against 1 teacher with the same level of education who had positive perceptions and attitude regarding the re-entry policy in the District. From the findings, it was

observed that respondents in private secondary schools who had negative perceptions and attitude regarding the re-entry policy exceeded those with positive perceptions and attitude in this category.

Teachers with Higher/Advanced Diploma: All 3 teachers in private secondary schools with Higher/Advanced Diploma had negative perceptions and attitude regarding the re-entry policy. Respondents with negative perceptions and attitude regarding the re-entry policy exceeded those with positive perceptions and attitude in this category.

Teachers with diplomas: 20 (i.e. 90.9%) teachers in private secondary schools with diplomas had negative perceptions and attitude; against 2 teachers with the same level of education who had positive perceptions and attitude. Respondents with negative perceptions and attitude exceeded those with positive perceptions and attitude in this category.

Teachers with Teaching Certificate: 6 teachers in private secondary schools with Teaching Certificates had negative perceptions and attitude regarding the re-entry policy; against 2 teachers from private secondary schools with the same level of education who had positive perceptions and attitude. Respondents with negative perceptions and attitude regarding the re-entry policy exceeded those with positive perceptions and attitude in this category.

Comparison of perceptions and attitude by level of education among public and private secondary school teachers regarding the re-entry policy

This study revealed that teachers that had higher level of education (i.e. those with degrees) in public secondary schools had the highest negative perceptions and attitude regarding the re-entry policy than their peers who had positive perceptions and attitude regarding the re-entry policy in Mazabuka District. However, in private secondary schools, teachers with diplomas had the highest (i.e. 20=90.9%) negative perceptions and attitude regarding the re-entry policy than their counterpart teachers in public secondary schools that had similar level of education.

In other words, from figures 10a and 10b, it can be observed that the highest number of teachers (i.e. 25=92.2%) who had negative perceptions and attitude in public secondary

schools were teacher with degrees while the highest number of teachers with negative perceptions and attitude from private secondary schools was among those with diplomas (i.e. 20=90.9%). On the other hand, the lowest number of negative perceptions and attitude in both public and private secondary schools were in the category of those who had Higher/advanced Diplomas. Public secondary schools had a highest number (i.e. 25=92.6%) of teachers who expressed with negative perceptions and attitude than those teachers from private secondary schools (i.e. 20=90.9%).

11a: Distribution of perceptions and attitude by teaching experience among public secondary schools teachers regarding the re-entry policy

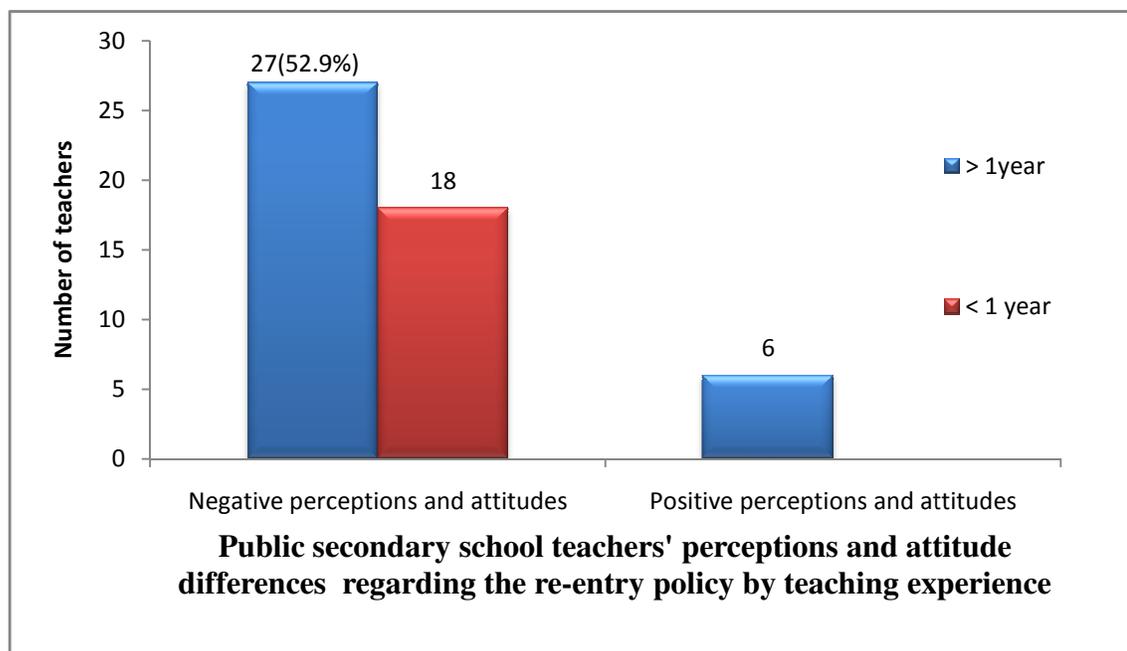


Figure 11a above shows the distribution of perceptions and attitude by teaching experience among **public** secondary school teachers regarding the re-entry policy.

Public secondary school teachers

The study findings in figure 11a showed that 27 (i.e. 52.9%)out of 51 teachers representing 29% of the total study sample of 93 teachers from public secondary schools who expressed negative perceptions and attitude regarding the re-entry policy had more than 1 year of teaching experience. On the other hand, 6 teachers in public secondary

schools with positive perceptions and attitude regarding the re-entry policy had more than 1 year of teaching experience in Mazabuka District.

18 of 51 teachers from public schools with negative perceptions and attitude in public secondary schools regarding the re-entry policy had less than 1 year teaching experience. Of those who had positive perceptions and attitude, no teacher had served for less than 1 year.

The above findings show that teachers from public secondary schools who taught for a long time had the highest negative perceptions and attitude regarding the re-entry policy in Mazabuka District. The same is true regarding positive perceptions among the public school teachers.

Figure 11b Distribution of perceptions and attitude by teaching experience among private secondary schools teachers regarding the re-entry policy

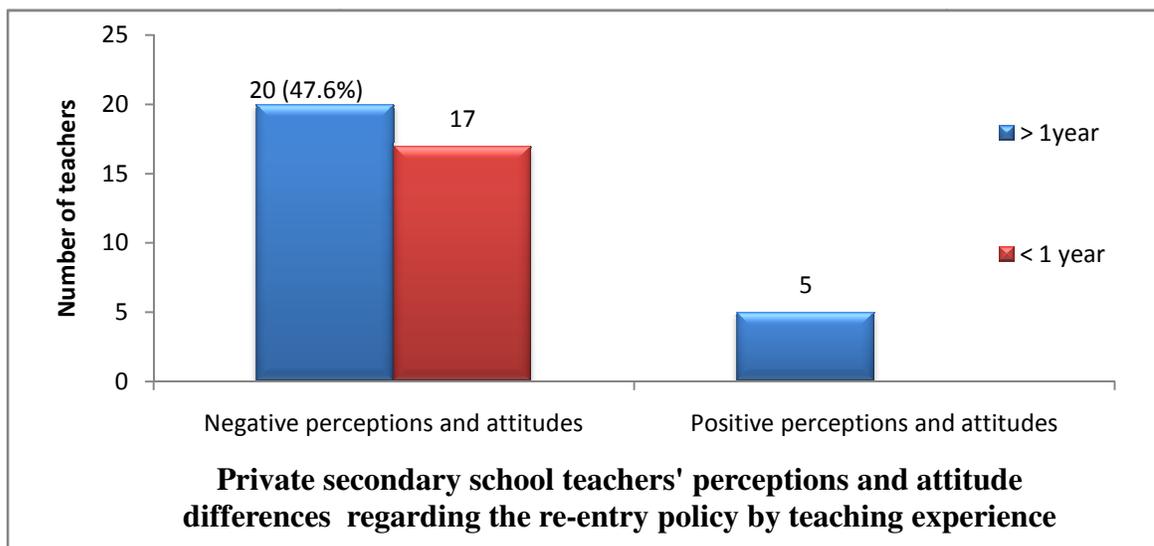


Figure 11b above shows distribution of perceptions and attitude by teaching experience among private secondary schools teacher regarding the re-entry policy in Mazabuka District.

Private secondary schools teachers

20 (i.e. 47.6%) out of 42 teachers from private secondary schools who expressed negative perceptions and attitude regarding the re-entry policy had more than 1 year of teaching experience. On the other hand, 5 teachers in private secondary schools with positive perceptions and attitude had more than 1 year of teaching experience in Mazabuka District.

17 out of 42 teachers from private secondary schools who expressed negative perceptions and attitude regarding the re-entry policy had less than 1 year teaching experience. Of those who had positive perceptions and attitude, no teacher had served for less than 1 year; and no teacher from private secondary schools had served for less than 1 year among those who had positive perceptions and attitude regarding the re-entry policy.

Comparison of perceptions and attitude by teaching experience among public and private secondary school teachers regarding the re-entry policy

The study findings above revealed that teachers from public secondary schools who taught for a long time had higher negative perceptions and attitude (i.e. 27 = 29%) than their counterparts from private secondary schools (i.e. 20=21.5%) with teaching experience exceeding 1year and expressed negative perceptions and attitude regarding the re-entry policy.

Similarly, 18 teachers from public secondary schools who taught less than 1 year had higher negative perceptions and attitude regarding the re-entry policy than their counterparts in private secondary schools (i.e.17) who had teaching experience of less than 1 year and expressednegative perceptions and attitude regarding the re-entry policy in the District.

Further, the study findings revealed that teachers from public secondary schools who taught for a long time had higher positive perceptions and attitude (i.e. 6)than their counterparts fromprivate secondary schools (i.e. 5)who had the same teaching experience and expressed positive perceptions and attitude regarding the re-entry policy in Mazabuka District.

4.4 FINDINGS FROM QUALITATIVE QUESTIONS

4.4.1 What Recommendations can Public and Private Secondary School Teachers make on perceptions, attitude differences and associated factors regarding the re-entry policy?

The third research question of the study sought to obtain recommendations from public and private secondary school teachers regarding the re-entry policy. A number of recommendations were given.

4.4.1.1 Recommendations from Teachers in Private Secondary Schools Regarding the Re-entry Policy.

The findings presented verbatimly below were obtained during Focus Discussion Groups:

- (i) “engage stakeholders to discuss the best way the re-entry policy can be crafted and implemented;”
- (ii) “sensitize teachers and other stakeholders about the re-entry policy;”
- (iii) “provide Reproductive Health information and services to girl children;”
- (iv) “girls who fall pregnant should only be allowed back into school if there is someone who can look after the children while the mothers are at school;”
- (v) “girls that fall pregnant should not continue learning with those without children or pregnancies. They should have their own special schools which have facilities supporting them;”
- (vi) “the Ministry of Education Science, Vocational Training, Early Education (MOESVTEE) should re-visit the re-entry policy in Zambia because it has not brought any good to our girls as Girls get pregnant deliberately with knowledge that even if they get pregnant, they will go back to school again;”
- (vii) “the policy is good and it has to be supported by parents;”
- (viii) “do not allow pupils to go to the same school where the pregnancy occurred instead both pupils(i.e. a girl and a boy) be transferred to another school so that the new environment helps both pupils;”

- (ix) “the Ministry Education Science, Vocational Training, Early Education (MOESVTEE) should identify at least 2 schools in each province where the girls who fall pregnant should be earmarked for re-entry.”

4.4.1.2 Recommendations from Teachers in Public Secondary School Regarding the Re-entry Policy during FDGs.

Public secondary school teachers gave the following recommendations:

- (i) “the MOESVTEE should build schools specifically for girls who fall pregnant. By this measure, schools will maintain discipline amongst the pupils;”
- (ii) “the MOESVTEE should empower head teachers to take it upon themselves to make sure that girls go back to school;”
- (iii) “the re-entry policy should be applied to both a girl and a boy that have been involved in a pregnancy;”
- (iv) “girls and boys who have been involved in a pregnancy case must be re-admitted at different schools not where they were when the pregnancy occurred;”
- (v) “girls and boys that return to school under the re-entry programme should be given a special class in order not to mix with the other girls and boys in school;”
- (vi) “the re-entry policy should not be imposed on regular classes; instead it should be introduced under Afternoon Production Unit (APU);”
- (vii) “the re-entry policy should continue but the Ministry should recommend some schools where returning pupils should go to;that they should go to such institutions for Adult Education;”
- (viii) “moral values should be emphasized and girls should be transferred after re-entry;”
- (ix) “when the girl child who fell pregnant is accepted back into school, it would be recommended that she is transferred to another school as this would save her from embarrassment from her friends who would be teasing her as a mother;”
- (x) “there should be a maximum number of times a girl should fall pregnant while at school beyond which she should not be accepted;”

- (xi) “girls who fall pregnant should stay away long enough after giving birth in order for them to reflect on their own behaviour;”and
- (xii) “the policy is good and it should continue, but the girls should be sensitized on how this policy works and its importance”

4.4.1.3 Recommendations from Key Informants (Head Teachers) in Private Secondary Schools Regarding the Re-entry Policy

Key informants (Head Teachers) from private secondary schools gave the following recommendations:

- (i) “girls who get pregnant deliberately should not be allowed to come back to school;”
- (ii) “the re-entry policy should not just be of benefit to the school girl child but it must be applied judiciously by looking at the circumstances under which the girl child has gotten pregnant before she should be allowed to come back to school;” and
- (iii)“victims and the people who make school girls pregnant should be handled in an appropriate way so that they stop enticing young girls.”

4.4.1.4 Recommendations from Key Informants (Head Teachers) in Public Secondary Schools Regarding the Re-entry Policy

Key informants (Head Teachers) from public secondary schools gave the following recommendations:

- (i) “the Ministry should train teachers on how to handle emergency Reproductive Health cases such as abrupt labour pains and abortion by a pregnant school girl while in class;”
- (ii) “the re-entry policy should be improved upon so that more girls can use it in the right way;”
- (iii)“let there be a lot of sensitization for both teachers and pupils in schools about the re-entry policy;”
- (iv)“let the girls and boys involved in pregnancy cases while at school be given only 1 or 2 chances because if given more times the girl and boy will have 5 children before completing school;” and

- (v) “children that are coming back to school through the re-entry policy should go to special schools such as Mazabuka School for Continuing Education (MASCO).”

4.5 QUOTES ON PERCEPTIONS AND ATTITUDE MADE BY TEACHERS

4.5.1 Quotes on perceptions and attitude of teachers from public secondary schools. These were captured during FDGs with teachers.

The following were the direct quotes on perceptions and attitude from teachers in public schools: They are presented here as they were expressed.

- (i) “I have observed that most of the girls on re-entry policy are poorly performing. I wish to recommend that the girls who get pregnant during school have time of weaning their babies in order for them to concentrate on school only later;”
- (ii) “the Ministry should critically examine the policy because it has contributed to low moral values and increased cases of HIV/AIDS because young girls have become reckless. They no longer see sexual intercourse to be a practice for married couples;”
- (iii) “the Ministry should build schools specifically for girls who fall pregnant. This way, schools will maintain their old discipline;”
- (iv) “I actually recommend to the Ministry of Education, Science Vocational Training & Early Education not to implement the re-entry policy for it has made a lot of girls to become pregnant for they know that they have the chance of going back to school after delivery. It has actually promoted prostitution in Zambia;”
- (v) “pupils should not go back to the same school after delivery instead they should get transferred to another school, if possible, to a school far from friends and teachers of former schools;”
- (vi) “the pupils intended to be assisted by the policy, should be secluded from the main stream for they face a lot of challenges after they have delivered;”
- (vii) “as a teacher, I recommend that the Ministry of Education should also implement this re-entry policy in private schools because they do not accept girl children who become pregnant;”

- (viii) “may the Government consider having a separate institution for such girls to enable them attend school freely without being scolded;”
- (ix) “though it might sound segregative, all school girls on re-entry policy should have their own learning premises to release them from all sorts of discrimination and labels;”
- (x) “the child (pupil) must be re – admitted at different school not where she was learning before re-entry;”
- (xi) “I recommend that girls that return to school under this programme should be given a special class just for them and not to mix with the other girls in school regular classes.”
- (xii) “the re-entry policy should not be imposed on regular classes instead it should be introduced under Afternoon Production Unit (APU);”
- (xiii) “to enroll girls who become mothers under open learning and not as regular pupils.”
- (xiv) “it must continue but look at what made those girls fall pregnant before re-admitting them into schools. The other point is that the girls must be re – admitted into different schools;”
- (xv) “should continue with re – entry policy but should recommend some schools that they should go to;”
- (xvi) “girls that fall pregnant while at school should not be re-admitted. Instead, Ministry of Education should find an alternative institution such as Adult Education. Consider mature that would greatly influence young girls. The adverse has fully been observed, 100%;”
- (xvii) “girls who become pregnant in schools should possibly have their own schools where they should continue their education;”
- (xviii) “when the girl child who fell pregnant is accepted back into school, it would be recommended that she is transferred to another school. This would save her the embarrassment she is likely to suffer from her friends who would be teasing her as a mother. Moreover, there should be a maximum number of times a girl should fall pregnant while at school beyond that, she should not be accepted;”
- (xix) “I recommend that the Government should abolish the policy;”

- (xx) “from experience, re-admitted girls tend to isolate themselves and normally withdraw from participation in school activities. When re-admitted to the same school, it somehow encourages others to engage in reckless behaviour knowing they will be re-admitted. I therefore recommend that pupils who fall pregnant should go to other schools as a deterrent to others and to save them from being ridiculed or labeled. The Ministry should strengthen Guidance and Counseling Departments as these need more attention to help them re-focus concentration on studies. They need assistance on how to cope with two roles of being a pupil and a mother;”
- (xxi) “it should continue to save those who make mistakes and are ready to repent and change the institution if possible for conscience’s sake;”
- (xxii) “girls who fall pregnant should stay away long enough after giving birth in order for them to reflect on their behaviour;”
- (xxiii) “girls that are impregnated should not continue learning with those without children or pregnancies. They should have their own special schools which should have facilities supporting them;” and
- (xxiv) “the Ministry should re – visit the policy. It is a bad policy.”

4.5.2 Quotes on Perceptions and Attitude of Teachers from Private Secondary Schools during FDGs in Mazabuka District

- (i) “Construct special schools for them”.
- (ii) “The re- entry policy has implementation barriers, I recommend that this policy should be implemented not only in urban schools but also in rural schools and the Ministry should start some deliberate programmes to sensitize people in the rural areas concerning this policy.”
- (iii) “To avoid being laughed at by friends such pupils should be transferred to other schools where they are not known.”
- (iv) “The re – entry policy in Zambia should be abolished.”
- (v) “Engage stakeholders to chart the best way the policy could be crafted and implemented. Sensitize teachers and other stakeholders about re – entry policy. Provide Reproductive Health Information and services to the girl child education.”

- (vi) “A serious review should be given to this policy as schools are now becoming places where nursing mothers can mingle freely with young innocent girls and in turn influencing them negatively. Something should be done about in the schools.”
- (vii) “Re-entry policy should not be entertained in schools as it has resulted in poor results and many girls are getting pregnant. Those girls who fall pregnant should only be allowed to enroll their education through external GCE.”
- (viii) “Re-entry policy is good but has encouraged a lot of girls to be pregnant; they know that they will be re-admitted into school.

4.6 Summary

Chapter four of this study presented findings of the study on types of perceptions and attitude among teachers in public and private secondary schools regarding the re –entry policy in Mazabuka District. The findings in both public and private secondary schools in Mazabuka District revealed that teachers had negative perceptions and attitude regarding the re-entry policy. For instance, during interviews of Key Informants, 6 of them out of 7 Head Teachers representing 85.7% expressed negative perceptions and attitude regarding the re-entry policy.

The number of female teachers in public secondary schools with negative perceptions and attitude was higher than female teachers in private secondary schools regarding the re-entry policy. In addition, the findings from FDGs revealed that teachers who expressed negative perceptions and attitude regarding the re-entry policy in Mazabuka District were from both public and private secondary schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of the study on comparison of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District. The study focused on three objectives which were to: to identify different types of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy; to identify the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding re-entry policy in the District; and to obtain recommendations from public and private secondary school teachers on perceptions and attitude differences and associated factors regarding the re- entry policy.

5.2 Types of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy

The first objective of the study was to establish perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District. The study established that the differences in perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy were minimal.

In this study, perception was referred to the interpretation of the inner feeling of an individual about certain phenomena which can be expressed outwardly through what he/she says or how he/she acts. Attitude, on the other hand, was referred to a mental position with regard to a fact or state. Therefore, since the introduction of the re-entry policy in Zambia, teachers have developed positive or negative inner feelings with different interpretations about girls who got pregnant.

The purpose of establishing perceptions and attitude differences among teachers in secondary schools regarding the re-entry policy was to help in coming up with evidence

based interventions targeting teachers in order to continue creating an enabling environment that promotes the closure of gender education disparities in public or private schools. By this strategy, Rich (2007) argues that feminism is the demand for equal rights.

In order to gain a deeper understanding of the perceptions and attitude of teachers in each type of school, the perceptions and attitude were cross-tabulated with teacher characteristics which included age, gender, marital status, level of education and teaching experience. The intention was to investigate how each one of these teacher characteristics affected their perceptions and attitude regarding the Re-entry Policy.

The study brought to light both negative and positive perceptions and attitude from teachers in public and private secondary schools. However, negative perceptions dominated among the majority of respondents from both types of school. The difference in perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in this study was minimal.

The results of this study were in agreement with the findings of Sifuniso (2000), who intimated that there were negative perceptions and attitude among teachers regarding the re-entry policy. She further states that there were 69% of teachers that were against the re-entry policy. However, the report did not reveal the type of schools where the teachers who were studied were drawn from. Furthermore, the teachers who were mentioned to be against the re-entry policy by Sifuniso were not disaggregated by sex, age, marital status, level of education and years of experience.

Even in Botswana it was found that teachers had negative attitude regarding the returning students (Chilisa, 1997). However, the findings in the Botswana study also did not reveal the type of schools where the teachers who were studied were drawn from. Additionally, the teachers who were mentioned to have negative attitude were not disaggregated by sex, age, and marital status, level of education and years of teaching experience. Thus, this study agrees with that of Chilisa (1997) which reveals that negative attitude of both students and teachers towards the returning students were some

of the constraints that hindered the effective implementation of the re-entry policy in Botswana and resulted in gender discrimination in its application at school level.

It is also worth pointing out that in Zambia, there are still more barriers to girl child accessing education that need to be surmounted. Some of the barriers could be the hidden curriculum which includes notably that teachers inadvertently convey to girls negative messages that they were inferior to boys and should thus have lower aspirations (Hyde et.al, 2000:8). Thus, Sifuniso (2000)narrates that only men and adolescent boys were admitted to schools when missionaries introduced Western Education in Zambia and when education for women was introduced in the mid-1930s, the curriculum for women was different from that for men. Women were taught cooking, baby care, hygiene, sewing and nutrition. Their education prepared them for their roles as wives and mothers (Sifuniso 2000:2-3). Men had an upper hand from start as they were offered education that superior to that was offered to women. This state of affairs persisted into the post-independenceera where more school places and technical subjects are offered to boys than girls (Sifuniso, 2000:2).

In this study, there were also positive perceptions and attitude among public and private secondary school teachers. It was revealed that both teachers (i.e. public and private secondary schools) had the same percentage (i.e. 11.8%) of positive perceptions and attitude regarding the re-entry policy. This means that there was no difference among teachers from both types of school who expressed positive perceptions and attitude regarding the re-entry policy in Mazabuka District. However, the differences in perceptions and attitude among teachers in both public and private secondary schools in Mazabuka District in this study were recorded in the area of sex, age, marital status, level of education and teaching experience.

Schools are one of the first places where students' behaviour and future educational success is shaped. Thus, teachers can be considered to be second parents for the students because students spend a lot of time with them. This means that, when teachers have negative feelings against pupils, the motivation to get back to school and subsequently their performance in class is greatly affected. This is in line with Forand (2012) who advises that research has consistently demonstrated that teacher quality (age, sex, marital

status, level of education and teaching experience) is a dominant factor in student achievement.

The teacher must create a professional warmth and protective environment for pupils in a school. If pupils feel secure in class, the result will be shown in their school attendance and academic performance. A good starting point could be that of developing mutual trust between a teacher and each pupil. One of the roles that a teacher carries is to encourage pupils in academic and personal life. Psychologically, pupils could be affected if they have problems with their teachers. Students can even avoid going to school. Pupils should not prefer to talk to their friends about their personal problems with teachers being the last persons to find out about the concerns of their pupils.

According to MOESVTEE (2012), there were no steps taken to address teachers' perceptions and attitude regarding the re-entry policy in an effort to improve the school environment. From policy analysis point of view, majority in the re-entry policy guidelines in Zambia only targeted learners and left teachers who are the key players in the successful implementation of the re-entry policy at school as they are in direct interaction with the pupils.

However, this study found that more negative than positive perceptions and attitude were observed amongst teachers in both types of schools. This finding was in agreement with what Hamusonde (2003) discovered, to the effect that the introduction of the re-admission policy in Zambia aroused contradictory reactions from different sectors of society such as teachers who were in the lead in attacking the government's move.

Thus, Vaillant (2011) stresses that making education inclusive is a very difficult task that can easily lead to failure unless all parties acknowledge the pivotal role of the classroom teacher. The teacher is a vital partner in the development and success of inclusive education.

The high negative perceptions and attitude among teachers in public and private secondary schools in this study agrees with the inclusive educational Theoretical Framework which proposes that teachers have to provide a good environment to students where the learning set up has a caring attitude in order to create a long positive

influence on students. Therefore, to achieve inclusive education, teachers' perceptions, attitude and associated factors have to be in line with the re – entry policy.

Further, Onyeka (2011) evaluated the effort of secondary schools to prevent unintended pregnancy among students and their reactions in Nigeria. The study in Nigeria showed that 43% of secondary school teachers were in favour of expulsion of students who got unintended pregnancies.

Similar statistics were recorded regarding the positive perceptions as there were more male (i.e. 3) than female (i.e. 2) teachers in private secondary schools who had negative perceptions and attitude regarding the re-entry policy. The last statistic is interesting in that female teachers were expected to support most causes (such as the re-entry policy) that aim at improving the situation of women and girls.

Apart from the lack of support from fellow females, Teshome (2003) stated that the school also affects the survival of girls and perpetuates the gender gap in education. The working environment such as teacher's attitude affects female attainment and persistence in schools. In the same vein, experienced teachers were expected to have been advanced in age which was the case. Therefore the perceptions of experienced teachers were equally anticipated to be the same in both the public and private secondary schools. In agreement with the expected result, teachers in the age group 45 years and above from the public secondary schools had the least number of respondents with negative perceptions and attitude as compared to those in the age group 41-45 years who also had the least number of respondents with negative perceptions and attitude in the private secondary schools; just like those who taught for more than one year.

Therefore, this study revealed that teachers with more than 1 year teaching experience in both public and private secondary schools had a higher number of teachers with negative perceptions and attitude regarding the re-entry policy. However, there were more (i.e. 27=52.9%) public than private (i.e. 20=47.6%) school teachers who had more than 1 year teaching experience with negative perceptions and attitude. The schools (Public) have been known to be places where children were mentored well in every aspect of life. In particular, public schools did not allow children to have certain hair styles or different type of shoes which their private school counter parts have been allowing. The same

goes with cell phones and other electronic gadgets. The idea was to ensure the attainment of moral standards amongst students. On the other hand, it is argued that private schools have been profit driven; paying no regard to things or disciplinary issues that had the potential of losing their clients.

Similarly, more private (i.e. 17) than public (i.e. 18) school teachers had the highest percentage of respondents who had teaching experience exceeding 1 year but expressed negative perceptions and attitude. The more experienced teachers can be the more reliable if we consider the traditional and cultural aspects of this matter. All this has to do with the school environment which the pupil has no control over. Pupils do not choose which teacher is retained or turned over (Teshome, 2003).

5.3 Associated Factors to Perceptions and Attitude among Teachers in Public and Private Secondary Schools Regarding the Re-entry Policy

The second objective of the study aimed at identifying the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding re-entry policy in Mazabuka District. The findings revealed that there were more female teachers (i.e. 19=90.5%) from public secondary schools than those from private secondary schools (i.e. 14) who had negative perceptions and attitude regarding the re-entry policy in the District. Such a finding raise a serious concern because female teachers are supposed to be spear-headers of education for the girl child and the re-entry policy was passed in order to narrow the gender gap in education between girls and boys in Zambia.

The findings of this study (current being reported on) revealed that there was a difference in perceptions and attitude among teachers in public and private secondary schools. Teachers from public secondary schools had more negative perceptions and attitude regarding the re-entry policy than those from private secondary schools. This finding is in agreement with the study which was conducted by Teshome (2003) which revealed that the school affects the survival of girls and perpetuates the gender gap in education. The working environment, such as teacher attitude also affects female's achievement and persistence in schools. The foregoing is in tandem with the findings of this study which showed that there were more male (23=88.5%) than female (i.e. 14)

teachers in private secondary schools who had negative perceptions and attitude regarding the re-entry policy. Male teachers in private schools were averse to the re-entry policy. Nelima (2011) adds that worldwide discrimination on the basis of gender remains a problem, and the focus on girls' education from a gender perspective has raised vital questions about boys' education too. It is for this reason that Nelima (2011) advocates for education as a conduit for attaining other rights in Africa since there was increased international and national interest in achieving global educational goals; with a specific focus on girls' education. This is viewed as a key to gender equality. In fact, MDG 3 and EFA Goal 5 recognize educational access as being unequal for boys and girls.

5.4 Recommendations from public and private secondary school teachers on perceptions, attitude and associated factors regarding the re- entry policy.

The third objective of the study aimed to obtain recommendations from public and private secondary school teachers on different perceptions and attitude and associated factors regarding the re- entry policy. Teachers in public and private secondary schools in this study revealed that the re-entry policy encountered a number of impediments in its implementation. As a result, they recommended that it required careful analysis involvement of key stakeholders if inclusive education that would embrace all girls who fell pregnant has to be attained. The suggestions made by the teachers in this study were critical because they became a foundation for the researcher to come up with comprehensive recommendations of the study.

5.5 Summary

This Chapter has presented the discussions of the findings of the study using objectives as subheadings. The discussion established that the differences in perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy were minimal. However, the number of teachers in public and private secondary schools who had positive perceptions and attitude regarding re-entry was smaller than the number of teachers who expressed negative perceptions and attitude regarding the re-entry policy in the District.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study based on the findings and discussions on comparison of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District.

6.2 Conclusion

This study was based on three objectives and responded to three research questions. The first objective and research question sought to establish perceptions and attitude differences among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District.

The objective and the research question were answered. The findings of the study revealed that the difference in negative or positive perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy was minimal. However, the study revealed also that majority teachers had negative perceptions and attitude regarding the re-entry policy in the District. This finding was strongly supported by teachers and Key Informants (Head Teachers) in both public and private secondary schools who expressed negative perceptions and attitude regarding the re-entry during FDGs and interviews respectively.

The purpose of establishing differences in perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy was to have research based interventions in the effective implementation of the re-entry policy. Hyde et.al (2001) emphasize that “the most urgent priority is to ensure access to, and improve the quality of, education for girls is to remove every obstacle that hampers their active participation.”

The second objective and research question sought to identify different types of perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in Mazabuka District. These were also answered as the findings of the study revealed that, negative perceptions and attitude regarding the re-

entry were higher among female teachers in public secondary schools than female teachers in private secondary schools. This finding created a big concern because the re-entry policy in Zambia was put in place by the Government to promote girl and women education in order to narrow the gender education disparity or gap. Among teachers in private secondary schools negative perceptions and attitude regarding the re-entry policy was higher among male teachers than those of the same sex in public secondary schools.

The above finding was in agreement with the negative perceptions and attitude expressed by teachers regarding the re-entry policy during teachers' FDGs and from interviews of Key informants in both public and private secondary schools in the District. The study revealed that majority teachers in public secondary schools had negative perceptions regarding the re-entry policy in the District.

The third objective and research question sought to identify the associated factors to perceptions and attitude among teachers in public and private secondary schools regarding re-entry policy in Mazabuka District. Both the objective and research question were answered as the findings of the study revealed that teachers in public and private secondary schools had negative perceptions and attitude regarding the re-entry policy in the District. However, the number of male teachers with negative perceptions and attitude in private secondary schools was higher than those male teachers in public secondary schools who had negative perceptions in Mazabuka District.

In terms of perceptions and attitude regarding the re-entry policy by age, the study showed that teachers in public and private secondary schools in the age group 31-35 and 45 years above had higher negative perceptions and attitude.

Findings on the perceptions and attitude of teachers regarding the re-entry policy by marital status, revealed that married teachers in public secondary schools had higher negative perceptions and attitude followed by single teachers. However, among teachers in private secondary schools, negative perceptions and attitude regarding the re-entry policy was higher among single teachers followed by married teachers.

The above findings showed higher negative perceptions and attitude regarding the re-entry policy among married and single teachers in both public and private secondary schools in Mazabuka District.

With regards to perceptions and attitude of teachers by academic qualifications this study revealed that teachers in public secondary schools with degrees had higher negative perceptions and attitude, followed by teachers with diplomas. However, among teachers in private secondary schools, the study discovered that it was teachers with diplomas that had negative perceptions and attitude followed by those teachers with Degrees. These findings showed higher negative perceptions and attitude regarding the re-entry policy among teachers with Degrees and Diplomas in public and private secondary schools in the District.

6.3 Recommendations

The following recommendations were made:

1. the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) whose mandate is to promote education in Zambia, through the office the Permanent Secretary for the Ministry, the Provincial Education Officer (PEO) for Southern Province and the District Education Board Secretary (DEBS) for Mazabuka, should sensitize teachers both in schools regarding the re-entry policy. Additionally, copies of the re-entry policy should be made available to teachers in both public and private secondary schools in Mazabuka District;
2. MOESVTEE and other stakeholders through the office of the Permanent Secretary for the Ministry should integrate inclusive education trainings in teachers' training curriculum as school girls (during pregnancy and after delivery) require andragogical instead of pedagogical teaching concepts;
3. MOESVTEE and key partners should hold consultative meetings as a platform for reviewing the re-entry policy guidelines in order to addressing existing negative perceptions and attitude among public and private secondary school teachers; and
4. the MOESVTEE and key partners should empower teachers both in public and private secondary schools with special skills such as emergency Sexual Reproductive Health Management (SRHM), modern teen mother counseling skills and andragogical teaching concepts in addition to pedagogical concepts that teachers already have.

6.4 Summary

Chapter six provided a conclusion and made recommendations of the study. The conclusion was based on the objectives of the study while recommendations were drawn from the findings. The study concluded that the difference in negative or positive perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy was minimal. However, the study revealed that majority teachers in both public and private secondary schools had negative perceptions regarding the re-entry policy in the District.

The study also concluded that teachers in public and private secondary schools in the age groups 31-35 and 45 years above had higher negative perceptions and attitude. Perceptions and attitude of teachers regarding the re-entry policy by marital status revealed that married teachers in public secondary schools had higher negative perceptions and attitude regarding the re-entry policy followed by single teachers. Further conclusions were that higher negative perceptions and attitude regarding the re-entry policy were among married and single teachers in both public and private secondary schools in Mazabuka District. Further, this revealed that teachers in public secondary schools with degrees had higher negative perceptions and attitude followed by teachers with diplomas. However, in private secondary schools, it was discovered that teachers with diplomas were the ones who had higher negative perceptions and attitude regarding the re-entry policy followed by Degree holders.

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APPENDICES

APPENDIX A: Research Schedule of Activities

DATE	ACTION
1 Sept – 15 Sept 2013	Literature Review/Desk Review and Develop data collection instruments
16 Sept – 30 Sept 2013	Finalize development of data collection instruments and pre – test Continue literature review
1 October – 10 October 2013	Analyse pre – test work and revise data collection instruments Ask relevant people for comments on revised data collection instruments
11 October – 30 Oct 2013	Obtain permission from relevant authorities (Directorate of Research & Graduate Studies (DGRS) of the University of Zambia (UNZA), Ministry of Education, Science, Vocational, Training and Early Education, PEO (Southern Province) and the Mazabuka District Board Secretary (DEBS).
1 Nov 2013 – 28 Feb 2014	Data collection in the field
1 March – 30 March 2014	Data analysis
1 April – 30 June 2014 1 July – 30 August 2014	Write complete Dissertation Report Prepare Oral Presentation

APPENDIX B: Budget

RESOURCE	COST (Zambian Kwacha)
1 Good quality personal recorder with battery indicator light, self - turning mechanism and headphones	2,000
10 – 90 – minute audio cassette tapes.	500
20 long – life batteries	500
Stationary – paper, envelopes, paper clips, ring binders	500
Travel expenses – petrol, overnight stay at 7 locations	Total cost of petrol - K 1,500 Total accommodation- K1,500
TOTAL EXPENDITURE:	K6,500.00

APPENDIX C: Questionnaire

Questionnaire

Target: Teachers from selected public and private secondary schools in Mazabuka District

Introduction

I am a student from the University of Zambia pursuing Master Degree in Adult Education. I hereby seek for permission from you to have a discussion on school re- entry policy. The discussion together with you is purely for academic purposes. I therefore, assure you that the information to be generated during the discussion will be treated with value, in confidence and will be destroyed at the end of this study.

Instructions

This questionnaire is to be completed by the participating teacher from selected public and private secondary schools in Mazabuka District. **Please, do not write your name. Write your answers in the spaces provided.** Immediately you finish, please hand it to the researcher.

(Informed consent of agreement signed by participating teacher from selected public and private secondary school).

I have understood the instructions and conditions concerning this study and I agree to participate. I also understood that I am free to withdraw from this study at any time and that the records of our conversation will be destroyed at the end of the study.

Signature of the respondent: -----**Date:** -----

Respondent number: -----

Type of participating school: -----Public/Private (circle appropriately)

Section A

Re – entry policy	It is very bad	It is bad	It is average	It is Good	It is very Good
7. Teacher’s own opinion about re – entry policy.	1	2	3	4	5

Re – entry policy	Very ineffective	ineffective	Average	Effective	Very effective
8. Individual teacher’s opinion on effectiveness of re – entry policy	1	2	3	4	5

Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
9. Has contributed to low moral values in schools	1	2	3	4	5

Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
10. In the past before re – entry policy behaviour of pupils in schools was better.	1	2	3	4	5

Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
11. Has made pupils reckless as it has led to increased cases of pregnancy.	1	2	3	4	5
Re – entry policy	I strongly disagree	I disagree	Neither agree nor disagree	Agree	Strongly agree
12. Has made girls vulnerable because male teachers and schoolboys perceive them as having low morals.	1	2	3	4	5
Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
13. I get repulsed when a girl stands up to answer a question and there, in front her uniform gets two wet spots as milk flows from her breasts.	1	2	3	4	5
Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
14. Girls who become pregnant should be expelled from school and not be re-admitted.	1	2	3	4	5

Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
15. Schoolgirls “smelling like mothers” from curdled milk and urine.	1	2	3	4	5
Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
16. A school girl child who becomes pregnant is influenced by cultural connotations ascribed to a woman as soon as she becomes a mother.	1	2	3	4	5

Re – entry policy	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
17. Has a lot of implementation barriers	1	2	3	4	5

18. What do you recommend to the Ministry of Education, Science & Technical Vocational Training and Early Education for Teachers’ opinion about the re – entry policy?

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APPENDIX D: Interviewguides

I) SEMI – STRUCTURED INTERVIEW GUIDE FOR FDGS

Target: Teachers in 7 selected study public and private secondary schools in Mazabuka District.

1. As teachers, have you heard, had or seen a school girl child impregnated? Yes /No
2. Explain what you teachers did or with what kind of situation happened to a school girl?
3. Have you read or heard about the re-entry policy in schools? Yes / No (Just circle)
4. Explain what is school re – entry policy?
5. With all freedom and powers vested in you as free persons, explain in your own words what you think about the school re – entry policy in comparison with the past and current Education?
6. Share on what you have read, heard or observed among teachers that is related to their views about school re – entry policy
7. From your opinion with all powers vested on you, what are the disadvantages of re – entry policy?
8. From your opinion with all powers vested on you, what are the advantages of re – entry policy?
9. Share on what you have read, heard or observed on teachers' on their opinion about re -entry policy?

(II) INTERVIEW GUIDE FOR KEY INFORMANTS (KIs)

Target: HeadTeachers from selected public and private secondary schools in Mazabuka District.

Instructions

I am a student of the University of Zambia pursuing a Degree of Master of Education in adult Education hereby seek for permission from you to have a discussion on school re-entry policy. The discussion together with you is purely for academic purposes. I therefore, assure you that the information to be generated during the discussion will be treated with value, in confidence and will be destroyed at the end of the study. However, if you feel uncomfortable during the discussion, you are free to withdraw from this study discussion at any time.

Note:

This interview schedule is to be recorded using a tape recorder by the interviewer during interviewing the interviewee.

(Informed consent of agreement signed by participating Head Teacher from selected public and private secondary schools in Mazabuka District both in the urban and rural).

I have understood the instructions and conditions concerning this study and I agree to participate voluntarily in this study. I also understood that I am free to withdraw from this study discussion at any time and that the records of conversation will be destroyed at the end of the study.

Signature of the Interviewee: -----**Date:** -----

Interview schedule number: -----

Type of the school participating: Public/Private (just circle appropriately)

1. How long have you been working as a Head Teacher in the Ministry of Education?
(a) > 1 year (b) < 1 year (Just circle appropriately)

2. As a Head Teacher, have you heard, had or seen a school girl child impregnated? Yes /No
 3. Explain what you or teachers did or with that kind of situation what happened to a school girl?
 4. Have you read or heard about the re-entry policy in schools? Yes / No (Just circle)
 5. Explain what is school re – entry policy?
 6. With all freedom and powers vested in you as a free persons, explain in your own words what you think about the school re – entry policy in comparison with the past and current education?
- 10 Share on what you have read, heard or observed among teachers related to their views about school re – entry policy?
11. From your opinion with all powers vested on you, what are the disadvantages of re – entry policy?
 12. From your opinion with all powers vested on you, what are the advantages of re – entry policy?
 13. Share on what you have read, heard or observed on teachers’ on their opinion about re -entry policy?

APPENDIX E: Letters of Introduction

