

**ACADEMIC PERFORMANCE OF RE-ADMITTED GIRLS BEFORE AND AFTER
PREGNANCY IN SELECTED SECONDARY SCHOOLS OF LUSAKA DISTRICT,
ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in Sociology of
Education.**

The University of Zambia

Lusaka

November, 2017

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DECLARATION

I, **Patricia Mwanamwambwa**, do hereby declare that this work is mine and that all work of other persons used in this work has been rightfully acknowledged, and that this work has not been previously presented at the University of Zambia and indeed any other university for this similar purpose.

Signature (Candidate) Date

CERTIFICATE OF APPROVAL

This dissertation by Patricia Mwanamwambwa is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Sociology of Education of the University of Zambia.

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ABSTRACT

This study intended to establish the academic performance of the re-admitted girls before and after re-admission in selected secondary schools of Lusaka District. The objectives of the study were: To establish the difference in academic performance of re-admitted girls before and after being pregnant, explore challenges faced by the re-admitted girls academically and to assess the attitude of these girls towards school work.

The study used a qualitative approach with the target population that consisted of 4 government high schools of Lusaka District. The sample size of this study comprised 48 participants from 4 selected secondary schools in Lusaka District: 4 head teachers, 4 parents/guardians/parents teachers association (PTA) members, 8 Guidance and Counselling teachers, 12 class teachers and 20 re-admitted girls after pregnancy. The four schools in Lusaka district were selected conveniently while the head-teachers, and the guidance and counselling teachers and the re-admitted girls from each school were selected purposively. The research instruments used were structured interview guides, in-depth interviews and document analysis. Finally techniques from quantitative research design were used to generate and present table forms.

The academic performance for the re-admitted girls was found to be declining from good to bad and for those who had a bad performance already it got worse after pregnancy. This was echoed by Guidance and Counseling Teachers and subject teachers who reported that re-admitted girls' academic performance was adversely affected challenges faced in the education of the re-admitted mothers included stigmatization, loss of friends, lack of enough time to study, teasing by fellow pupils, using bad remarks against them, scorning and harsh treatment, lack of support from some parents who did not support the re-entry policy and society which labeled such girls as immoral.

Finally the study established that despite these challenges and the poor academic performance, the re-admitted girls were committed to school and stayed determined to avoid the past mistake and get educated so that their families and children would not suffer and recommend that the Ministry of General Education should consider building separate schools for girls who have been pregnant so that they learn in an environment where they are only girls of their kind (teen mothers).

Keywords: Re-admitted, academic performance, attitude.

DEDICATION

I dedicate this work to my dear sisters Veronica, Violet, Christabel and my darling niece Nothando.

ACKNOWLEDGEMENTS

I would like to thank my Heavenly Father, Jehovah God, for the grace and wisdom accorded to me throughout my studies.

Many thanks go to my supervisor Dr. O. C Chakulimba for the untiring effort to help me go through my work.

Also, many thanks go to Dr. D Banda for the corrections in my work and further to my dear son Gideon Thabo Simfukwe for understanding my absence during my studies and to my mother Mrs Christine Mwanamwambwa for the encouragement I received to pursue my Master's Degree. I am highly indebted to you all. Thank you.

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ACRONYMS

CRC	Convention on the rights of the Child
DEBS	District Education Board Secretary
EFA	Education for All
FAWE	Forum for African Women Educationists
FAWEZA	Forum for African Women Educationists in Zambia
MOE	Ministry of Education
PTA	Parent, Teachers' Association
UN	United Nations
UNDHR	United Nations Declaration of Human Rights
UNICEF	United Nations International Children's Fund

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study which is aimed at establishing academic performance of the re-admitted girls who are in school in some selected secondary schools in Lusaka District. It also gives the purpose of the study, statement of the problem, objectives, and research questions, significance of the study, theoretical framework, operational definitions, limitations of the study and a summary.

1.2 Background of the study

In Zambia, the education of girls has been a major concern for the Ministry of Education. Following the Jomtien Conference of 1990 in Thailand where gender, equity and equality were prioritized as the fifth Education For All (EFA) goals, girls' education in Zambia has received significant attention from 1994 to date. The Ministry of Education endeavours to eliminate gender disparities and promote social equity through provision of basic and high school education for all. However, most studies that were conducted in the 1990s and the early 2000s, found that despite the many years of educating girls in Zambia, they still lagged behind their male counterparts in terms of access, performance, participation, progression and completion rate at both basic and high school levels (Sitali, 2009).

Educating girls is the single most important step that governments can take to improve the well-being of their citizens and economies (Ministry of Education, 1997). Investment in the education of women and girls pays significant dividends in economic growth, improved health, productivity and quality of life for both women and men and the nation at large (Mweemba, 2008). It may be a fact that, if a girl- child does not go back to school after delivering, she could be a misfit in the modern society.

Before the introduction of the re- entry policy, pupils who fell pregnant while in school were not allowed to go back after delivery. This contributed to the many illiterate female folks in society. In addition, gender disparities persisted in favour of males in literacy rates, school enrolments, completion rates and education attainments, most of which are, in part, attributed to teenage pregnancy. Moreover, teenage pregnancy was one of the major factors contributing to high drop-out rates for girls. This made gaps between men and women, causing women to be dependent on men because of lack of education and no skills to help them have an independent living (Ministry of Education, 1997).

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 school-girls and student-mothers have received minimal attention going by the challenges re-admitted girls may face in schools. “The most urgent priority could be 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 2000:77).

In other words, girls re-admitted to school after pregnancy needed a supportive environment. The school environment needs to be made more supportive so that it is conducive and facilitates for girls’ education. This would include improving the physical environment and making the school a safer place, especially for girls with special needs like the once pregnant girls. 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. Studies show that a learning environment which does not support requirements for re-admitted girls affect their attitude and academic performance thereby making them concentrate less on school, (Hyde and Shirley 2000). As to whether or not this could be the case in the sampled selected schools is what the study wanted to establish.

Education research has consistently demonstrated that the attitude of re-admitted girls towards school is the most important factor in their academic achievement (MOE, 1997). Their attitude can have a long positive influence on their academic performance and can raise their self-esteem and create ambitions in their minds for future academic success. It has been highlighted in some researches that understanding girl's perceptions and attitude regarding the re-entry policy maybe paramount for the effective implementation of the policy at all levels (Chilisa, 1997). This study wanted to establish whether or not the attitude of the re-admitted girls towards school could have a positive influence on their academic performance.

It is clear that re-admitted girls are disadvantaged in education and therefore deserve special attention as they come back to school and continue with their education. The Convention on the Rights of the Child (CRC) committee recommends measures to ensure that pregnant teenagers are given the chance to complete their education by not excluding them and by developing special programmes that will support their learning environment, consequently improving their academic performance (Mieke, 2006).

Zambia, through the Ministry of Education, was striving to meet the requirements for the successful implementation of the re-entry policy which came about after the Beijing Conference of 1995, where the women's movement drew up their own priorities and action. Therefore, this study was aimed at establishing the academic performance of the re-admitted girls after pregnancy in selected schools of Lusaka District.

1.3 Statement of the Problem

All citizens of a country have a right to education. Article 26 of the United Nations Declaration of Human Rights (UNDHR) states that, 'Education is a right.' In line with this, the Ministry of Education then put in place the re-entry policy which mandates schools to allow girls back into

the school system who previously left school due to pregnancy (Guidance and Counseling, a Teacher's Guide, 2014).

Many studies on the re-entry policy have concentrated on its effectiveness, implementation of the policy, challenges and the work of the guidance teachers towards a successful implementation of the policy (Ngombo, 2009; Sitali, 2009 and Lifuka, 2008). In spite of the efforts made by the Zambian government to empower the girl child with education, using the re-entry policy which allows girls who fell pregnant while at school to continue learning after delivery, there appears a knowledge gap on how these girls perform academically. The study therefore, tried to establish the academic performance of the re-admitted girls before and after going back to secondary schools.

1.4 Purpose of the Study

The purpose of the study was to establish the academic performance of the re-admitted girls before and after pregnancy in selected secondary schools of Lusaka District.

1.5 Objectives of the Study

- 1) To establish the difference in academic performance of re-admitted girls before and after getting pregnant in selected secondary schools of Lusaka District.
- 2) To establish challenges faced by the re-admitted girls that may affect their academic performance.
- 3) To assess the attitude of re-admitted girls towards schooling before and after pregnancy.

1.6 Research Questions

1. What is the academic performance of re-admitted girls before and after re-admission to school?

2. What are the challenges, if any, faced by the re-admitted girls after pregnancy which could affect their academic performance?
3. What is the attitude of the re-admitted girls towards school before and after being pregnant?

1.7 Significance of the Study

The study may help teachers to pay extra attention to the social and academic needs of the re-admitted girls so as to avoid stigmatisation and also inform the society on the need to support these girls perform well academically. By so doing, the re-admitted girls may learn and acquire skills which could empower them and look after their children well and be an example to say a “mistake” cannot completely affect your future.

The study may further help policy makers to come up with strategies that could encourage the re-admitted girls improve academically. More so, if the re-admitted girls are encouraged to focus on education, they may see the need for good academic performance especially in the competitive world where places in higher institutions of learning are offered to best performing candidates and that education is the key to a successful future.

Finally, this study may help change the attitude of re-admitted girls towards school, especially those with negative ones to improve. Special programmes and deliberate actions may be developed to sensitize these girls on the need for a change in the way they should see education after being made pregnant and also encourage those already with a positive attitude towards school to work extra hard.

1.8 Theoretical Framework

The study is anchored on the labelling theory whose proponent is Samuel Becker (1963). It is one of the interactional theories which explain how labels used to define the pupils can affect

their academic performance and behaviour. Becker's statement provides the nucleus of what has come to be tagged the labeling or societal reaction perspective.

The most important concept of the labelling theory is the self-fulfilling prophecy. It has been generally accepted in social sciences that when people define situations as real, they are real in their consequences. Merton, as cited by Rist, (1968:477), defining the concept of self-fulfilling prophecy states that, 'the self-fulfilling prophecy is, in the beginning, a false definition of the situation, evoking a new behavior, which makes the originally false conception come true'.

In light of the self-fulfilling prophecy, the re-admitted girls maybe affected by labels such as "mothers in school" from fellow pupils or teachers and this can make them behave like mothers instead of pupils even to their peers at school.

Labelling theory is of the view that being labeled as a deviant leads a person to engage in deviant behaviour and focus on the tendency labeled on them, in this case, immoral or uncultured girls. Therefore, since society considers girls who fall pregnant while in school as being "immoral", lack cultural discipline, mothers who should not mingle with pupils as they will teach them "bad manners", these labels may affect the re-admitted girls' academic performance. In this study, the labeling theory was used to explain how the negative labels attached to the re-admitted girls affected their academic performance and attitude towards school.

Sifuniso's study, conducted in Mazabuka, revealed that some teachers expressed that they became repulsed whenever a girl-child stood up in class to answer a question and in front of 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 for their babies (Sifuniso, 2004). All these labels may have a likelihood of making education for these girls unattainable as they were viewed and considered as mothers who were intruders in school. This perception

by teachers may affect these girls' attitude towards school and consequently their academic performance may be affected. However, this study had looked beyond teachers, but focused as well on the re- admitted girls themselves so as to establish their attitude towards school before and after pregnancy. It will determine whether such labeling on re-admitted girls affects their academic performance in schools.

1.9 Operational Definitions of Terms

The following terms in this study refer to:

Performance: fulfillment of an obligation, in a manner that releases the performer from all liabilities under contract

Academic performance: marks and grades obtained in schools at end of term tests and also in School Certificate Examinations

Good performance: grades obtained from 1 to 6 at school certificate

Poor performance: grades obtained from 7 to 9 at school certificate

Re-entry: going back to school for girls after pregnancy

Re-admitted girls: girls who were pregnant at one time and are back in school

Attitude: the tendency to respond positively or negatively towards a certain idea (school).

1.10 Limitations of the Study

The study was limited to the selected secondary schools of Lusaka district only and therefore, making a generalization of the findings may not give a proper representative of the whole picture of the study if it had covered a big number of schools in the country.

1.11 Summary

This chapter presented the background to the study on the academic performance of re-admitted girls, the statement of the problem, purpose of the study, objectives, research questions, and significance of the study, theoretical framework, the operational definitions of terms used in the study and limitations of the study.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Overview

This chapter reviews the literature on the studies undertaken on the re-entry policy. The chapter has presented literature according to the themes derived from the study objectives. This implies that literature related to the academic performance of the re-admitted girls before and after becoming pregnant, challenges faced by re-admitted girls and attitudes of the re-admitted girls towards school has been reviewed. Finally a summary of the gaps identified in the literature is also presented.

2.2 Academic Performance of the Re-admitted Girls

Mbolela (2010) researched on the factors affecting girls' completion of basic education and established that many girls' completion rates were mainly affected by teenage pregnancy. Pregnancies were experienced differently whereby some got sick throughout the period causing the girl to regularly miss classes while others soldier on until they deliver. This could largely affect the girl's academic performance.

Accordingly, Gallagher (1999) noted that separating pregnant school girls and teenage mothers whilst ensuring that they continued with school was best practice in America. In his comparative analysis of various school systems, Gallagher (1999) reported that where there were separate schools for teenage mothers, it was found that mothering girls performed better in their academic work, concentration was high and completion rates were equally high. Such girls were said to be more comfortable and relaxed in that kind of environment. He further reported that in places where re-admitted pupils were not separated, their academic performance was affected and this was a common practice in the United Kingdom.

Lewis and Lockheed (2007) concur with Gallagher (1999) as they state that, very little is known about how successfully re-admitted girls become after their education, though useful, existing

knowledge on re-entry policy show that it has been a success as most of the re-admitted girls continue to perform well even after the pregnancy especially in schools where they were taught separately and where an enabling learning environment was created for them.

2.3 Challenges Faced by Re-admitted Girls

London (1983) found that teenage mothers who returned to regular comprehensive schools continually faced obstacles and dilemmas as they had to make a social adjustment to their peers and teachers and cope with anonymity accompanied with attending school. The teenage mother also had to adjust her self-image to being a pupil for more hours a day, daily experiencing challenges of stigma as she struggled with her dual development as an adolescent and a mother. The re-admitted girls can accept the challenges of being laughed at if they were to be counselled by the counsellors in schools and parents encouraging them to be strong enough if they were to achieve their aims and goals academically.

According to Fitzgerald (2003), flexible educational arrangements had to be made available in England for girls who fell pregnant while at school. This form of re-entry and retention into school was to be enhanced by giving the 'adolescent' mother some form of payment by government. This is so because such girls may not have enough economic support from their parents/guardians and that babies needed more things such as milk formula to feed on when the mother is at school and also paying the person who is taking care of the baby at home. Clearly, this policy in England revolves around the inclusion and re-integration of 'adolescent' mothers into the regular school system as opposed to adolescent mothers who were made to learn in separate schools in some countries (London, 1983). Hence this study wanted to establish whether lack of financial support could be one of the challenges faced by these re-admitted girls and if so how this may have affected their performances academically.

Cummings and Williams (2008) affirm that re-admitted girls face a special challenge to deal with the current world's education system since they are often vulnerable and regularly excluded. This has affected their approach towards education because the challenges they face are highly likely to affect a slump, in the end results of their academic studies compared to the way they could have performed if they never had other responsibilities like taking care of the baby and performing other motherly roles. Riordan (2002) reaffirms these findings in his study where he found out that without first dealing with the challenges re-admitted girls face, the problem of low self-esteem, a negative mental attitude towards school will always be experienced among most of the girls and this will definitely affect their academic performance negatively as findings from this study and that of Cummings and Williams revealed.

Riordan (2002) clarifies this by stating that re-admitted girls are rarely specifically identified by education policies as a group at risk of experiencing educational disadvantage or targeted by strategies or initiatives to combat early school leaving or educational disadvantage. He therefore, recommends that there was a need for a response through a comprehensive support system involving all relevant agencies and education policies and strategies to recognize the diversity of needs, life experiences and circumstances amongst school going girls who are mothers so as to support their educational needs.

A study on the re-entry policy, done by Kaufman (et al, 2001) in the United States of America, revealed that returning to school after giving birth was not easy for teen mothers because of the hardship in organizing time for both studying and parenthood. A re-admitted girl has to divide time equally, for school and motherhood if she has to perform well academically. This was also echoed in the United States of America that managing to take care of a child and devoting adequate time to school is not an easy task for teen mothers. Once a teen mother is home, there can be no time for her books in case she has homework to be done because the child will need the mother's attention (Arlington Public Schools, 2004).

Stress arises when the goal structures that an individual holds have the potential for conflict, especially when an individual is committed to two or more goals that cannot be easily attained at the same time (Santrock, 2009). Thus devoting efforts to attaining one goal can impede the attainment of another goal. This role conflict contributes to stress being experienced by the individual. In some cases children normally cry at night, making the mother to have sleepless nights which will later cause stress during the day. Stress is a particular class of experience and coping is the response that follows from these experiences.

Several studies have suggested that policy interventions reflect the traditional Western perspective. Some propose that more support is needed while others recommend preventative approaches. Mughogho and Chamdimba (2005) noted that the government of Malawi had initiated positive developments that were meant to eliminate biases in the education system, and that a re-entry policy for pregnant girls was one of those initiatives. However, they further established that despite such efforts, the re-entry policy lacked the support systems necessary for effective implementation, and it had not been widely publicized to the would-be beneficiaries.

According to Chilisa (2002) there had been an increase of gender-sensitive policies in education in Sub-Saharan Africa in the last decade which sought among other things to remove imbalances in school access, participation and achievement between boys and girls. However, in her case study of Botswana, she found that re-entry policy fell short of challenging and transforming existing gender relations. This is because they are still bound to traditional ideologies that encourage domination and oppression of women by men.

She concludes that the re-entry policy in Botswana has had minimal success, mainly because it had scarcely addressed the cultural practices that reinforced unequal power relations between men and women. It was worthwhile considering some of those existing traditional and

ideological barriers that were strongly grounded in conservative cultural values which encouraged domination and oppression of boys and girls as we investigated their approach towards school as well as their ultimate attainment after being re-entered into school.

In addition to the re-entry policy in Zambia, Tuchili (2008) states that “Counselling is vital because of the many challenges that might come with teenage motherhood. Girls face a lot of challenges from their peers at school and even at home”. Therefore, there was need to counsel them for the benefit of their well-being while in school after re-admission.

More so, Lifuka (2009) researched on the Re-entry policy and established that one of the factors on girls’ access, participation and completion rates in schools was teenage pregnancies.

Furthermore, Ngombo (2010) assessed the implementation of the re-entry policy in Senanga from 2006 to 2008. The study established that some schools did not have the policy document, meaning the re-admitted girls were not allowed to go back to school after maternity leave. If the re-admitted girls are not allowed back in school, there would be no continuation in academic life and this would make the number of illiterates in the country to grow.

To be precise, there were still many challenges and some areas that needed to be addressed if the re-entry policy was to achieve the objectives it was intended for such as maintaining good academic performance they had before falling pregnant. In some cases, stigmatization and lack of support from both teachers and parents including a feeling of shame among re-admitted school girls continued to hinder them from returning to school MoE, (2007).

In discussing the concept of equity in the Zambian educational context (Kelly 1999:268) contends that equity’s concern is not merely to promote school enrolment or attendance, but participation in all that goes on in school, continuation in a school to the end of a given cycle, satisfactory performance in school, genuine learning and school achievement, and adequate

opportunity for a subsequent unrestricted range of education/training or employment activities. This description of equity becomes particularly important in establishing the experiences of pregnancy, re-admitted girls in school as they fall under the group of ‘disadvantaged children’ in the Zambian context, who continue to experience and suffer ‘hidden exclusions’ (Lall 2007) in spite of the policy’ existence and its provisions. These exclusions compromise quality of learning and in turn quality of education received by these girls. Arguing for quality education through gender equality (Aikman and Rao 2012) suggest that analysis should start by asking how girls experience education, nature of discriminations and how this is informed by beliefs and attitudes within the school and the wider social context.

Mutombo and Mwenda (2010:36) argued that “the welfare of the children of young mothers was also an important issue as it affected not only the health of these children but also the academic progress of the young mothers.” The parent’s focus on this aspect in relation to school shows how much of a strain the arrival of a child brings and that it is a lived experience for most of these girls. Yet, most of the girls are left without support in such areas but are counted as returnees when actually their learning is compromised as a result of this ‘burden’.

According to Axelsen (2005), and Izuhara (2010), the family is disappointed in this case as their prospects of a better future for a girl-child are diminished. This shows that the education of even one member of the family can benefit many others within the family. There is general interdependence within the family such that the progress of one member is seen collectively as a benefit to the entire family, hence the concern of jeopardizing that progress because of pregnancy. This kinship concern about welfare of others within the family has been called ‘family reciprocity’ or ‘reciprocal relationship’.

Kabaso (2012) found out that most of the re-entrants in this research reported taking the initial step concerning return to school even in cases where the parents were still too upset to consider

this. This was mostly negotiated through female parents. Some also report engaging in fundraising activities to show their seriousness and willingness to go back to school. The prompting factors for this initiative were especially the challenging experiences with baby care demands and responsibility to secure a better future for themselves and the babies.

Asked on the reasons for returning to school, most of them responded that life is hard at home. We don't want to continue living the way we are living at home. Thus, they would want to complete school with good results so that they can have a good job, take care of their child and take them to a good school. Their sense of responsibility towards their babies not just for now but also for the future remained a big motivator to working hard at school. They therefore extended this agency to creation of networks that could help them in negotiating their challenges with school work. They drew upon the social capital of friends and teachers, with serious studying and consultation. Despite some mentioning that their academic performance had gone down because of the pregnancy and baby care, they had not lost the determination to soldier on by studying hard and ask friends those that understand including teachers to give help understand till the problem is solved.

Tower and Butler (1973) are of the opinion that there are times that mental illness develops after delivery of a baby to such an extent that some mothers are unable to cope with their new situations. In the medical fields, this is called Post-natal depression. If this illness occurs in re-admitted girls after delivery then academic performance may not be as expected due to the fact they will be missing classes.

Castle (1965) emphasizes the fact that unless the primary needs of the child are met, he or she cannot develop normally into maturity. A re-admitted mother may have such worries on the future of her child. This study aimed at finding out how such worries would affect the re-admitted mother in her academic performance once re-admitted into school. This is supported

by National Association of School Psychologists (2002) who postulates that the extent to which children and adolescents possess good skills can influence their academic performance, attitude, social and family relationships and involvement in extra activities.

I seem to agree with Castle, 1956 in that a home environment is a foundation of emotional security for the re-admitted girls. As a re-admitted girl she may want to provide encouragement to her child so that the child grows well and succeed in school in future. The worries of the re-admitted mother is over her child once enrolled into school are supported by Pidgeon (1970) who argues that it is the motivational factors in the home background such as the interest and attitudes of parents that is important in influencing the school performance of a child. Douglas (1958) further states that, the children who are encouraged in their study by their parents' evidence much higher academic performance.

Kelly (1999) is of the opinion that a girl child is overburdened with household chores generally. Coupled with the demands of a baby to the girl- child makes the re-admitted girl to be physically stressed. Kelly's sentiment is echoed by Anderson (1990) who states that, excessive physical stress reduces the attention span and the capacity to learn. Extreme stress leads to little or no information being retained. The psychological problem must be relieved before teaching can be effective. The re-admitted girl faces rejection from peer groups as they begin to consider her as an adult on one hand, whereas on the other hand, she lacks parenting skills for the new born baby, meaning in this case the teenage mother needs special attention, skillful direction and sensitive support to reduce the roles conflicting.

Berger (1983) puts across encouragement, understanding and positive models in their own homes to face the task of unprepared child rearing and school work. The counselors in schools can help the re-admitted girls by talking to the girls and warning other pupils in schools not to tease them because they have the right to education too. Thus school support is important in

ensuring and facilitating the girls return and stay in school. Counselling also plays a brokerage role and ameliorates the situation for the girl at home. Moreover the guidance teacher in one school attributes a 90% return rate in her school (for 2013) to vigorous counselling done before the girls go on leave as well as follow-up efforts to ensure their return. Participation, progression and completion among teenage school going mothers can be facilitated by reducing the burden of the baby through physical support as well as emotional stability (MOE, 1996).

2.4 Attitudes of the Re-admitted Girls towards School

Kadzamira (2007) points out that most countries in Southern Africa had now introduced policies of re-admission that allowed teenage mothers to complete school. However, she also noted that there is evidence that where this policy has been implemented it has been more of a reactive than preventive strategy. She adds that, it was not well known to what extent girls were taking advantage of this policy initiative and returned to school after giving birth. She concluded that when the new pregnancy policy was assessed, it was found to be inadequate in dealing with the problem of teenage pregnancy. Therefore it would be quite informative to find out what other support systems which were likely to ensure the successful implementation of educational policies. It would also be important to find out how the views of the would-be beneficiaries of the educational policies could be incorporated in policy formulation and implementation as well as knowing to what advantage they take this opportunity.

Grant and Hallman (2008) noted that, in the developing world, few studies have focused on the prevalence of school girl pregnancy and its relationship to prior school experiences and subsequent educational attainment. They maintain that except in qualitative studies, the potentially simultaneous factors affecting pregnancy and leaving school are rarely examined. They further report that although more and more countries now officially allow girls to remain in or return to school after a pregnancy, in many instances these policy changes have had little

effect on girls'' behaviours, perhaps because the policies were not uniformly enforced. They recommend that educational goals that may discourage school girl pregnancy should be fostered.

On the effects of the re-entry policy in Zambian schools, Kasonde-Ng'andu and Simwiinji (2009), found that the majority of respondents were of the view that the re-entry policy was working in their schools. Teachers and head teachers who indicated that the policy was working based their argument on the high number of pupils who were returning to school after delivery. On the other hand, teachers and head teachers who indicated to the contrary pointed out that the policy encouraged promiscuity which led to unnecessary pregnancies in schools since pupils knew that they could get back to school after delivery.

MoE (2008), states that numbers of pregnancies that occurred among school girls were getting higher in rural areas than in urban areas. Rural areas had higher cases of pregnancies, and also lower cases of re-admissions unlike the situation in urban areas which had low rate of pregnancies and also high rate of re-admissions. This assertion is supported by Ngombo (2010), who established that some schools in the rural had no knowledge of the re-entry policy. Many reasons have been advanced for the failure to attract the young girls back into school. For instance, according to FAWEZA (2006), there were many tensions and shortcomings in the implementation of the re-entry policy and in achieving desirable outcomes.

To this effect the MoE (2010) pointed out that the policy was not being fully implemented as stipulated in the guidelines and the ministry had since embarked on seeking the indulgence of consultants who would critically review the process of implementing the policy since its inception (MoE, 2008). While these measures above are on the implementation of the re-entry policy, this study is on the academic performance of the once re-admitted school girls. Equity

has been acknowledged as a difficult term to define but is understood as fairness and considers differences among individuals.

Specifically for Zambia, Axelsen (2005:26) observes that “there exists a reciprocal obligation between relatives through kinship statuses and bonds are bound together in a general net of mutual commitment. Reciprocal relationship is used between siblings who take care of their parents”. Therefore, when the girls have a second chance to return to school, the family readily offers moral, socio-economic support to ensure utilization of that second chance. It is such situations that the re-entry policy is seen as positive move, as it offers the possibility of a better future not only for the girls but also for parents and the collective good of the entire family. This motivation and commitment to school is shared by both parents and the re-admitted girls as indicated by the following quotes; “I was just thinking, the way we make our livelihood, struggling and doing the same jobs of farming and gardening. So, I thought that if I also stayed at home, I’ll also rely on the same means to survive. But if I go to school, I can probably better our lives, I do some course, find a job to improve the situation at home”.

This shows that as the girls get back to school, they are already highly motivated on their own as they clearly see the value of school and the potential to improve their lives. The parents are also supportive as they share the same aspiration. To them, the certainty of their future is dependent on schools. But whether these aspirations are realizable depends on the way they are experiencing school now and the kind of support offered to them to achieve these aspirations.

Kabaso (2012) states that although the re-entry policy was aimed at addressing the disruption that pregnancy causes in relation to school access, pregnancy still remains a disruption to the learning process of the re-entered girls. This is in the area of delayed return to school, class attendance; focus or concentration in class, negotiation of study time as well as stigmatization

from other classmates or teachers. It is in this light that school girl pregnancy/motherhood has come to be seen as a social problem even when girls can still return to school.

Apart from this delay in moving grade levels in school, there were also cases of school dis-engagement, resulting in difficulties in re-adjusting to school life in general. “I had difficulties when I returned to school, especially after staying home for one year without speaking a word in English. The academic disruption was not only a case of dis-engagement but also irregular school attendance due to child sicknesses, and other baby care demands which compromised on study time as well”. One parent emphasizes this academic disruption caused by pregnancy and parenting when she says; “It is not good, we do not rejoice about it, because the child disturbs her education. It is difficult to manage both the child and school. Sometimes she may be required to study but the child may be crying and needs her attention”. The girls also mentioned lack of concentration in class due to worries about the welfare of the babies.

Similar findings have also been made by other scholars, noting the tension created between parenting and schooling that lead to poor performance among the girls (Chigona and Chetty 2008). The concern about the ‘disruption’ is not just for now but also for the future. As childhood is dominantly viewed as a ‘becoming’ stage that should ultimately develop into an adult as a desired end, the ‘disruption’ jeopardizes that future as well as the welfare of the country. Early pregnancy is seen to create social deviants (McDermott and Graham 2005) who would also fail to raise responsible children because of their compromised education. Early pregnancy is also viewed as a threat to the economy of the country because of its potential to mediate transmission of poverty. According to Mulubwa (2012), how the re-entry girls perceive themselves in relation to these public perceptions matters. Although they are demonized and pushed to the periphery of the school and society, these girls also engage with their context, reflect on their situation of hardship and make decisions to forge a better future not just for themselves, but their babies. Asked on how they viewed themselves as parenting

girls in school, most of them referred to it as a mistake and a disruption that had brought out many challenges for them. They state;

Yes, I feel bad, it was a mistake, but it happened. I think now I just need to concentrate, in the hope that when I finish school things can change for the better. My focus is to change life for the better so that even my child can have a good life. It hurt me badly, when I discovered I was pregnant. I was very angry at myself because I knew I was still at school and just being kept, and then add a child. One should wait, come and have a child when they have their own house, own means of livelihood to enable them take good care of the child and meet all the need.

Therefore, the girls did not justify their action of falling pregnant, but present it as a mistake, something regrettable but nothing in their power to reverse. However, they endeavored to do something about it. Such attitude is desired if their academic performance was to be improved.

According to Mulubwa (2012):

Another area in which the children noted inadequate support was especially in relation to their academic work. The main aim of ensuring their return to school is to enable the girls advance academically. However, limited or lack of support in this area defeats the achievement of this aim. Many girls refer to difficulties fitting in due to school dis-engagement or absences and strongly appealed for support in this area. They should be helping us to revise in the many areas where we are behind. Because they stay for many days away from school, so they forget some of the things. So from teachers, they should provide extra lesson to help them revise in those areas, where the other teachers are not able to meet their needs as they teach them together with those that have never had children. Therefore, to enhance their learning experience and academic performance more support needs to be provided in this area.

Daka and Sinkala (2007) found that many mothering school girls were happy that they were given a chance to go back to school though their performance was relatively below average due to their dual role of attending school as well as caring for their children, in cases where they did not have reliable care givers for their babies. Daka and Sinkala (2007) further found that most of the mothering school girls interviewed came from humble family backgrounds whose economic status was low. This compounded the inability and incapacity for guardians or parents of such girl mothers to afford maids or baby minders, the study will establish if this will be a challenge towards focusing on education.

Guidance and Counseling departments play a significant role in the socialization of re-admitted girls to schools since such girls are emotionally unstable because of the shame of having ‘trespassed’ the traditional norm of decency. The guidance teachers counsel these girls to concentrate on their studies if they are to perform better academically. Being an adolescent is described by Brown and Pate (1983) as sensitive, callous, considerate and inconsiderate, liberal and conservative, optimistic and pessimistic, materialistic and idealistic. However, the plight of once re-admitted pregnant girls for love and understanding is vivid because ‘they carry the burdens of the suffering that comes with adolescent stage as well as the ridicule that comes with the aftermath of pregnancy’ (Brown and Pate, 1983:42).

The low self-esteem of a re-admitted girl can dampen the morale for learning as this develops and finds its roots in an inferiority complex. Abrams and Wexler (1983) are in support of the ideas of Towler and Buttler which state the psychological battle that wells within some of the re-admitted girls by stating that psychotic symptoms such as agitation, depression, excitement, delusions and confusion may occur.

2.5 Gaps Identified in the Literature

This chapter provides a critique of the literature reviewed above. It critiques some of the literature provided from the academic performance of re-admitted girls, challenges faced by re-admitted girls. Further, some of the themes generated from the whole study were; the effect of child delivery and home environment on the academic performance and attitude towards school. The chapter also criticises literature on the counseling and guidance of re-admitted girls to school from various studies.

Studies carried out by London (1983); Cummings and Williams (2008) and Riordan (2002) focused on the challenges faced by teenage mothers in school. Among others, the studies established that teenage mothers who returned to schools continually faced obstacles and

dilemmas as they had to make a social adjustment to their peers and teachers and cope with anonymity accompanied with attending school. In as much as the above studies being similar to the current study in the aspect of challenges faced by the teenage mothers, the current study however, differs slightly as it went further to establish the difference in academic performance for the re-admitted girls before and after falling pregnant.

In America, Gallagher (1999) and Lewis and Lockheed (2007) carried out studies on the re-entry practices in America. Notably, the studies established that separating pregnant school girls and teenage mothers whilst ensuring that they continued with school was best practice in America. The studies also show that the re-entry policy had been a success as most of the re-admitted girls continue to perform well even after the pregnancy especially in schools where they were taught separately and where an enabling learning environment is created for them.

In the case of Zambia, the re-admitted girls were not in separate schools but learn together with the rest. Therefore, the researcher in the current study sought to establish the academic performance and the challenges faced by the re-admitted girls in a situation where they were not taught separately but were inclusively taught with the rest. As to whether or not the inclusive learning could be a contributing factor to their academic performance was what the study aimed at finding out.

In Africa, Kadzamira (2007) reported that most countries in the region of Southern Africa had introduced policies of re-admission that allowed teenage mothers to complete school. However, she noted that the extent to which girls were taking advantage of the policy initiative and returned to school after giving birth was not well known. The current study differs from that of Kadzamira in terms of focus. The current study focused on establishing the academic performance of the re-admitted girls into schools after falling pregnant while Kadzamira focused on the implementation of the re-entry policy.

A study by Grant and Hallman (2008) focused mainly on the effects of the re-entry policy on the girl child's behaviour. Conversely, the current study intended to identify and reach girls who performed poorly early with incentives for ensuring their timely progression through primary school and access to reproductive health information and services during the middle and secondary grades, and this can only be achieved by investigating their performance before and after the pregnancy and the reasons behind such performance especially the poor ones. As to whether the attitude of the re-admitted girls towards school was positive or negative after re-admission to a level that their academic performance was affected was what this study sought to establish.

On the re-entry policy in Zambia, Tuchili (2008) carried out a study on Guidance and Counselling of the re-entered girls in school where she established that counselling was vital because of the many challenges that came with teenage motherhood. Tuchili's study focused mainly on the provision of Guidance and Counselling services to the re-entered girls who once fell pregnant. This study however, focuses mainly on the academic performance of such girls. The current study also sought to establish whether the challenges faced by the re-admitted girl who once fell pregnant as established by Tuchili were also obtaining in the current geographic context.

Mbolela (2010) conducted a study on the factors affecting girls' completion of basic education and established that many girls' completion rate was mainly affected by teenage pregnancy. Mbolela's study differs from the current one in terms of focus. Whilst Mbolela's study established teenage pregnancy as a contributing factor to girls' lower completion rates, the current study sought to establish how teenage pregnancies impacted on the academic performance of the re-admitted girls into school.

In addition, Ngombo (2010) assessed the implementation of the re-entry policy in Senanga from 2006 to 2008. The study established that some schools did not have the policy document, meaning the re-admitted girls were not allowed to go back to school after maternity leave. Ngombo's study did not focus on the how the re-entry policy impacted on the academic and behaviour of the re-admitted girls who are back into school and hence this study.

Kabaso (2012) states that although the re-entry policy was aimed at addressing the disruption that pregnancy causes in relation to school access, pregnancy still remains a disruption to the learning process of the re-admitted girls. According to Mulubwa (2012), how the re-admitted girls perceive themselves in relation to these public perceptions matters. Although they were demonized and pushed to the periphery of the school and society, these girls also engaged with their context, reflected on their situation of hardship and made decisions to forge a better future not just for themselves, but their babies. Although the current study is similar to the studies by Kabaso and Mulubwa in terms of the challenges faced by the re-admitted girls, the studies by Kabaso and Mulubwa focused only on the challenges that came with teenage pregnancies whereas the current study went further to establish the differences in academic performance of the re-admitted girls before and after falling pregnant. The current study also sought to establish the attitude of the re-admitted girls towards school.

2.6 Summary

Literature review on the re-entry policy has indicated a number of challenges the teenage mothers faced once re-admitted to school which ultimately affected their academic performance and attitude towards school. Studies cited in this chapter such as Tuchili, 2008, Lifuka, 2009, Ngombo and Mbolela, 2010 have indicated in summary that the re-admitted girls do face challenges such as regression, progression, attendance and completion rates. Further, studies have shown that the re-admitted girls needed counselling services for their well-being

once in school. However, this study wanted to establish effects of such challenges faced by these re-admitted mothers on their academic performance once in school.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter identified the research design, target population, sample size, sampling procedures or techniques, research instruments, data collection techniques, data analysis and procedures which were used by the researcher. The choice of methods depended on the social phenomenon under study as well as the potential participants in the study. Some scholars have called the ways of seeing and knowing as ontological and epistemological perspectives (Mason 2002). Academic performance of the re-admitted girls in school being the focus of the study, it was important that the girls' experiences and perspectives were gathered and various techniques, and methods used in this study to ensure their participation comprehensively and rich information were collected in this study.

3.2 Research Design

This study followed a phenomenological design to find out the feelings, opinions, views, perceptions and beliefs of the respondents through in-depth interviews and open ended questions in structured interviews. This was to provide room for triangulation as well bring out frequencies that supported the findings from the views and perceptions of the respondents. It also helped to understand social phenomena in natural rather than experimental setting, giving due emphasis to the meanings, experiences, and views of participants, (Pope & Mays 1995). Phenomenological design collects information with a rich in-depth, narrative description of sample thereby providing a better understanding of the underlying social realities in the phenomena of interest. Its ability to describe life-worlds 'from inside out', from point of view of the people who participated in the research, making the unknown known opens up new possibilities of realities hence making it more suitable to studies like this one where little information is known. This research design also provided the re-admitted girls with a direct

voice and an opportunity not only to participate, but also for them to provide a general in-depth description of their experiences of mothering and schooling at the same time.

3.3 Target Population

A population is the set of people or entities to which the findings are to be generalised (Merriam and Simpson, 1995). Further, Mcmillan and Schumacher (2001:169) define a population as “a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of research.” The target population of this study consisted four government schools of Lusaka District, head teachers, class teachers, guidance and counseling teachers, guardians/parents and all the re-entry cases in these schools of Lusaka District. This was because these people were either directly or indirectly affected as well or involved in the full implementation of the re-entry policy hence had knowledge and experience of how effective it was, how the target (re-admitted girls) took it, monitored their academic performance as well as their attitude towards school, saw the challenges they faced and interacted with them on a daily basis therefore, were in a better position to give comprehensive information, was what this study researched on.

Table 3.1: Composition of target population

Target population	
Description	Number
Government Secondary schools	04
School head teachers	04
Guidance and Counselling teachers	16
Subject teachers	240
Re-admitted girls	150
Parents/guardians/PTA	150
TOTAL	564

Source: DEBS, Lusaka

Table 3.2: Pregnancies and re-admitted girls

Pregnancies and Re-admissions from 2014 to 2016			
School	Number of pregnancies	Number of re-admissions	Re-admission percentage
A	41	14	34.1
B	39	13	33.3
C	30	17	56.7
D	37	15	40.5
Total	147	59	40.1

Source: Field work, 2016

3.4 Sample Size

A sample, according to White (2005:252) is “a group of subjects or situations selected from a larger population”. The sample size of this study comprised 48 participants from 4 selected

secondary schools in Lusaka District, 4 head teachers, 4 parents/guardians/PTA members, 8 Guidance and Counselling teachers, 12 teachers and 20 re-admitted pupils.

Table 3.3: Composition of sample size number and sex of respondents

SAMPLE SIZE			
Description	Number	Male	Female
Head Teachers	4	1	3
Parents/Guardians/PTA Members	4	2	2
Guidance and Counselling Teachers	8	3	5
Subject Teachers	12	5	7
Re-admitted Girls	20	NA	20
TOTAL	48	11	37

Table 3.4: Age of re-admitted girls respondents

Age	Frequency
14 Years	1
15 Years	0
16 Years	3
17 Years	6
18 Years	7
19 Years	3
TOTAL	20

Source: field work, 2016

According to table 4, there were 3 re-admitted respondents who were 19 years old, 7 were 18 years, 6 were 17years, 3 were 16 years and only 1 was 14 years old. This means that the majority of the respondents among the re-admitted were 18 years old.

3.5 Sampling Procedure

Selection of a sample in research depends on the nature of the research questions and the participants who are likely to answer them and in what setting. Mason (2002:120) provides a broad definition of sampling and selection as “principles and procedures used to identify, choose and gain access to relevant data sources from which you generate data using your chosen methods”. To investigate the academic performance of re-admitted girls and their attitudes towards school, convenient and purposive sampling were used to select respondents

in this study. The four schools in Lusaka district were selected randomly while the head-teachers, and the guidance and counselling teachers and the re-admitted girls from each school were selected purposively. Convenient sampling on the schools was due to the fact that it was the best method for selecting the sample for this study. This was due to the fact that, under this sampling method, nearby schools in the District had a chance to be picked and included in the sample (Kothari, 2004).

On the other hand the study used purposive sampling to select the head-teachers, and the guidance and counselling teachers, subject teachers, parents/guardians/PTA members and the re-admitted girls from each school because they are expected to have adequate information that would provide the most needed data for this study. Kombo and Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the issues under study. In this case, the Head-teachers, and the Guidance and Counselling teachers and the re-admitted girls from each school are believed to have rich information on experience, challenges, academic performance, and attitudes of re-admitted girls who are re-entered in school. More so, the characteristics of the research participants were also clear from the start. It was those girls, who had fallen pregnant while at school, took leave and later returned to continue school: the head-teachers of schools where these pupils are, the guidance and counseling teachers who interact with them almost on a daily basis as well as shaping them to suit and understand their current situation so as not to compromise on their academic performance.

3.6 Research Instruments

The research instruments used were structured questionnaires, in depth interviews and documentary evidence. They were used to collect information from the targeted people, and they are attached in the appendix for reference.

3.6.1 Structured Interview Guides

A structured interview guide, according to Sidhu (2006:131) is “an instrument prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sample of population from which information is desired.” It contains open or closed questions or statements to which a respondent reacts (White, 2005).

A structured interview guide was chosen for this study because it asked and gathered responses in logical and standardized ways which were more objective. As it was administered, in a written form, its standardized instructions for recording responses ensured some uniformity and it did not permit much of variation. It helped the respondent's to focus the attention on all the significant items. More so the results of the interview can usually be quickly and easily be analysed objectively or by either a researcher or through the use of a software package, could be analyzed more 'scientifically' and objectively than other forms of research Taylor & Francis (2004), and when data was quantified, it was used to compare and contrast other research and used to measure the change in academic performance which was key in this study.

Different structured interviews were administered to the head teachers, counselling and guidance teachers, subject teachers and re-admitted pupils. Head-teacher structured interviews: this structured interview sought for information on what happens to the girls who fall pregnant, and what interventions are put in place at each respective school to make sure that the pregnant girls return to school after the maternity leave. Furthermore, the head-teachers were asked if their school had counselling sessions for re-admitted pupils, the challenges they faced in dealing with these pupils and also what their opinion on whether re-entry policy had positive or negative impact on the academic performance of the re-admitted girls, with respect to their experience handling these pupils.

Guidance and counseling teachers' structured interview, this structured interview guide sought information on whether the guidance and counselling teachers held counselling session with the re-admitted girls, the contents of these sessions and how often they were held. The structured interview also inquired how they helped re-admitted girls to focus on their academics, if their academic performance was affected and if there were cases or notices of negative attitude towards their academics after being re-admitted.

Subject teachers: this structured interview guide sought to find out the challenges which the teachers faced in teaching re-admitted schools, how they motivated these pupils to concentrate on school and whether their academic performance had been affected after their maternity leave, and also to find out if these girls were active when it came to class participation.

Re-admitted girls: this structured interview guide sought to find out if the girls were counselled during and after the pregnancy, if they applied for maternity leave, and whether the re-entry policy was important to them. They were also asked about the challenges they faced in taking care of their children as well as going to school at the same time and if they had any regrets after falling pregnant and what advice they would give to girls who were at risk of getting pregnant while in school.

3.6.2 The In-depth Interviews

An in-depth interview instrument provides access to what is inside a person's head, making it possible to measure what the person already knows (knowledge and information), what a person likes (values and preferences) and what the person thinks (attitudes and beliefs) (White, 2005). The study used in-depth interview guide which was a list of questions which guided the researcher. In this study, in-depth interviews were used to explore and understand about a person's thoughts, ideas and behaviors to help understand the re-entry policy. In-depth interviews provided much comprehensive and created a friendly environment for people to fill

out their ideas and thought, thus the results and feedbacks that were obtained were more easily and accurately. More so, they allowed interviewers to understand deeper with the participant, and gain more extra knowledge and insight on the topic which was under study, (Taylor & Francis 2004).

More exploration on the subjects under discussion was done through extra probing questions. These in-depth interviews were administered to parents/guardians of re-admitted girls and parents/teachers association related to re-entry issues for re-admitted girls.

Parents/guardian in-depth interview: this interview sought to find out if the parents/guardians were in support of the re-entry policy and were committed to it by making sure they sign forms of commitment to bring back the girls to school after the pregnancy. More so, they were asked if there had been a change in academic performance of the re-admitted pupil after their pregnancy and also what their opinion on the re-entry policy is.

Parents/teachers association: this interview sought to find out if these association offered help to re-admitted girls to progress and what help they offered. It wanted to establish whether these girls remained at the same school and whether they performed well academically even after falling pregnant.

In-depth interviews are best to use if the researcher is interested in individual information which regarding several topics of interest that can be attained only through an informal conversation alone with the child informant. This study was related as it required detailed information on the re-entry policy, its effectiveness, the response of the targeted people towards this same policy and the impact on their academics, (Boyce 2006).

3.6.3 Documentary Evidence

The Longman Active Study Dictionary of English (1991:212) defines a document as ‘a paper that gives information about something or proof of something.’ This study used documentary evidence which was obtained from the schools’ Guidance and Counselling offices on the statistics of the dropped and re-admitted girls, also on the end of term results for the re-admitted girls from the four selected secondary schools in Lusaka District. This source was helpful in the sense that the researcher had documented information about the re-admitted girls’ previous and current academic performance and attitude towards school. Documents made it possible to collect a lot of data over a longer period of time than might be collected from interviews, only.

Furthermore, documentary evidence helped to get access to information that was going to be difficult to get in any other way, such as people or cases that might not be willing to talk in a formal research interview or might be difficult to track down. By using documents, the study eliminated ‘the researcher effect’. Thus the effect you have on a situation or subject that may be partly due to the knowledge that you are there as a researcher. Documents are often particularly useful for tracking change over time; that is, doing longitudinal research. Longitudinal research may be done either prospectively (forward) or retrospectively (back over time), (Boyce 2006). And this was important for this study especially where it was establishing the academic performance of girls before and after being made pregnant as well as their attitude towards school.

3.6.4 Validity and Reliability of Research Instruments

Validity was an important aspect which was considered when selecting the instruments to be employed in this study. According to White (2005:193), ‘validity is the researcher’s conclusion which corresponds to the actual state in reality.’ Since in this study, phenomenological research was employed to collect data from the respondents, in-depth interviews, semi-structured

interviews were used. The factors below determined the methods of data collection: the nature of the data that were to be collected, the research questions to be asked, scope of the study and the ways of maximizing validity and reliability of data.

Reliability is the degree to which an assessment tool produces stable and consistent results. The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Thus other researchers must be able to perform exactly the same experiment, under the same conditions and generate the same results. This reinforced the findings and ensured that the wider scientific community accepted the hypothesis

3.7 Data Collection Procedure

Permission to conduct this research was sought from the relevant authorities at the University of Zambia, District Education Board Secretaries' offices, and from the school Administrators. Qualitative methods were used in data collection, such as, interview schedule to obtain information from pupils, re-admitted girls, Class teachers, and Subject teachers, Guidance and Counseling Teachers and the School Managers who were the key informants.

Data were gathered in the third and first term of 2016 and 2017. The investigator studied the children's previous academic records and gained a broad spectrum of knowledge about the problem. The guidance and counselling teachers helped the researcher by identifying the re-admitted girls and calling them to the office for interviews.

3.8 Data Analysis

Blaxter et al 2001 describe data analysis as an attempt to organise, account for and provide explanations of data so that some kind of sense can be made of them. The purpose of data analysis was to build up an intellectual model in order to draw meaningful conclusions of the study (Blaxter, Hughes and Tight, 2001). Interview data was analyzed qualitatively through

coding and theme (thematics) formation in order to come up with significant themes and narratives.

3.9 Ethical Consideration

The respondents' rights were respected. The re-admitted girls were talked to in privacy to avoid stigma from their fellow pupils. The respondents' freedom to answer or not was considered. Names of the respondents were not written. The researcher kept all parts of the interview and all materials confidential and inaccessible to unauthorized individuals. For the other participants as well, efforts were made to ensure the interview took place in a private setting for the purposes of confidentiality. The issue of interview privacy was given special attention during research assistant training. Any form of personal identifiers that were collected in the survey was used only for distinguishing individuals during data collection or information verification and were not used during data analysis or reporting. And once entered onto computers/excel; only key personnel had access to the data containing personal identifiers and the use of electronic devices allowed password protection of devices. Data sets were not shared to any individual or organization that were not involved in this research or for other intended purpose rather than for this study. Finally, since the study dealt with people and some who might have been below the legal age of 18, consent and assent forms (see appendix 7) were used to show that the respondents were not forced to provide responses. This study also sought a clearance from the ethics board to carry it out.

3.10 Summary

The chapter on methodology brought out right procedures that the researcher might have carried out when conducting a research. It stated the research design, participants in the study, methods used to collect data, problems encountered, and methods of data analysis and data

collection, as well gave brief explanations on what the data collection tools contained and who the targets were.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This section presents the findings of the study. The findings have been presented using research questions and themes generated from the research questions. The findings were obtained through the use of structured interview guides, in depth-interviews and document review as indicated in the methodology.

4.2 Academic Performance Before and After Pregnancy

This study attempted to establish the academic performance of re-admitted girls before and after re-admission to school. One of the objectives was to establish the academic performance of the re-admitted girls before and after pregnancy. It was established that most of the re-admitted girls' academic performance went from good to bad. The reason was that most of the re-admitted girls had less time to study because of the dual role of motherhood and school. Most of them stated that they lacked concentration in class as they worried about the welfare and safety of their children at home. For example, from the document analysis, the results on the academic performance for some sampled participants are shown in the table below:

Table 4.1 Pupil academic performance before and after re-admission

Pupil A			Pupil B		Pupil C		Pupil D		Pupil E		Pupil F	
Subject	Before Re-admission	After Re-admission	Before Re-admission	After Re-admission	Before Re-admission	After Re-admission	Before Re-admission	After Re-admission	Before admission	After Re-admission	Before admission	After Re-admission
	G11 term3	G12 term2	G11 term3	G12 term2	G10 term3	G11 term2	G10 term1	G11 term1	G10 term1	G11 term2	G11 term1	G12 term1
Maths	4	8	7	9	4	8	6	9	4	4	9	9
English	5	5	4	8	7	6	8	7	2	6	6	7
Science	7	7	8	7	3	9	7	8	7	6	9	9
Biology	6	9	4	8	8	8	6	7	6	6	8	8
Civic Ed.	5	8	5	7	3	7	6	6	2	1	8	9
commerce			4	8							8	8
Food & Nut.	2	8	5	7	8	7					6	5
Geog.	4	9			3	9			5	7	8	8
Rel. Educ			5	7			4	6	3	3		
Art	4	9			4	7						
literature							9	9	8	6		

Subject	Pupil G		Pupil H		Pupil I		Pupil J		Pupil K		PUPIL L	
	G10 term3	G12 term1	G11 term2	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2
Maths	7	9	8	9	9	9	9	9	7	8	7	9
English	4	6	9	9	6	7	6	7	3	5	6	8
Science	9	9	9	9	9	9	8	9	7	8	8	7
Biology	8	9	8	9	8	8	7	8	8	9	7	6
Civic Edu.	4	6	6	8	8	9	5	6	6	8	8	7
Food & Nut.					5	8	5	7	6	5	6	7

Geog.					8	8	4	6	6	7	6	7
Rel.Educ	6	8										
Art					8	8						
Literature	6	X	9	7								
History	6	7	7				7	8	5	7	5	8
Subject	Pupil M		Pupil N		Pupil O		Pupil P		Pupil Q		PUPIL L	
	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2	G11 term3	G12 term2
Maths	6	8	5	7	6	8	8	7	7	9	4	6
English	5	7	6	8	4	6	5	6	8	9	6	9
Science	6	8	5	7	4	6	7	9	7	9	5	8
Biology	6	8	8	9	6	8	8	7	7	9	7	9
Civic Edu.	4	7	7	9	5	7	4	7	6	9	8	7
Commerce					4	6	5	6			6	7
Food &Nut.												
Geog.	5	9	6	5								
Rel.Educ	3	6	5	6					5	7		
Art												
Literature												
History					7	9	3	5	6	6	7	7

Table 5 above, is a presentation of findings on academic performance of re-admitted girls before and after pregnancy. It was established that the before pregnancy performance was better than the after pregnancy performance.

Generally, an extraction of results for selected pupils before and after re-admission from different schools as shown in table 5 above shows a decline in performance, and for those whose performance was bad before the pregnancy, it got worse after re-admission.

Most of the participants explained that the re-admitted girls' academic performance had gone down as compared to the previous terms before re-admission. For example one girl had this to say:

I have even seen on my own that my performance in most of the school subjects has gone down. I used to get better grades especially in Mathematics but now the situation is totally different. For example, a year ago, my grades used to range between 3 and 5 but now I only score 6 and worse.

Another pupil said:

My academic performance has gone down as compared to the previous terms. It is clear from my school reports that my academic performance has dropped. In fact I am not the only one whose performance has dropped. I am aware of my friend whose performance was extremely good but this time around things have completely changed.

This was a common response from most of the interviewed girls, and it was also echoed by the Guidance and Counseling teachers and subject teachers. Most of the Guidance and Counselling teachers and class teachers indicated that the academic performance of the re-admitted girls was negatively affected. However, one teacher reported that the re-entry policy improved the academic performance of the girls because they were determined to do better after their first mistake of falling pregnant.

One teacher stated:

I see them trying to work extra hard despite the little time they spend in school and the poor grades they obtain in school because they want to better themselves and the lives of their children. I think they have realized that education is important after having children.

Commenting on the academic performance of re-admitted girls, one parent had this to say:

I have seen that the academic performance of my daughter has gone down, despite the fact that she attends school as I take care of the baby here at home. She has been disturbed by the birth of her child. She has no time to do her home work because immediately she reaches home she becomes a fulltime mother. This has made her results even poorer.

4.3 Challenges Faced by the Re-admitted Girls

Research Question Two: What are the challenges, if any, faced by the re-admitted girls after pregnancy which could affect their academic performance?

This study used the research question above, to obtain information on the challenges that the re-admitted girls faced. It was established that the re-admitted pupils found challenges which included stigmatization, loss of friends, which made them to be lonely and not to look forward to going to school every day, lack of enough time to study since they had to rush back home to go and take care of their babies. Lack of money was also seen as a challenge in the case of those whose parents stopped supporting them because of having a child while still at school. This therefore made the girls to engage in businesses of selling vegetables at the markets in the morning and in the afternoon go to school.

Another challenge faced by the re-admitted girls was teasing by fellow pupils who only saw mothers in them who trespassed in life without following the normal procedure of marriage and then child bearing. The re-admitted girls further revealed that, there were bad remarks against them as well as harsh treatment especially from the boys at school. These challenges that the re-admitted girls faced both at home and at school had made their academic

performance poor. These challenges came out in the responses that they gave to the above research question. One of the interviewed pupils reported:

I face stigma from school by other pupils especially boys in class, sometimes when I know the answer I fail to answer because my fellow pupils look at me as a mother and not a pupil. I have no friends because my friends prefer being with other girls who are not mothers. Others even go to the extent of calling me mother while at school, so it makes me very much uncomfortable.

Another re-admitted girl reported:

It is difficult for me to run a home and to go to school. Sometimes my husband beats me when I don't prepare food on time so I rush back home from school, without even studying, so it is not easy to look after my baby, husband and attend to school work. I have no time to study at home or do my homework from school since once I reach home I resume the role of a house wife and my books are a no go area.

The re-admitted girls interviewed reported that they felt ashamed being in school, and would rather stay away because other pupils laughed at them. Leaving their children at home in the care of relatives, did not make them be at peace even if they were at school because they kept thinking about the welfare of their children at home. The re-admitted girls also reported that they had to fend for themselves and their children because mostly their families were angry with them and so offered little or no support at all. This made them sell vegetables and other goods at the market in the morning with the baby and then go to school in the afternoon. Worse still when they knocked off they had to take care of the baby, thereby ending up being tired and fail to study and ultimately affecting their academic performance negatively. Other participants also mention similar circumstances of hardship especially exacerbated by the extra demands of the baby.

One of the respondents narrated:

Life is hard, being a mother and the one with the responsibility. It has come with a lot of problems. It is true, because what I want, I do not manage to have them. Just means of livelihood, feeding the child, and clothing, all these are difficult to meet.

The findings from this study also revealed that even some parents were not in support of the re-admission and they ended up not offering any support to their children either academically or by taking care of the baby. Among the interviewed parents most of them reported that they felt the re-entry policy was encouraging immorality since the young girls knew that they would be re-admitted to school after delivery. This was echoed by some Parent Teacher Association (PTA) members who indicated that the Ministry should abolish this policy as it encouraged immorality. One PTA chairman said:

For me, the policy is just encouraging immorality to these affected girls. It should be stopped so that young girls take school seriously not mixing parenthood and school. If you look at the rate we have of teenage mothers you would be surprised. Our cultural values and norms have been thrown to the dogs. It is so embarrassing that our daughters are having children while they are also still children themselves.

The PTA members acknowledged that most re-admitted girls faced problems as they had no time for books and at times they missed school whenever the baby was sick or it was time for under-five clinics and this affected their performance with reference given to the re-admitted pupils with poor results.

4.4 Attitude of the Re-admitted girls towards School

Research Question Three: What is the attitude of the re-admitted girls towards school before and after being pregnant?

The above research question was used to obtain information on the attitude of re-admitted girls towards school. This study established that most of the re-admitted girls reported that their attitude towards school changed. They reported that, they were now taking school seriously, though they no longer thought like pupils but like mothers.

One re-admitted girl had this to say:

I take school seriously but it is hard, being a mother and the one with the responsibility of taking care of the child. It is not easy though to always come to school especially when the child is not feeling well because I have to take him to the doctor.

They further revealed that they failed to concentrate in class because they always thought of their babies while in school. This reduced the interest for school, but the idea of how the life of their children would be if they didn't get educated and find a job kept them strong to continue with school regardless of the obstacles they faced on a daily basis.

Another girl had this to say:

I like school very much because I want my child to have a bright future but I fail to concentrate when the teacher is teaching because the thought of my child is always coming. I am not very comfortable leaving my daughter with my aunt. I always want to be home and take care of my child.

The subject teachers reported that the re-admitted girls were regularly in school, but concentrated less on their school although they always wanted to put aside their “mistake” and excel in their school endeavours. The Guidance and Counselling teachers also reported that they counseled these pupils and that the zeal in the girls to get educated and take school seriously was visible. However, the little support from the learning environment and the community at large usually affected their attitude towards school because they needed more time at school and support from their homes. They as well reported that these girls faced a lot of stigma from their fellow pupils and thus made them not to like school.

A re-admitted girl said:

....I feel bad and guilty at school because I am laughed at. Some boys even call me by my child's name, this makes me want to be at home so that I avoid such comments.

The head teachers also reported that most of the girls that fell pregnant always wanted to get back to school and measures had been put in place to sensitive the parents of such girls to encourage their daughters get back to school after the pregnancy.

One head teacher said:

The girls are allowed back in school after maternity leave and we talk to them seriously so that they don't repeat the mistake of conceiving. We talk to them in the presence of their parents so that they too can say something to their children and make them realise the importance of school. As a school, we encourage parents to support their daughters so that they can finish school and perform well.

4.5 Summary of the Findings

This chapter has presented the findings from different participants of the study. The findings have been presented in accordance with the three study objectives. The findings on the academic performance of the re-admitted girls who were into school showed that there was a significant decline in the academic performance after pregnancy. Among other factors, which contributed to decline in the academic performance were, less time to concentrate on their academic work due to the added social responsibility of taking care of the baby both physically and emotionally. There were also several factors which were raised in relation to the challenges of teen mothers, such as the way re-admitted girls were perceived with regard to their current state, of being mothers, the responsibilities they had and the impact of the pregnancy on their education.

It was also found that the comments from teachers and reactions from some parents at their homes and the key school authorities like Parent Teacher Association (PTA) members were negative and demoralized their views and intentions to continue with their education in their current state of motherhood. However, some parents and school administrators were supportive with the provision of services like guidance and counseling as one of them cited.

It was further established that the re-admitted girls were determined to rectify their mistakes of falling pregnant while still at school and complete their education regardless of their current experiences and the challenges they were facing which, to a large extent, had led to a decrease in their academic performance. The findings were clear that the attitude of such girls towards school changed positively though, they lacked concentration and much time to study so as to improve their academic performance. In the next chapter, a discussion of the presented findings is provided.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study presented in the previous chapter and the implications of these findings to the understanding of the academic performance of re-admitted girls in school. The discussion is guided by the three objectives of the study namely: To establish the difference in academic performance of re-admitted girls before and after being made pregnant; to establish challenges faced by the re-admitted girls that may affect their academic performance and to assess the attitude of re-admitted girls towards school before and after pregnancy.

5.2 Academic Performance of Re-admitted Girls

Establishing the experiences of re-admitted girls in school showed that they fell under the group of ‘disadvantaged children’ in the Zambian context, who continue to experience and suffer ‘hid exclusions’ in spite of the policy’s existence and its provisions. These exclusions compromise quality of learning and in turn quality of education received by these girls and this remain one of the major challenges faced by re-admitted girls. Re-admitted girls were happy that they were given a chance to go back to school though their performance was relatively below average due to their dual role of attending school as well as caring for their children, in cases where they did not have reliable care givers for their babies.

In filling the gap on whether the disruption period from school when one was pregnant had any impact on their academic performance, the study established that the academic disruption was not only a case of dis-engagement but also irregular school attendance due to child sicknesses, and other baby care demands which compromised on study time as well. More so, re-admitted girls found it difficult when they returned to school to get in the mood of education especially after staying home for some time without sitting in class. Furthermore, the staying at home

disturbed their education because it was difficult to manage both the child and school especially when they were supposed to study and at the same time the child may be crying and seeking their attention.

Lusaka being the capital city and a developed city, one would think the academic performance would be better for the re-admitted girls; however, this was not the case because much as these girls maybe determined to go to school, different challenges including lack of support affect their academic performance.

Referring to Table 5 in the previous chapter, it is evident from this table that the performance for the Re-admitted girls got bad and for those who already had a bad performance it got worse. In my view, it is important to build a good rapport as a team so that teen mothers could reconstruct their identity from that of being immoral persons, failures or losers in life but that of a positive attitude that brought unit in the family system. The aspect of thinking that there was nothing good that could come out of their situation was not good, From the interview result, it was clearly interpreted that the society needed to equip them with assertiveness and not an identity of nothing good could come out of their situation. In doing so, it could be deduced that the society shields their ambitions and future dreams of furthering their education.

In line with these findings, Kaufman (et al, 2001) in the United States of America, established that returning to school after giving birth was not easy for teen mothers because a re-admitted girl had to divide time equally, for school and motherhood if she had to perform well academically.

In reflecting on the needs of re-admitted girls as presented above below is the model that shows different aspects that are needed for the re-admitted girls to perform well academically. The seven aspects as alluded area are necessary and complimentary in making the re-entry policy of the re-admitted girls a success.

Through study of re-admitting girls to have good academic performance a few key elements are needed. These seven elements are vital for the well-being and good performance for any girl that has undergone pregnancy and returning to school. These elements include: Psychological support, Love and Care, Nutrition, Health, Teacher Support, Community and Infrastructure. I will now further discuss the importance of each one of them:

5.2.1 Psychosocial Support

A re-admitted girl needs psychosocial support from school counsellors in order to meet their emotional, social, mental and spiritual needs. This is important for the healthy development of the affected girls, as they are in the category of the vulnerable. Counsellors need to encourage them to accept the fact that they are now parents and at the same time mothers. And, other pupils may be laughing at them, but they need to soldier on if they are to achieve good results academically.

5.2.2 Love and Care

There is need for the teachers and parents/guardians to provide love and care, to the re-admitted girls if they are to perform well academically. This support would reduce the challenges they face and also, it could motivate them to have a positive attitude towards education and consequently, improving their academic performance. Re-admitted girls need to receive love and care from their families and teachers because would encourage them in their advancement in as far as education and gaining of knowledge to better their lives is concerned.

5.2.3 Nutrition

Nutrition is another factor that could help the re-admitted girls to perform well at school. All they need is a good nutrition for them and their children. This will give them good health in body and mind, therefore, concentrating well at school and also there will be no absenteeism due to unhealthy conditions. The re-admitted girls need to have a good dietary supplement, if

they are to perform well academically. They need to have enough nutrients for themselves and their babies. If they have good nutrition, they will be able to press enough breast milk for the baby before going to school.

5.2.4 Health

The re-admitted girls should be taught about the need to be healthy and health conscious if they are to perform well academically. All health risk behaviours should be discouraged as they are now mothers who are taking care of themselves and their children.

5.2.5 Teacher Support

The re-admitted girls need their teacher's support to perform better academically. Under this aspect teachers need to pay extra attention these girls because they have less time to concentrate on their studies. This is due to further added responsibilities that the baby brings along and demands placed on the young mother. The re-admitted girls need to be encouraged to participate in academics and be empowered with skills that are helpful in future. This can only be attained if the re-admitted girls are given enough freedom to take part in academic activities, which will further enable them be empowered.

5.2.6 Community

The re-admitted girls come from a particular community that should play a supportive role. It is therefore, the duty of each community from where these girls come from to encourage them to concentrate at school if they hope or aspire to a bright future. Supportive families and communities that allow the re-admitted girls attend school regularly by helping them take care of their children while they attend school.

5.2.7 Infrastructure

Re-admitted girls need to have a good infrastructure if they are to perform well academically. Most of these girls do not have enough time to study at home; therefore, there is need for them

to use school facilities for the sake of concentration and focused study. The re-admitted girls also need a home environment which has good infrastructure so that even when they leave their children to go to school, they are assured that their children will be safe. This therefore, will make them have a free mind that would enable them concentrate on their studies well, hence perform better academically. An enhancing school environment which enables the re-admitted girls to have a peace of mind so as to improve their academic performance, since concentration at school needs this. The figure below is a summary of the explanation above.

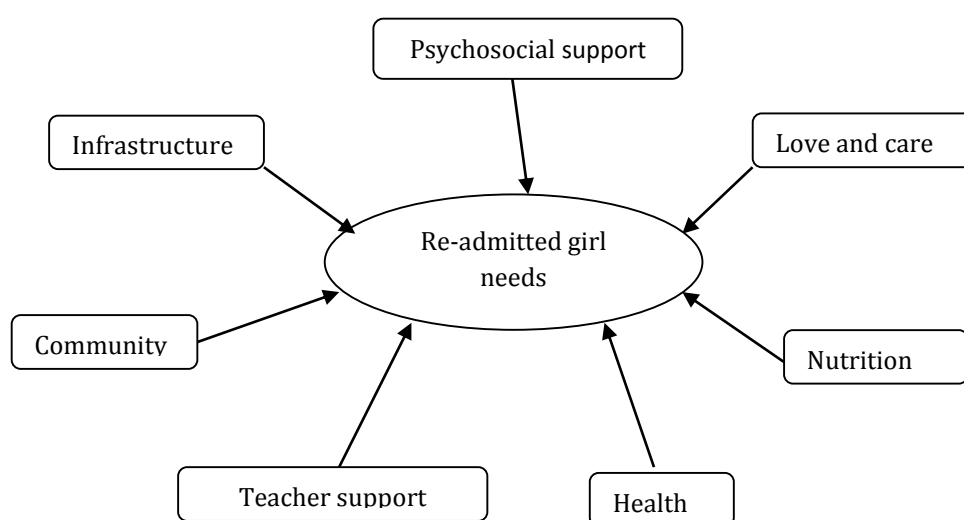


Figure 1: A model on support for the re-admitted girls' academic performance

5.3 Challenges Faced by Re-admitted Girls

Education always comes with its challenges as it requires maximum effort and total concentration for one to excel in their studies. However, attending school, mixed with an involving role of being a mother, may seem attainable and easy with determination, but findings from this study show that re-admitted girls faced a lot of different challenges in their quest to meet both the education and parenting needs thereby affecting their academic performance. Despite this study revealing that the Re-entry Policy was effective and that most girls were coming back to school after delivering, findings also show that the girls were facing a lot of challenges which included stigmatisation, loss of friends, lack of enough time to study,

teasing by fellow pupils, using bad remarks against them and scorning and harsh treatment. The re-admitted girls reported that they received bad treatment and unpleasant comments from the members of society and their fellow pupils as well as from teachers.

The current study findings were in tandem with Mulubwa (2012), who argued that the main aim of ensuring girls return to school after giving birth was to enable the girls advance academically and that limited or lack of support in this area defeated the achievement of this aim with many girls reporting that they found difficulties fitting in the school system due to school dis-engagement or absences and strongly appealed for support in this area. Findings from the current study also revealed that even parents were not in support of the re-admission and so they ended up offering less or no support to their children either academically or taking care of the baby. Among the interviewed parents, most of them reported that they felt that the re-entry policy was encouraging immorality since the young girls knew that they would be re-admitted to school after delivery. Though, this study established that most of the re-admitted girls learnt their lessons and regretted having gotten pregnant while at school.

Evidence from the annual school census captured by the MoE (2007) revealed that hostile school environments and the unreceptive nature of schools had been perceived as some of the factors contributing to the girls' failure to fully take advantage of and benefits from the re-entry policy as a result affecting the academic performance. In some cases, stigmatisation and lack of support from both teachers and parents including a feeling of shame among re-admitted school girls continued to hinder them from returning to school. This ascertains the theory which was used in this study; the labeling theory whose focus is on the ideology that one's behavior becomes from the view or label tagged on them by societal reaction perspective.

Therefore, with regards to this study, re-admitted girls who were tagged as mothers in school as evidenced in the discussions, even their academic performance was negatively affected as

these re-admitted girls failed to fully participate in all class activities due to the labels attached to them as mothers.

To this effect, some PTA members and parents were for the view that the re-entry policy be abolished so much so that those girls who fell pregnant were completely dropped out of school to serve as a deter to the others who might have been in the same immoral habits. This finding is not in congruent to the findings by Fitzgerald (2003), who pointed out that flexible educational arrangements had to be made available in England for girls who fell pregnant while at school because such girls did not have enough economic support from their parents/guardians and that babies needed more things such as formula to feed on when the mother was at school and also paying the person who was taking care of the baby at home.

Indeed the re-admitted girls who were back into school faced serious social, economic and academic challenges. For example, most of the girls did not attend school at certain times because they had to take the baby to the clinic for postnatal care, or when the baby was sick. At times they were made to knock off from school before the actual time so as to go and attend to the baby.

5.4 Attitude of Re-admitted Girls towards School

The approach one has towards something has a positive impact towards their quest to succeed in that area or field. The re-entry policy was targeted specifically at the girl child and therefore, their attitude towards school after being pregnant was important, not only for the successful implementation of this policy, but also for their own success in education.

With all the challenges that came with being a mother and attending school at the same time, one's response towards this experience was important if they were to pull through and succeed. Re-admitted girls have had their attitude towards school changed from the time they fell pregnant. They had to adjust from being a pupil only but to a mother as well and behave like

one especially while at school. The re-admitted girls also had to adjust their self-image to being a pupil for more hours a day, daily experiencing challenges of stigma as they struggled with their dual development as an adolescent and a mother. However, some interviewed subject teachers indicated that some re-admitted girls were rude and difficult to handle at school as they thought that they could be treated in a special and different way from other pupils who were not mothers. One female teacher attested to this when she said that a pregnant school girl told her that she had no experience of being pregnant and therefore, should not force her to sit properly in her class.

In line with these findings, Mulubwa (2012) observed that despite some, mentioning that their academic performance had gone down because of the pregnancy and baby care, they had not lost the determination to soldier on by studying hard and asked friends those that understood including teachers to give them help to understand till the problem was solved. These indications were also echoed by the subject teachers and the guidance and counseling teachers that the re-admitted girls tended to be serious and focused towards education to avoid repeating the same mistake.

The interviewed re-admitted girls reported that the concern of how the life of their children would be if they did not get educated and find a job kept them strong to continue with school regardless of the obstacles they faced on a daily basis. This indication was a clear picture that once these girls were re-admitted they primarily concentrated on school regardless of the obstacles, and this could be emphasised by the majority of the re-admitted girls who reported that they had fallen pregnant only once and they encouraged their fellow girls to avoid finding themselves in such situations but instead to concentrate on school and their studies. The study concluded that most re-admitted girls both in developing and developed countries had similar challenges which affected their academic performance, though; some of them had a positive

attitude towards school hence the need to create an environment which was supportive to suit their current situation.

The study has explored that in order to solve the challenges faced by re-admitted girls and help them achieve higher academic performance, they needed an environment which was supportive so that they could be free to participate in class and be empowered academically, an enhancing school environment that would suit their current situation and also the need for supportive families and communities. In addition to keeping motivating them and giving them a more positive and confident attitude towards school, there was need to provide love and care, psychosocial support, and teacher support to the re-admitted girls.

5.5 Summary of the Discussion of Findings

From the discussion of the study findings, it was noted that the many challenges that the re-admitted girls faced in school, home and the community at large contributed to the decline in their academic performance. It was established in this study that some parents and other key authorities in schools were at the centre of worsening the challenges re-admitted girls experienced in school, community, and home. They were of the view that the re-entry policy supports immorality among girls which may not be true because some girls regretted being mothers before the right time.

The study also established that most girls who fell pregnant went back to school after delivery; however, there was need to understand the challenges that re-admitted girls faced. The study also established that re-admitted girls changed their attitude and had to adjust to be pupils and mothers at the same time. In the discussion, it was clearly pointed out that most of the re-admitted girls found it difficult to take care of their children or employ someone to be taking care of the baby when they were at school due to lack of finances.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents a summary of the study, the conclusion; recommendations made and suggested areas for further research.

6.2 Summary of the Study

The purpose of the study was to establish the academic performance of re-admitted girls before and after pregnancy in selected secondary schools of Lusaka district. The study found out that the academic performance of re-admitted girls was poor as compared to their performance before the pregnancy. The re-admitted girls faced a lot of challenges such as adapting to the new experience of being a mother and a pupil at the same time. Cases of the pupils being disrespectful to school authorities' especially fellow pupils who were captains were reported as these re-admitted sought a different treatment from other pupils who were not mothers. Further, other challenges faced included stigmatisation, use of unpleasant words on them, society condemning them, some PTA members and parents not supporting them to be at school as they deemed the policy to have encouraged immorality, lack of friends and unfriendly learning environment created by teachers and fellow pupils and lack of money to take care of themselves and the baby.

The study further established that emotional outbursts and setbacks due to lack of counseling, re-admitted girls lacking information about support systems were not commonly experienced because most schools offered guidance and counseling to the re-admitted girls. More so, a few (parents, teachers and pupils) that understood the predicament of the re-admitted girls gave holistic support towards their education and that of the bond of attachment of the child gave girls undue pressure and a great challenge of emotional stability and anxiety.

6.3 Conclusion

In conclusion, worldwide, the illiteracy levels for females are higher than for males, with cultural beliefs, teenage pregnancies were among the contributing factors. In a bid to encourage more girls to get educated, the re-entry policy was introduced to cater for those girls who fall pregnant and drop out of school. This created equality, as before the introduction of this policy only the girl child was chased from school while in the case where a fellow was responsible for the pregnancy remained in school. The re-entry policy is very important not only to the pupil but the nation at large in terms of enhancing and improving education standards for the girl child and the country as well. This research found out that the re-entry policy existed in all schools and was effective.

Although the re-entry policy was helpful in a bid to attain gender parity in the area of education, it was however, established in this study that the academic performance of the re-admitted girls had declined as compared to their performance before re admission. This decline in academic performance can be attributed to many factors such as the challenges that the re-admitted girls faced as compared to their counterparts who had not fallen pregnant before. Nevertheless, despite the re-admitted girls facing challenges in their education and being mothers at the same time as well as having a decrease in their academic performance, they had a positive attitude towards school and they remained determined and focused.

This study also concludes that factors like lack of enough time to study, little support from society and learning environment, the impossibility of adjusting the learning environment to suit their current situation of motherhood, contributed to their decline in academic performance. Much as they attend school, participate in class, their concentration was always affected as they had to think of how the child was at home.

Samuel Becker's labeling theory formed the theoretical framework of this study. Becker (1963) discusses the labels tagged on people by society as having an impact on their utmost behaviour. In this study (on the academic performance of the re-admitted girls), the labelling theory was found to be suitable as a theoretical framework because of the psychology in human thinking such that the labels which are given to people may affect them and their behaviour too. The theory provided a dynamic rather than static view of how people will tend to react and behave depending on other people's view on them and consequently, the effect it will have on them. In this study, society views re-admitted girls as being immoral, mothers who are not supposed to mix with other girls at school and who needed to be at home taking care of their babies, and this affects them emotionally and psychologically thereby affecting their concentration, attitude towards school and consequently, their academic performance.

6.4 Recommendations

1. Parents and guardians need to be sensitized by the Ministry of General Education on the need to offer support to the re-admitted girls and their children. This therefore, will create an enabling environment of learning that would help them (re-admitted girls) to concentrate on their education and studies.
2. There may be need to create a deliberate policy or clause within the re-entry policy by the Ministry of General Education that would be pro-active in dealing with teenage pregnancies among school going girls by emphasizing on the teaching of comprehensive sexuality which will help girls and boys to avoid immorality among school going girls and boys.
3. The Ministry of General Education may consider building of separate schools for girls who have been pregnant so that they learn in an environment where there are only girls of their kind.

6.5 Suggestions for Future Research

Future research should consider the following topics to research on:

1. Challenges teachers of re-admitted girls face in teaching them
2. The role of the parents and guardians in enhancing good academic performance to the re-admitted girls
3. The effectiveness of inclusive learning

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APPENDICES

Appendix A: Interview guide for the head teachers

Dear Respondent,

I am a university of Zambia student, pursuing Master of Education Degree Programme in Sociology of Education.

The information sought through this interview guide will be used to establish the academic performance of the re-admitted girls in selected secondary schools of Lusaka District.

Your forthright answers to the questions below will be highly appreciated. Information collected from this interview will be purely for academic purpose and it will be handled in the strictest confidence.

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex (male) (female)
2. Age
3. Period of service Years.
4. Name of School.....
5. Size of school (Tick your answer) a) Grade 1 school ☐ b) Grade 2 school ☐
6. What are your qualifications? (Tick your answer) a) Masters' Degree b) Degree c) Diploma d) Certificate
7. Is the re-entry policy effective at your school? (Tick your answer) a) Yes b) No
8. If your answer to question 7 is yes, what happens to girls who fall pregnant while at school?

.....
.....
.....
.....

9. Do girls who drop out of school due to pregnancy come back to school? (Tick your answer) a) Yes b) No
10. What intervention(s) have you put in place to ensure that the girls come back to school?.....
.....
.....
.....
11. How do you help these girls when they come back to focus on their studies?.....
.....
.....
.....
12. How frequent do you have counselling sessions with the re-admitted girls to help them academically? Tick the appropriate answer.
- a. Weekly ☐ b. monthly ☐ c. termly ☐ d. several times ☐ e. None ☐
13. Do you think the re-entry policy has a positive or negative impact on the academic performance and attitude of the re-admitted girls? State reasons to your answer.....
.....
.....
.....
14. How is the school attendance of these girls? a) good ☐ b) bad ☐
15. How many times do you allow these girls to re-enter school?
- a. Once ☐ b. twice ☐ c. many ☐
16. Should these girls be enrolled in the same schools after pregnancy?
- a. Yes ☐ b. No ☐
17. Give reasons for your answer in question 16
.....
.....
.....
.....

18. As head-teacher, what challenges do you encounter with the re-admitted girls?

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.....

....

19. Do you allow these girls continue in the grade they left from?

a. Yes ☐ b. No ☐

20. If your answer for question 12 is yes or no, what measures do you take to help them catch up academically?

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21. What is your opinion on the re-entry policy?

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Appendix B: Interview guide for the guidance and counselling teachers

Dear Respondent,

I am a university of Zambia student pursuing a Master of Education Degree Programme in Sociology of Education. The information sought through this interview guide will be used to establish the academic performance of re-admitted girls in selected secondary schools of Lusaka District. Your forthright answers to the questions below will be highly appreciated. Information collected from this interview will be purely for academic purpose and it will be handled in the strictest confidence.

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: female ☐ Male ☐
2. How old are you? years
3. Do you have the re- entry policy document?
 - a. Yes ☐ b. No ☐
4. How often do you talk to the girls about issues pertaining to pregnancies?
 - a. Weekly ☐ b. monthly ☐ c. termly ☐ d. yearly ☐
5. What do you do to girls who fall pregnant? (Tick your answer)
 - a. Counsel her. b. talk to her parents or guardians c. chase her from schoolHow many girls dropped out of school due to pregnancy in the period 2014 to 2016?.....
6. How many girls came back to school after maternity leave?
.....
.....
7. Is the academic performance affected by the re-entry?
 - a. Yes ☐ b. No ☐
8. State your reasons for the answer in question 8
.....
.....

-
- ...
9. Do the re-admitted girls attend school regularly?
- a. Yes ☐ b. No ☐
10. If your answer to question 10 is No, state reasons they give for not attending school regularly?.....
-
-
-
-
11. State whether the re-entry policy is good or not on the girls that are re-admitted.
-
-
-
-
-
12. When a school girl is re-admitted, how do you help her to focus on school work and maintain good academic performance?.....
13. How many times should pregnant girls be re-admitted into school?
- a. Once ☐ b. twice ☐ c. thrice ☐
14. What is your opinion towards the Re-Entry Policy?.....
15. Do you find any problems with the behaviour of the re-admitted girls?

Appendix C: Interview guide for the re-admitted girls

Dear Respondent,

I am a university of Zambia student pursuing Master of Education Degree programme in Sociology of Education. The information sought through this interview will be used to establish the academic performance of the re-admitted girls in selected secondary schools of Lusaka District. Your forthright answers to the questions below will be highly appreciated. Information collected from this interview will be purely for academic purpose and it will be handled in the strictest confidence.

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

PART A

Age:

.....

.....

Grade:

.....

School:

.....

PART B

1. How old is your child?

.....

2. How many times have you been pregnant?

a. Once ☐ b. twice ☐ c. thrice ☐

3. Who counseled you the time you got pregnant?
 - a. the head-teacher ☐ b. class teacher ☐ c. guidance and counselling teacher ☐
 - d. other pupils ☐

3. Who told you to leave school?
 - a. the head teacher ☐ b. school guidance teacher ☐ c. parent/guardian ☐ d. other pupils ☐

4. At how many months of your pregnancy did you leave school?
 - a. before your pregnancy was six months old
 - b. when your pregnancy was nine months old
 - c. after your pregnancy was seven months old
 - d. immediately you discovered you were pregnant

5. Did you fill in a maternity leave form?
 - a. Yes ☐ b. No ☐

6. When were you told to report back to school? (Tick your answer)
 - a. 6 months after delivery ☐ b. 1 year after delivery ☐ c. 2 years after delivery ☐

7. Who encouraged you to come back to school after delivery? (Tick your answer)
 - a. Parent/guardian ☐ b. counseling teacher ☐ c. friend ☐ d. yourself ☐ e. others. (State them).

8. How often are you talked to about the Re-Entry Policy? (Tick your answer)
 - a. Once in a year ☐ b. twice a year ☐ c. thrice ☐

9. How many counselors does your school have? (Tick your answer)
 - a. 2 ☐ b. 1 ☐ c. 3 ☐ d. none ☐

10. In your view is the re-entry policy important? (Tick your answer)
 - a. Yes ☐ b. No ☐
 - b. Give reasons for your answer in question 10.

.....

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.....

11. What challenges do you face as a pupil at school?

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.....
.....

12. Are you able to study at home after school hours?

.....
.....
.....

13. Do you attend school regularly?

a. Yes ☐ b. No ☐

If your answer is No, state reasons why.

.....
.....
.....

14. Who takes care of your child at home when you come to school?

.....
.....
.....

15. Are you comfortable with the person who remains with your child when you are in school?.....

.....
.....

16. What career are you going to take when you complete school?

.....
.....
.....

17. Do you regret having a child while at school?

.....
.....

18. What advice can you give to girls who are not yet pregnant?

.....
.....
.....
19. Do you think your academic performance has been poorly affected because of having a child?

.....
.....
20. If your answer in question 19 is yes, what are you doing to change the poor performance?

.....
.....
21. Do you think your behavior generally has changed now that you have a child? (Tick your answer)
a. Yes ☐ b. no ☐

22. If your answer in question 21 is 'yes' state how you have changed.

Appendix D: Interview guide for the subject teachers

Dear Respondent,

I am a university of Zambia student pursuing Master of Education Degree programme in Sociology of Education. The information sought through this interview guide will be used to establish the academic performance of the re-admitted girls in selected secondary schools of Lusaka District. Your forthright answers to the questions below will be highly appreciated. . Information collected from this interview will be purely for academic purpose and it will be handled in the strictest confidence.

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female ☐ Male ☐
2. How old are you? (.....years)
3. How do you handle a pregnant girl who is in your class? (Tick your answer)
 - a. Counsel her
 - b. ignore her
 - c. encourage her to stop school
 - d. like any other pupil
4. As a teacher what challenges do you face in teaching
 - a. Pregnant girls

.....
.....
.....
.....

- b. Re- admitted girls

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.....
.....

5. How do you help the re-admitted girls catch up with other students?

.....
.....
.....

6. Is the re-entry policy good?

a. Yes ☐ b. No ☐

7. State reasons for your answer in question 6

.....
.....
.....

8. How was the academic performance of the re-admitted girls before pregnancy?

.....
.....

9. How is the academic performance of the re-admitted girls currently?

.....
.....

10. Do they regularly attend classes?

.....
.....

11. Are they active when it comes to classroom participation?

.....
.....
.....

12. What do you think should be done to help the re-admitted girls with good academic performance?.....

.....

13. Should these girls be enrolled in the regular schools with the other girls?

a. Yes ☐ b. No ☐

14. State reasons for your answer to question 13

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15. As a teacher what is your opinion about the re-entry policy?

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16. What are your suggestions towards this policy if academic performance is to be enhanced?

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.....

Appendix E: In-depth interview questions for the parents/guardians of the re-admitted girls

1. How old are you?
.....years
2. Did you sign any form to commit yourself that you were going to take your girl back to school after delivery?
a. Yes ☐ b. no ☐ c. not aware of the forms ☐
3. In your view, how many times should a pregnant girl be re-admitted?
a. Once ☐ b. two times ☐ c. three times ☐ d. not to be re-admitted ☐
4. Should these girls continue learning in the schools where they were after delivery?
.....
5. Did you notice any change in the academic performance of your girl after delivery?
.....
.....
.....
6. What help do you render to improve with the academic performance of your girl?
.....
.....
.....
7. Do you think the re-entry policy helps girls to progress in school?
.....
.....
8. Is it right for girls to be sent on leave when they fall pregnant?
.....
.....
9. What is your opinion on the re-entry policy?
.....
.....

10. What are your suggestions towards the re-entry policy?

.....

.....

Appendix F: In-depth interview questions for parents/teachers association

1. Does the Re-Entry Policy help girls to progress in education?

.....

2. How many times should a girl be re-admitted?

a. Once ☐ b. two times ☐ c. three times ☐ d. not to be re-admitted ☐

3. Should these girls remain at the same school after delivery?

a. Yes ☐ b. No ☐

Do you think a re-admitted girl can perform better academically?

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4. What is your opinion about this policy?

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5. What are your suggestions on this policy?

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Appendix G: Consent form

I am Patricia Mwanamwambwa, a Postgraduate student of Sociology of Education at the University of Zambia doing research on academic performance of re-admitted girls before and after pregnancy. I am requesting for your voluntary participation in this study. Please read the information below and ask questions about anything you do not understand before deciding whether to participate or not. There are no risks in taking part in this study. Actually, taking part in the study will make you a contributor to the possibility of good academic performance of the re-admitted girls before and after pregnancy.

1. Please consult your parents, if you are less than 18 years of age, before you decide on whether to participate or not.
2. If you do not want to be in this study, you do not have to participate. Remember, participation in this study is voluntary and you have the right to discontinue if you decide otherwise.
3. All responses will be highly appreciated, treated confidentially and used for academic purposes only.
4. If you have any questions about this study, feel free to contact +260955491829
5. If you assent to this study please sign your name on the space provided.

Participant's signature.....