

**ROLES OF THE GUIDANCE AND COUNSELING TEACHERS IN THE
IMPLEMENTATION OF THE REENTRY POLICY: AN EVALUATIVE
STUDY FROM A MANAGEMENT PERSPECTIVE IN SELECTED
SCHOOLS IN LUSAKA DISTRICT**

by

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Zimbabwe Open University in partial fulfillment for the award of the
degree of Master of Education in Educational Management**

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AUTHOR'S DECLARATION

I, **Brenda Mukaba** do hereby solemnly declare that this dissertation is my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other University.

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APPROVAL

This dissertation of **Brenda Mukaba** is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia.

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ABSTRACT

The purpose of this study was to evaluate the roles of the guidance and counseling teachers in the implementation of the reentry policy from a management perspective in selected schools in Lusaka district. The study's objectives were to find out the extent to which the school guidance and counseling sections were following the established guidelines of the re-entry policy, determine the effectiveness of the guidance and counseling activities in the school in reducing teenage pregnancies and establish the views of the reentered girls on the guidance and counseling activities in the schools.

The research method design was descriptive in nature and used a qualitative approach. The research population was all the public primary and secondary schools in Lusaka district. The sample size of the respondents was 49. It comprised of 31 readmitted girls, 10 from primary schools and 21 from secondary schools, 12 guidance and counseling teachers and 6 head teachers. The participants were purposively selected.

The Head teachers and guidance and counseling teachers were interviewed using semi-structured interview guides so as to find out how they are following the established guidelines in helping the reentered girls and to determine how effective are the activities towards helping the girls in order to reduce the problems they faced due to pregnancy. The information from the reentered girls was obtained through the questionnaires.

The effectiveness of the guidance and counseling teachers was determined by the extent to which the schools meet the established policy guidelines, how they conducted their sessions with the girls and what activities were put in place for the reentered girls. The results of the study indicated that the school managements had strived to implement the policy through the help of guidance and counseling departments. It was revealed from the study that schools were following the guidelines as stipulated in the policy guidelines. Few girls who were identified to be pregnant by the school were put on a counseling programme and were helped to stand the challenges of stigma and other pressures coming from their peers.

However, the study also revealed that the girls who did not want to go through counseling sessions had a lot of problems and dropped out of school due to lack of skills to help them contain the pressure and stigma. The results of the study also indicated that there seemed to be less sensitization on safer sex and abstinence for the girls in schools. The guidance and counseling teachers did not have regular contacts with the reentered girls as a result the girls faced a lot of problems both at home and at school which they struggled with on their own. Lack of a curriculum of guidance and counseling had also contributed to less contact which the teachers had with the girls. The results of the study also showed that the schools did not have specific programmes meant to help the reentered girls and had no system of following them up when they went on leave hence, most of the girls decided to stop school. The study results had also established that the schools had inadequate qualified guidance and counseling teachers to effectively conduct the sessions with the girls. The researcher made six recommendations which were based on the findings of the study.

DEDICATION

This dissertation is dedicated to my husband Kakunta M. Kabika who has been very supportive during my period of study and my children Ethel, Sante, Nswana, Bibusa and Bupe who have been very understanding and the best family anyone can ever have.

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ACRONYMS AND ABBREVIATIONS

ASCA	American School Counselor Association,
CSO	Central Statistical Office
EFA	Education for All
FAWEZA	Forum For African Women Educationist in Zambia
HIV/AIDS	Human Immune Virus and Acquired Immune Deficiency Syndrome
HoD	Head of Department
MDG	Millennium Development Goals
MoE	Ministry of Education
MoESVTEE	Ministry of Education Vocational Training and Early Education
NGOs	Non-Governmental Organizations
SAFE	Student Alliance For Education
UNDP	United Nations Development Programme
UNFPA	United Nation Fund for Population Activities
UNICEF	United Nations Children Fund
ZANEC	Zambia National Education Coalition
ZARD	Zambia Association of Research for Development

CHAPTER ONE

INTRODUCTION

Overview

The main components in this chapter include; background information of the study, which has outlined the reasons for the reentry policy in Zambia and why guidance and counseling should be scaled up in Zambian schools. The statement of the problem, purpose of the study, objectives, research questions, conceptual and theoretical framework, significance of the study, delimitations and limitation to the study have been discussed as well.

1.1. Background

Global trends indicated that teenage pregnancies are a major social problem and had assumed an endemic proportion among teenagers, especially in the poorer nations. UNPF had identified the incidence of teenage pregnancy and declared it as a serious and growing problem in the world, especially in the developing nations. Zambia is among the countries in sub-Sahara Africa whose teenage girls' pregnancy levels are high (UNPF, 2016).

According to the Zambia Educational Statistical Bulletin (2015), the number of pregnancies among teenagers has been rising in Zambia. The Education Statistical Bulletin by the Ministry of General Education (2015) indicated that in 2008 there were 12,370 and 1566 teenage pregnancies among primary and secondary school respectively. In 2009, the number rose to 13,634 in primary and 1863 at secondary, in 2010 the figures increased to 13,769 for primary before reaching a high record of 13,929 in 2013. By 2014, the number reduced to 13,275 for primary alone. The number for secondary schools had increased from 2428 in 2013 to 3103 in 2014. The Ministry of General Education reported that pregnancies at primary level increased by 6.2 percent at primary from the previous year whereas at secondary level there was an increase of 27.8 percent. However the number of readmission remained low and culminating the drop rate to at least 4%. For example in Lusaka province out of 1308 pregnancies only 616 were readmitted which translates to above 50% of pregnant girls failing to come back to be readmitted in school (MoGE, 2015).

To mitigate this problem, the *Zambian government* through the Ministry of General Education (MoGE) has facilitated the readmission of girls, who fall pregnant back into the school system after they deliver, through the reentry policy guidelines. The reentry policy guidelines had ensured that guidance and counseling departments were established in the educational institutions at all levels so that counseling was offered to the girls who fell pregnant. The reentry policy guidelines have been explicit enough for the stakeholders to understand. The policy that has been in operation for the past two decades has seen many young girls getting back to school (Mutombo and Mwenda, 2010; MoGE, 2015)

After the Beijing Conference in 1995, the Women's Movement in Zambia drew up their priorities and action plan. Under education for the girl-child was a call to readmit girls who dropped out of school due to pregnancy. When the Forum for the African Women Educationalists of Zambia (FAWEZA) was established on 8 March 1996, it added its voice to the call for policy change concerning girls who got pregnant. In September 1997, a conference on girls' education was held at Mulungushi International Conference Centre, Lusaka, at which the then Minister of Education, Dr. Syamukayumbu Syamujaye, announced that school girls who became pregnant would no longer be expelled, and that those that had been expelled in 1997 should be allowed to return to school (MoE, 2008).

As earlier stated the re-entry policy was meant to avail the opportunity for girls who dropped out of school as a result of early pregnancy to be able to go back to school so that they could possibly complete their primary or secondary school education. For this reason MoE (1996) had recognized education to be the only way in which girls and women would be empowered. The empowerment of women and girls with education is generally associated with a lot of benefits such as improved family health, high chances of girl's education and widens opportunities of girls in both wage and non-wage employment and position. It also enhances freedom of choices and greater participation in decision making

However, even in the presence of the reentry policy the number of girls completing secondary school is still lower than the boys. Mwansa (2011) stated that, despite the policy being put in place in Zambia, an increasing number of girls do not return to school after giving birth. Social economic and cultural factors have been commonly cited as reasons for this failure. The annual statistics from the Zambia Ministry of Education Statistical Bulletin shows increased number of

pregnancies. In addition, data from the Zambia Demographic Health Survey (CSO, 2007) reveals that each year approximately 30% of the girls who drop out from school, do so because of pregnancy. Most girls after going back to school fail to complete up to grade twelve level and others complete but their performance remained bad. Those who remained in school did not perform very well especially in terms of academic performance. They faced a lot of challenges such as lack of support, discrimination and stigmatization by their fellow pupils as well as by the teachers. More critics had added that the performance of the girls who returned to school was very low as compared to the other students (FAWEZA, 2014).

Foster and Miller (2008) argued that some girls become rude and delinquent. They become dissenting to their fellow pupils and unruly to the teachers as well. They fail to accept and acclimatize to the new conditions hence making it too difficult to deal with them. Others seem not to have learnt anything out of their condition. Some become too sexually active and fall pregnant for the second time. The Ministry of Education had reported that the girls are only given one chance to reenter, when they fall pregnant a second time they are not allowed to come back to regular classes but are encouraged to attend afternoon or night school where they can possibly complete their secondary education. The above sentiments bring a lot of questions as to why girls face such challenges in their academic work. Could it be that the guidance and counseling teachers and schools are not implementing the reentry policy properly? These questions could only be answered by further research. Thus this study attempted to evaluate the roles of the guidance and counseling teachers and management in process of implementing the reentry policy. It is believed that if the roles are not well stipulated and executed could lead to girl's poor performance and high dropout rates (MoESVTEE, 2014).

In order to achieve gender equality there must be a deliberate move to help the girls to progress with minimal difficulties. One of the strategies is to maximize opportunities for the girl child attainment in education whenever it is available. This argument thus, had compelled the researcher to evaluate the roles of guidance and counseling teachers in the process of implementing the reentry policy. The focus of this study was on finding out how management facilitated the execution of guidance and counseling in schools and also evaluating the roles of the guidance and counseling teachers in the implementation of the reentry policy. The study also aimed at finding out from readmitted teenage mothers how guidance counseling was being

conducted and asked them to give their views on the effectiveness of the guidance and counseling activities in schools (MoE, 1996).

1.2. Statement of the Problem

Teenage pregnancies have been identified as a serious problem that hinder girls progress in education world over especially in developing countries like Zambia. Studies done by (UNFP, 2013; UNICEF, 2014) in developed and developing countries had shown that most girls fell pregnant when they were in the age between thirteen and nineteen. Studies done by (FAWEZA, 2014) have also indicated that readmission of girls to schools does not guarantee the completion of the girls education. This was because when girls were readmitted they did not perform as expected and the number of girls completing their secondary school was alarmingly very low. There were a number of scaled up activities and policies put in place to ensure more girls completed their primary and secondary school, but the completion levels had continued to be lower than that of boys.

According to MoE (1996) and Katongo (2004), girls who enrolled in grade 1 in numbers almost equal to that of boys but the gap between the two begin to widen as the pupils approach teenage, with the girls accounting for only 46 percent. This was because a lot of girls dropped out from school due to a number of reasons than boys. Most of the drop out cases for girls was attributed to teenage pregnancies. As a measure to reduce drop-out rates resulting from girl being forced out of school due to pregnancy, the Ministry of General Education in Zambia introduced the re-entry policy and guidelines to assist schools and other stakeholders such as parents and concerned NGOs to implement the reentry policy effectively. It was believed that if the policy guidelines were followed carefully and innovativeness was employed it would help the girls to stay in school and complete their secondary education.

Among the policy guidelines was the provision of guidance and counseling to help the pupils with the issues of pregnancies and their consequences. However, the Ministry of General Education Statistical data continued to show that a considerable number of pupils still dropped out of school due to pregnancy. Among those who were reentered, their performances during their learning period at primary and secondary school were poor. These girls retention was also not hundred percent guaranteed because some of the girls also dropped out as years went on, hence contributing to the lower rates of completion at grade 7, 9 and 12 for girls (FAWEZA, 2008; MoGE, 2014).

Given the scenario one would wonder how guidance and counseling in schools was helping the girls to stay in school and perform exceptionally well after being reentered. Are the drop-out rates associated with the school environment or external to the school environment? What factors contribute to the drop-out and poor performance of re-entered pupils? What interventions are administered and how effective are they in reducing poor performance and drop-out rates among reentered pupils in schools?

If the status quo is not intervened it has the potential of obliterating every meaningful efforts made towards promoting education for a girls in Zambia. Additionally, the fight against poverty will not be achieved due to reduced contribution of young women's participation in wealth generation in the society. Furthermore, girls who drop-out were more likely to be dependent on men for their survival hence, making them more prone to higher levels of vulnerability such as rape. Therefore, there was need to evaluate the roles of guidance and counseling teachers in the implementation of the re-entry policy.

1.3. Purpose

The purpose of this study was to evaluate the roles of the guidance and counseling teachers in the implementation of the reentry policy in selected schools in Lusaka district from a management perspective.

1.4. Research Objectives

The objectives of this study were to:

- 1) find out the extent to which the school guidance and counseling sections were following the established guidelines of the re-entry policy.
- 2) determine the effectiveness of guidance and counseling activities in the school in helping the reentered girls and reducing teenage pregnancies.
- 3) establish the views of the reentered girls on the guidance and counseling activities in the schools.

1.5. Research Questions

The questions this study sought to answer were:

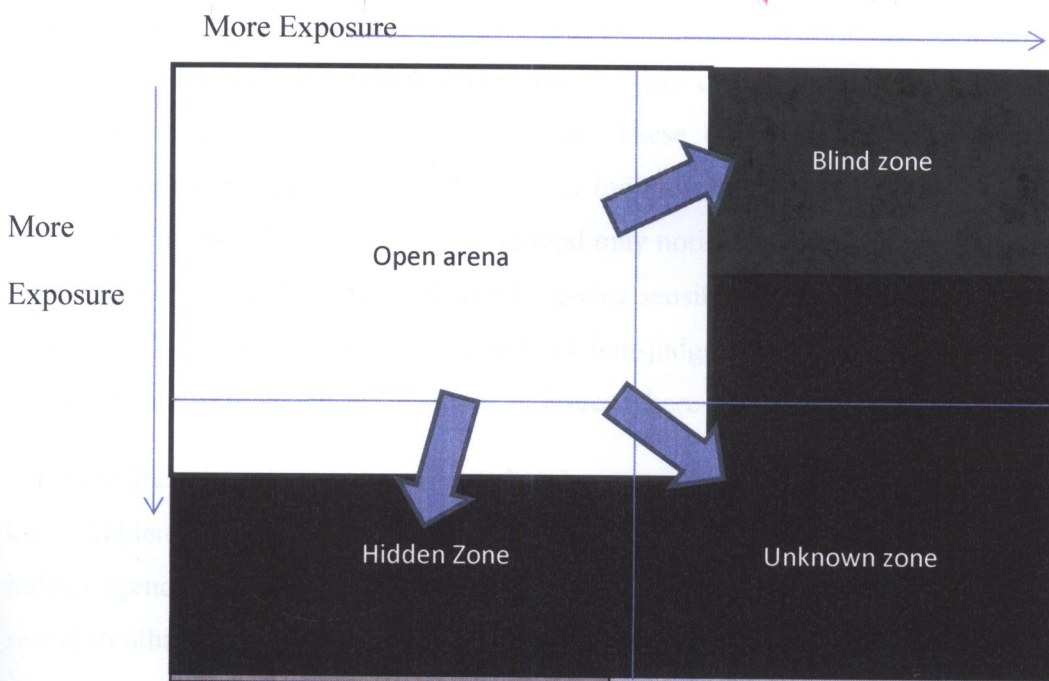
- 1) how were the school guidance and counseling sections following the established guidelines of the re-entry policy?

- 2) how effective were guidance and counseling activities in the school in helping the reentered girls and reducing teenage pregnancies?
- 3) What were the views of the reentered girls on the guidance and counseling activities in the school?

1.6. Theoretical Framework

This study adopted Johari's self-awareness model called Johari's Window. This model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals and within a group. The model has been used in behavioral change processes and guidance and counseling activities. The Johari Window model can also be used to assess and improve a group's relationship with other groups. The Johari Window model was devised by American psychologists Joseph Luft and Harry Ingham in 1955. The model is illustrated in figure 1.1.

Figure 1.1: Model of Johari's Window



The model in figure 1.1 has four zones or areas, which are known as, open, blind, hidden and the unknown zone. The first pan or area is known as 'open arena' what is known by the person about him/herself and is also known by others - open area, open self, free area, free self, or 'the arena'. Here information about the person's behavior, attitude, feelings, emotion, knowledge,

experience, skills and views, are known by the person and known by others. The aim is to develop the open area for every person. The open free area is the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding. The size of the open area can be expanded just as shown in figure 1.1. This can be done by, in this case, the school counselor who could help expand the girl's open area by offering feedback. As the counselor and the girl continue to interact through discussions and observation more information, feelings and behavior is disclosed about a girl to the counselor. As she asks a lot of questions and receives feedback the open area continue to increase and the blind arena decreases. The counselor has an important role in facilitating quick and direct feedback to the girls about their own blind areas. The counselor has a responsibility to cultivate in the pupils the culture of openness, honest, sensitive communication and sharing of information among the pupils so that more information is disclosed. This could be the basis on which action could be taken upon and help is offered to them in the most effective and appropriate manner (Chapman, 2003).

The other area is called a *Blind spot or blind self* which involves things unknown by the person about himself/herself but which others know. This could be referred to as ignorance about oneself or issues in which one is deluded. These could be issues others are deliberately withholding from a person. For example an individual may not be aware that when they are talking they blink a lot, but the people around may notice such movements. The counselor's role here is to aim at reducing the blind spot by giving sensitive feedback and encouraging disclosure. The counselor needs to promote a climate of non-judgmental feedback so as to reduce fear and encourage pupils to solicit for feedback in issues where they need help (Chapman, 2003).

The third areas is called hidden arena-what the person knows about him/herself that others do not know hidden area, hidden self, avoided area, avoided self or 'facade'. This may include fears, hidden agenda, secretes, manipulative intentions or anything that a person knows but does not reveal to others. The counselor in this case has to create an environment which can facilitate the movement of relevant hidden information to open arena through the process of self-disclosure and exposure. Once a girl decides to confide in the counselor, it is the onus of the counselor to take advantage of the situation and influence the girl to reveal as much information as possible for the purpose of having a basis on which counseling will be based on. Alika (2010) also

concluded that girls who are reentered back to school should be given individual and personal counseling in order to realize and harness their potentials.

The last pane is the unknown zone see. Figure 1.1. This zone involves things unknown by the person about him/herself and is also unknown by others. Information, feelings, latent abilities and experiences that are unknown to the person can be prompted through self-discovery or observation. Counselors can help discover the unknown area. Counselors need to create an environment that encourages self-discovery, constructive observation and feedback. The unknown area as shown by figure 1.1 is the largest. The reason could be that as human beings there are lots of things we do not know about ourselves and these can only be known through education.

Education can be obtained through reading pamphlets listening to other peoples' life experiences and educational talks on the television or radio. People can learn much more useful information from different Medias which can create self -awareness. Freire (1973) called this type of information as education for critical awareness or conscientisation. In this type of education people learn a lot of information on their own from other sources and from discussions. Dialogue is one of the essential aspects of Freires' approach to education. He advocated for developing critical awareness of the cause of problems. He contended that people should realise that the way things are is not satisfactory and it is not the way they should be. Education is hoped to make it possible to change the way things are for the better. Hope and Sally (2002) argued that through dialogue a person share a lot of useful information and issues which are needed to be dealt with. The role of the counselor in this vein is to set a conducive environment so as to encourage the flow of information with less interference. Through this process critical awareness is developed and a person understands his latent self.

Therefore as a way of contextualizing the theory with regard to guidance and counseling for the reentered girls, it can be argued that the main role of the guidance and counseling teachers is to increase or expand the open arena through sharing of information and experiences. The guidance and counseling teachers should explain to the girls more about the re-entry policy and sex awareness. They should encourage them and show them how important education is to them. Guidance and counseling should educate the girls on how to survive with the pregnancy and how

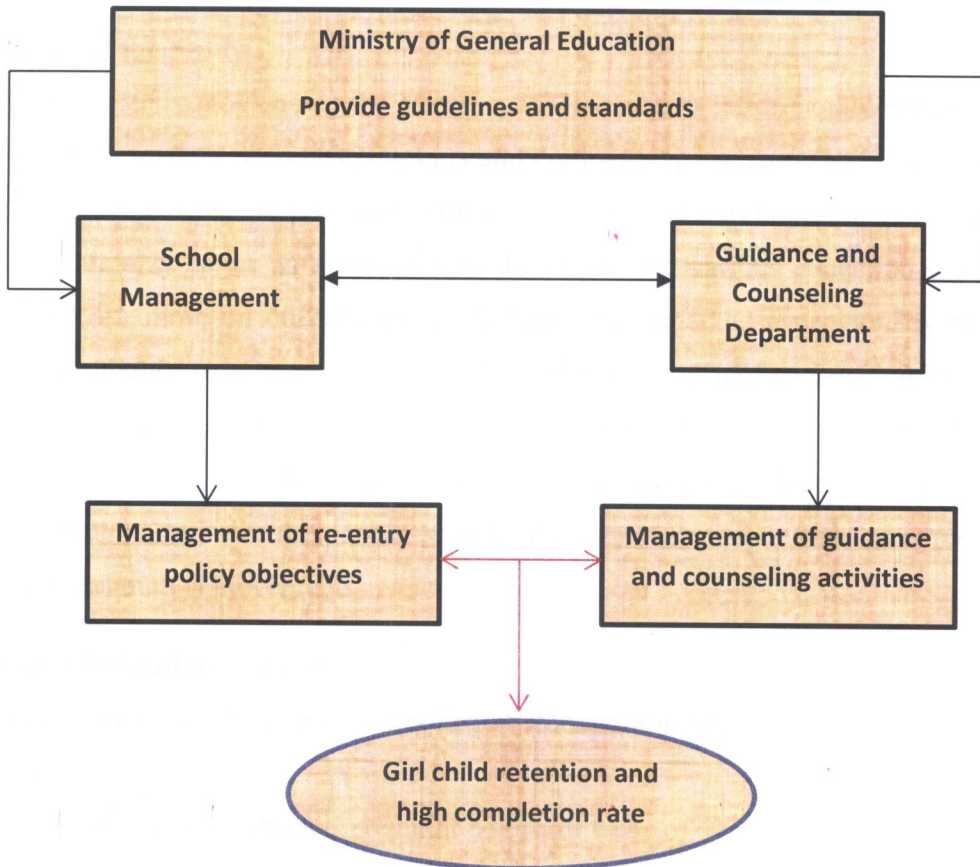
to create the balance between motherhood and education. This would help build self-confidence and reduce self-pity the girls could have developed (MoESVTEE ,2014).

Therefore it is important for guidance and counseling teachers to know the things that are known to the pupils only such as home environment setting and financial status that pupils may not be willing to share with others and have potential of affecting their education. The model therefore advocates for more exposure of information in order to effectively implement help the person in a given situation. Information about the girls can only be obtained through effective guidance and counseling activities. If guidance and counseling teachers do not understand the life of the reentered girl it would be difficult to give her the rightful help she needs. The counselor may help the pupils to be aware of the problems and consequences they expect to face after becoming pregnant. As the guidance and counseling teachers begin to share various experiences and show the girls dangers of pregnancies and how to overcome them, the girls would be able to identify their problems and begin to come up with ways in which they could overcome such pressures and problems. It is through counseling where girls can realise their problems and learn different ways of solving them. Through counseling the hidden issues are exposed as the girls will open up to bring out their pressing issues which could have made them to do even worse things such as dropping out of school.

1.7. Conceptual Framework

The conceptual framework for this study is illustrated in figure 1.2 below.

Figure 1.1: Conceptual Framework.



In the conceptual framework illustrated in figure 1.2, the Ministry of General Education provides the guidelines which the schools follow in order to implement the reentry policy. The school management which includes the head teacher, deputy head, class teachers and the guidance and counseling teachers are the policy implementers. They use the reentry policy documents and guidelines to implement it. The head teacher provides leadership and physical facilities which are used by the guidance and counseling sections to conduct the counseling sessions effectively. The guidance and counseling department also follow guidelines stipulated for them by the Ministry of education in form of policy document. The counselors help the pregnant girls to understand their situation and learn skills on how to cope with such problems emanating from pregnancies and then be able to return to school after they deliver. When the girls return to school, the

Guidance and Counseling teachers are expected to conduct various programmes and activities effectively which would help the girls to perform well in their school work and continue until they complete their primary or secondary school. If all the guidelines outlined in the reentry policy document for the schools are properly followed it will lead to high retention of girls in schools and uphold high completion rates of girls at all the levels of education (MoGE, 2014).

1.8. Significance of the Study

The findings of this study may enable the Ministry of General Education policy makers, such as the Ministers and Permanent Secretary, teachers and civil society such as NGOS, to be aware of how the school managements are conducting their counseling roles in the implementation of the reentry policy. This may act as an eye opener to the public and various education stakeholders may be able to learn more on how the policy is being implemented especially by the school counselors. The schools may also be helped to evaluate their performance in the area of counseling as they implement the reentry policy. It may help the schools and the Ministry of General Education at large to make adjustments where possible on guidance and counseling in schools and eventually optimize the processes to help the girls complete their secondary school education with maximum achievements.

1.9. Operational Definition of Terms

Drop-Out: A learner who leaves school or college before completing a course of study or before the end of a term.

Teenage pregnancy: the girl who fall pregnant below 20 years of age.

Re-entry policy: it is an agreed plan of action to allow girls who fall pregnant to be readmitted back to school after delivering.

Re-admitted: the acceptance of girls who once fell pregnant back to school.

Summary

The chapter's main underlying issues includes; the background information of the reentry policy and the causes of the drop out for girls and how girls get affected when they fall pregnant and then come back to school. The statement of the problem in this chapter has brought to the light how the girl dropout rate has grown due to teenage pregnancy related issues and that, if it is left unchecked the re-entry policy could be rendered redundant. The purpose of the study was to

evaluate the roles of the guidance and counseling in the process of implementing the reentry policy. The objectives of the study will be to find out how the school guidance and counseling are following the established guidelines of the re-entry policy and determine the effectiveness of the guidance and counseling activities in the schools in order to help the reentered girls. The conceptual framework brought out issues to do with the school management and the guidance and counseling teachers. It is believed that if the management and guidance and counseling teachers are effective then the girls will be helped and retained in schools. The theoretical framework for this study was based on Johari's window. Johari Window model enables the counselor to encourage openness from the pupil so that more information is revealed and the girls are helped depending on the information given and it helps to develop self-awareness, and mutual understanding between individuals and within a group. The significance of the study was to bring to light information on how the guidance and counseling sections were conducting their roles in helping the girls complete their secondary education. As a result schools may be helped to know how they were performing in terms of counseling the reentered girls. The Ministry of General Education may also be able to make adjustments on the reentry policy where need may be. The next chapter presents literature review which was based on the reentry policy and guidance and counseling of the reentered girls in primary and secondary schools in Zambia.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter presents the reviewed literature that was related to the reentry policy and guidance and counseling in schools. The issues presented in this chapter include; review of empirical literature and policy documents from the Ministry of General Education; literature related to the readmitting and counseling of the girls in schools. The other reviewed literature is based on studies done at the global level, in Africa as well as those done in Zambia. Documents that were reviewed included the Ministry of General Education documents and articles on guidance and counseling.

2.1. Studies done at Global level

The incidence of teenage pregnancy has been identified among other issues as a serious and growing problem in the world. Every day, 20,000 girls below age 18 give birth in developing countries. Births to girls also occur in developed countries but on a much smaller scale. In every region of the world, impoverished, poorly educated and rural girls are more likely to become pregnant than their wealthier, urban, educated counterparts. Girls who are from an ethnic minority or marginalized group, who lack choices and opportunities in life, or who have limited or no access to sexual and reproductive health, including contraceptive information and services, are also more likely to become pregnant. Most of the world's births to adolescents 95 per cent occur in developing countries, and nine in 10 of these births occur within marriage or a union. About 19 per cent of young women in developing countries become pregnant before age 18. Girls under 15 account for 2 million of the 7.3 million births that occur to adolescent girls under 18 every year in developing countries (UNFP, 2016).

Worldwide, rates of teenage pregnancy range from 143 per 1000 teenagers in some sub-Saharan African countries to 2.9 per 1000 teenagers in South Korea. Every year, 14 million teenagers out of 260 million women aged between 15 to 19 become pregnant worldwide and the majority were in the developing countries, particularly in the Sub Saharan Africa (Stanley, 2007). This accounted for 38 percent of youths aged between 15 to 24 becoming pregnant every year in the world. Among developed countries, the United States and New Zealand have the highest levels of teenage pregnancy, while Japan and South Korea have the lowest pregnancies. New Zealand

experiences 56 pregnancies per 1000 teens, while in Japan and South Korea they experience 4 and 3 pregnancies per 1000 teens of aged 15 to 19 annually, respectively (Stanley, 2007).

In the United States of America (U.S.A.), approximately 1000 000 teens become pregnant each year (Voyadnoff and Donnelly, 1990). Such pregnancies in the USA result into 520 000 births, 405 000 abortions and 80 000 miscarriages and ultimately these affect the health status of the young mothers (Ibid). Teenage pregnancy in the U.S.A still remains high though between 1991 and 2005 there was a decline from 60 pregnancies per 1000 teenagers to 40.5 pregnancies per 1000 teenagers. This accounts for 13 percent of U.S.A. Births involving teen mothers (Stanley, 2007). Stanley further argues that 25 percent of teenage girls who give birth have another baby within two years. This keeps girls away from school for a longer time or denied a chance of going back to school. The striking feature of teenage pregnancies globally indicates that more than 80 percent of teen pregnancies are unintended and unintentional (Stanley, 2007). This can be attributed to the risky sexual behavioral pattern practices engaged by the adolescents. Another striking factor is that the same risk factors that contribute to teenage pregnancy also contribute to a high incidence of risk for HIV/AIDS and other sexually transmitted diseases. Therefore, where pregnancy rates are high, the risk for HIV/AIDS and other sexually transmitted diseases is likely to be high as well. The studies reviewed above are important to this study as it becomes the point of reference as to why guidance and counseling should be scaled up in schools in order to reduce the problems leading to high pregnancy rates and HIV/AIDS for the teenagers.

A study was conducted by Mehmood et al (2011) on The Impact of Guidance and Counseling on Academic Performance in Pakistan. The study was experimental in nature involving 320 pupils. The results of analysis showed that there was a significant difference of the post-test scores of male students of experimental and control group. Therefore, the null hypothesis, there was no significant impact of guidance and counseling on male students achievements was rejected. The analysis showed that guidance and counseling had greater impact on male student's performance. The increase in achievement was due to various factors including impact of guidance and counseling. Therefore, the result showed that even the impact of guidance and counseling after the treatment was not significant however, the treatment improves the achievement of students. The study concluded that, Guidance and counseling was necessary for all students especially at elementary level. Guidance and counseling improved student's achievement in subjective type questions but it had comparatively low impact on multiple choice items.

The study reviewed above was relevant to this study as it had confirmed that guidance and counseling was relevant in promoting academic performance. However, the study did not focus on reentered pupils which this study focused on. Therefore this study aimed at providing information on how guidance and counseling help the retention of girls in schools. In the next section the reviewed literature looked at studies done in Africa

2.2.2. Studies done in Africa

The literature reviewed in this section will be based on studies conducted in Africa. Studies conducted in Kenya, Tanzania, South Africa and Nigeria were reviewed.

A study was conducted by Mikaye (2012) in Kenya to investigate the influence of guidance and counseling services in public secondary schools students' discipline in Kabondo Division, Rachuonyo District. The researcher set objectives, which sought to determine the extent to which the provision of guidance and counseling materials, teacher counselors' exposure, peer training, guest speakers and the time allocated to students counseling influenced students' discipline in Kabondo Division, Kenya. The researcher used descriptive survey design to carry out the research. The respondents for this study were 20 secondary school principals, 20 teacher counselors and 144 form 4 students. A pilot study was conducted to test the validity and reliability of the instruments. Data was analyzed using percentages and descriptive analysis. The study findings revealed that guidance and counseling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. The following were the recommendations made. The principals in secondary schools were to put in place guidance and counseling services and provide an office where privacy was to be made a priority. This was to encourage more students to visit the office. Guidance and counseling teachers should be well trained on how to carry out their duties. To have adequate provision of guidance and counseling materials as well as application of peer counseling, there was a need to make proper budgeting for the same in terms of finances and time respectively. Guest speakers were to be invited to provide the counseling services to the students in areas of concern. Since that study was based in Kabondo Division, a predominantly local area, it was therefore suggested that a replication of that study be carried out in an urban setting. A study on student discipline in relation to parent or guardian upbringing was to be carried out. The influence of minimal integration of guidance and counseling in selected subjects in the curriculum was to be researched on. The objective was to curb the long standing problem of lack

of time to practice guidance and counseling as well to integrate guidance and counseling in the curriculum so as to ensure that students moved up the educational ladder with guidance and counseling knowledge.

Having reviewed the study by Mikaye (2012) it was found that character formation was achieved through intense formal and informal programmes for guidance and counseling. It was through guidance and counseling that students remained disciplined and focused in life. Collins (2002) indicated that through guidance and counseling students were assisted to be disciplined and be able to deal with challenges and realities they faced in their academic, social and physical environments. That study was helpful to this study through its research design as it used a descriptive method which this study also used.

Another study was conducted by Joshua (2014) to examine the attitude of head teachers towards guidance and counseling (G&C) in primary schools in Kisumu West Sub County in Kenya. The research objective was to find out the attitude of head teachers towards G&C. The behavioral theory of B.F. Skinner was adopted. Ex post facto research design was used for this study. The study population comprised 504 prefects, 126 head teachers, 126 G&C teachers from all the 126 primary schools in the Sub County. Saturated sampling was used to obtain 126 head teachers and 504 prefects; purposive sampling was used to obtain 126 Guidance and counseling teachers. Descriptive statistics in frequencies and percentages were used to analyze data generated by questionnaires and focus group discussions using summary tables, data from interviews were transcribed and organized into themes, categories and sub-categories as they emerged in the study. The validity and reliability of the questionnaires were enhanced through pilot study done in 14 schools which were not used in the study. The findings showed that: head teachers had a positive attitude towards guidance and counseling in primary schools in Kisumu West Sub County: Most respondents (71%) agreed that head teachers implement G&C policy, (22%) disagreed, (7%) neutral; (68%) agreed they like using G&C in management, (24%) disagreed, (8%) neutral. Based on these findings, it was recommended that: head teachers were to enhance supervision of G&C, and that they were to be trained in G&C, and the Government were to fund G&C activities.

The study was important to this study in terms of grounding the statement of the problem because the success of guidance and counseling in schools depends on the school management support. The study reviewed above focused on the attitudes of head teachers towards guidance and counseling, but this study focused on how management was enhancing guidance and

counseling for the reentered girls in schools. Therefore, it was also important to understand the management role in promoting guidance and counseling services for re-entered pupils in selected schools in Lusaka.

Another study was conducted in South Africa, by Chigona and Chetty (2007) based on Girls' Education: Special Consideration to Teen Mothers as Learners in South Africa. The aim of that study was to find out how teen mothers coped with schooling, hence how much support was rendered to them. A qualitative research approach was used to understand the social phenomena of teenage mothers as learners. The study revealed that Teenage pregnancy had affected the educational success of girls in South Africa. Statistics showed that four out of ten girls became pregnant overall at least once before age 20. Education was important for these girls in order to break the poverty cycle in which most of them were trapped. Though the girls were allowed to return to school after becoming mothers, they faced many challenges in trying to balance motherhood and the demands of schooling. The result of the research showed that teen mothers in Cape Town received insufficient support (physically and emotionally) and the consequence was that many quitted school or did not succeed with schooling.

The study concluded that while girls were allowed to be back at school after becoming mothers, they faced many challenges in trying to balance both motherhood and schooling demands. Due to parenthood, the teen mothers did not have enough time to do their school work. As a result, many teen mother students usually lagged behind and this hampered their progress with secondary school education. Lack of proper counseling for the teen mothers about their stigma and schooling seemed to be one of the most serious problems girls experienced. This information was relevant to this study as it gave it the basis on which the research was to find out how counseling was being conducted in schools in order to help the girls fit in well in the school environment. It was realised that many of these girls went back to the school as mothers without any emotional preparation of their new situation. They were overwhelmed with the new expectations and this resulted in them not performing well academically and in many cases, dropping out of school.

Further, another study conducted by Ndifon and Akande (2014) titled, A Survey on Impact of Guidance And Counseling Towards Education For Girls at The Secondary School Level In Tanzania. The study was descriptive in nature and involved 380 high school pupils in public secondary schools in three States in Tanzania. The study also sought to understand the opinions of learners towards the guidance and counseling services. A questionnaire designed and

validated through expert judgment was used to collect relevant data and the data were analyzed using frequency counts and percentages for the research questions while chi-square analysis was used to test the hypothesis postulated for the study. The study found a significant relationship between guidance and counseling programme and retention of girls in schools at P value of .004. The study also found that pupils had a positive attitude towards counseling services in school. The results indicated that the implementation of guidance and counseling services had some challenges among which were lack of guidance and counseling facilities in schools, poor support from management, counseling was only seen as a by the way services instead of a it being viewed as a core educational aspect. The study recommended that the Government was to endeavour to employ professional counselors in schools and integrate counseling and guidance services in the school curriculum.

The study by Ndifon and Akande (2014) was relevant to this research as it had highlighted that guidance and counseling services in schools could promote retention among girls in school. However, it was not clear whether or not some of the girls who participated in the study were re-entered after pregnancy. This study interviewed reentered girls only so as to establish how the guidance and counseling teachers are helping them.

Another study was done in Nigeira by, Nweze and Okolie (2014) on Effective guidance and counseling programmes in secondary schools on career choice: it also determined issues and roles of the programme on students' career decision making. The study adopted an ex-post facto descriptive survey design and covered senior school students in ten selected secondary schools in Ebonyi State, Nigeria. Simple random sampling techniques were employed in selecting the sample for the study and utilized 300 respondents; 30 head teachers and 27 students from each of the ten selected schools totaling 270 students. Two different questionnaires were designed for the study data collection which was Senior Secondary School Students Questionnaire (SSSSQ) and Secondary School Teacher Counselors Questionnaire (SSTCQ). 270 copies of questionnaires were administered to students through the help of research assistants and 180 copies were filled correctly and returned giving a return rate of 90 percent. Also 30 copies of questionnaires were administered to selected teachers and all were filled and returned. Additionally, construct and face validity was established as experts in guidance and counseling validated the instruments. Reliability coefficient of 0.65 was established for the students' instruments (SSSSQ) while the reliability coefficient of 0.67 for the teacher's instrument (SSTCQ). Findings revealed that 77.22% of the population proved that there was little or no form of counseling services to assist

students in career decision-making in their respective schools while 73.33% of the study population felt that counseling resources for teacher counselors were unavailable and insufficient in their respective schools. That study used questionnaires for all the respondents but this study only administered a questionnaire to the girls whereas the other respondents answered questions from the interview guides.

In another study conducted by Ubah et al (2012), focused on finding out the opinions of three categories of educators viz.: EA (education administrators), GC (guidance counselors), and CT (classroom teachers) on the impact of guidance and counseling services in entrepreneurship development among secondary school students. Three research questions were drawn to ascertain the opinions of the educators used for the study viz.: (1) Can information service on business enterprise motivate students' interest for entrepreneurship? (2) Can counseling on personal-social adjustment equip students for entrepreneurship? and (3) Can guidance on educational and occupational adjustments equip students for entrepreneurship? The sample of the study was arrived at using simple random sampling technique giving 10 principals and 10 education officers, making up 20 education administrators, 10 guidance counselors, and 100 classroom teachers. There were 130 respondents in total. A 4-point Likert type scale questionnaire titled "Educators Questionnaire" was used to obtain data for the study. Using the Cronbach Alpha internal consistency reliability test, the instrument was confirmed reliable at 0.86. The findings showed that guidance and counseling services enhanced students' skills for entrepreneurship development which in turn boosted productivity, sustainable livelihood, and national development. That study was relevant to this study as it used the educationists which this study also used, except that, that study did not ask the students which this study did. Moreover, this study selected its respondents through nonrandom techniques including the schools where the study was conducted from.

2.3. Zambian Scenario: Reentry Policy; Guidance and Counseling Programs

Guidance as a concept involves the utilization of a point of view to help an individual accept and use his or abilities, aptitudes and interest and attitudinal patterns in relations to his or her aspirations. As an educational construct it involves the provision of experiences which assist individuals to understand that help to achieve a helping relationship. Therefore reentered children are to be provided with educational counseling so as to help them plan a suitable education programme and make progress in it. Learners are helped in choosing appropriate

subjects adjusting to school curriculum and school life especially after a separation due to pregnancy in order to help them acquire time management and study skills preparing and reducing anxieties for examinations (MOESVTEE, 2014). These guidelines helped this study to find out how the guidance and counseling are following the stipulated guidelines as embedded in the policy.

In a report by FAWEZA in (2004) on Campaign for an Enabling Readmission Policy for Adolescent Mothers in Schools, it was found that teachers could play a major role in supporting the reentered girls. Such as development of strategies to help girls avoid pregnancies. One of them was Kabulonga Girls in Need Association. A teacher who saw the need for girls to talk about the problems they faced started the club. He adopted tactics that helped the girls gain self-confidence. When FAWEZA visited the school, it was impressed by what had been achieved. The school was asked to transform the club into SAFE, an American concept that stands for the Student Alliance for Female Education.

SAFE clubs, which are student networks for the promotion of female education, operate under the auspices of FAWEZA. SAFE aims at using peers or mentors to improve the well-being of the girl-child. The mentors came from institutions of higher learning such as the University of Zambia and the Evelyn Hone College. Girls who volunteered to become mentors were trained in adolescent reproductive health and counseling. They counseled victims of abuse, STI/HIV/AIDS and other related cases. The mentors helped the club members to: Take responsibility and make informed choices, Resist negative pressures, Build their self-esteem, Discuss issues affecting them openly and freely, Avoid risky behavior.

The Kabulonga SAFE club had become a national model. As a result, SAFE clubs had been opened throughout the country. They eventually admitted boys as supporters. This helped the boys and girls to work together and grow to respect each other. The clubs were helping remove the stigma against re-entered girls.

Another intervention introduced by FAWEZA was the Communication Box. A locked box stands outside the school. Girls drop suggestions or complaints into the box. Only teachers trained by FAWEZA were allowed to open the boxes. If there were allegations against teachers or other students, they were thoroughly investigated before cases were reported to the head

teacher of the school for further action. This helped reduce cases of verbal and other abuse by teachers and students alike (FAWEZA, 2004).

This report was relevant to this study because it confirmed the reality on the ground and the initiative taken to ensure stigma is eliminated in schools. It was realised that once these activities were well conducted they would help build the confidence of the re-entered girls. Since the report outlined various activities done by various schools, it helped this study to find out how effective were the activities mentioned and how schools conducted such activities in order to help the girls continue with their school.

Luchembe (2014) conducted an Evaluation of the Christian and Muslim views on the School Re-Entry Policy in Zambia. The main objective of that study was to evaluate the Christians and Muslims views on the School Re-entry Policy. The research used a qualitative design which helped to describe the views of Christians and Muslims about the School Re-entry Policy. The views were collected through interviewing key respondents who among them were Education Secretaries and the Executive Directors of the three church umbrella bodies, the Education Administrative Manager for the Muslim, head teachers, ordinary members of the religious organisations. The study used a evaluation criteria which helped to evaluate the findings. The evaluation criteria were derived from some educational policy statements. The main findings of the study were that the Christians and Muslims had mixed feelings about the School Re-entry Policy. They cited the School Re-entry Policy to be immoral as it encouraged school girls to fall pregnant since they would still re-enter, they wanted to promote the idea of no sex before marriage and instill a sense of responsibility in the school girls so that they may be good people in society. Therefore, Christian and Muslim expelled pregnant school girls from their schools in order to prevent more girls falling pregnant. Moreover, Christian and Muslim official position on the School Re-entry Policy did not promote the education of girls and women in Zambia. Some of the recommendations were that the Christians and Muslims should continue to provide good morals and values to the pupils in their schools for the benefit of the society at large. In addition, the government should engage in dialogue with the Christians and Muslims on the way forward for the pregnant school girls based on the root cause of pregnancies.

The study was important because it had highlighted religious values that could have an impact on the implementation of the policy which could make all efforts made by counselors irrelevant.

Therefore it was important to understand the religious values under which the policy was operating and guidance and counseling activities. This study therefore focused on the how guidance and counseling helped promote education among re-entered girls in schools.

Another study was conducted by Chunga (2014) on Mothering and schooling: Experiences of pregnancy returnees. Girls in Secondary Schools in Ndola, Zambia. It was informed by the perspectives in the Sociology of Childhood which consider children as social actors who should also be studied from their own perspective. The research aimed at gaining knowledge on the pregnancy of re-entry girls' school and off-school daily experiences that influenced their learning, their reasons for returning and/or not returning to school, the challenges they faced and how they responded, and the support systems that were available and needed by the girls. The research used different qualitative methods such as observation, drawing, essay writing, time-lines and semi-structured interviews with 12 girls, 9 of which had returned to school (re-entrants) while the other 3 had not returned to school (non-re-entrants). In order to gain more insights, adult participants were also interviewed; these included 2 school head teachers (male), 2 guidance and counseling teachers, one from each gender, 1 official from the Forum for African Women Educationist of Zambia (FAWEZA) and 3 parents (female). The data that was collected was qualitatively analyzed.

Relying on an approach that considered the learning experiences of the girls and how these were influenced by their mothering role, the study argued for focusing beyond mere re-entry but attending to structural factors such as the socio-economic, gender, culture and local constructions of childhood and motherhood among others that interacted in complex ways to mainly exclude the mothering girls from the education system. Attainment of educational quality and achievements for these girls needed recognition of endemic structural gender inequalities that were embedded in the social contexts. The low re-admission rates discovered by that study among girls who fall pregnant whilst in school, despite existence of a school re-entry policy after giving birth, form the background that necessitate this research. The reality still stood that, girls completion rate was still low as compared to the boys. This study aimed at finding out if the schools were involved in helping the girls so that the levels of their completion are improve through guidance and counseling.

2.4. Trends on the Number of Pregnancies in Zambia

The Zambia educational statistical Bulletin (2015), indicated that the number of pregnancies among teenagers had been rising in Zambia. The Education Statistical Bulletin by the Ministry of Education substantiated that in 2007 there were 11,391 and 1752 teenage pregnancies among primary and secondary school respectively. In 2009, the number rose to 13,634 in primary and 1863 at secondary, in 2010 the figure increased to 13,769 for primary before reaching a high record of 13,929 in 2013. By 2014, the number reduced to 13,275 for primary alone. The number for secondary schools had increased from 2428 in 2013 to 3103 in 2014. The Ministry of General Education reported that pregnancies at primary level increased by 6.2 percent from the previous year whereas at secondary level there was an increase of 27.8 percent. However the number of readmission remained lower than the rate girls' fall pregnant, making the dropout rate to 3.9% (MoGE, 2015).

The data provided above validated the purpose of this study having looked at the rate at which girls were falling pregnant and the rate at which the dropout rate had risen to. The information given above entails that there was still problems in schools and in the communities involving the girl child welfare. Despite government coming up with affirmative policies and strategies to enable girls complete their secondary education, it seemed the trend of many girls dropping out had continued. Hence this study aimed at finding out how guidance and counseling in schools was being executed.

2.5. Challenges: Reentry Policy implementation; Guidance and Counseling and Reentered Girls in Schools.

Challenges during the implementing of the reentry policy were often attributed to lack of commitment by policy makers and implementers. Policy makers failed to effectively supervise and monitor the implementation process while the schools as implementers failed to follow the stipulated policy guidelines. Lack of resources and support from the Ministry of General Education, community and various stakeholders makes it difficult to effectively implement the reentry policy.

Gross et al (1971) pointed out that the inability to effectively implement the outlined guidelines could be due to an over simplification of the policy guidelines, lack of clarity about the innovation or policy; lack of capability to perform the new role, resistance to change in some situations, unavailability of necessary materials and lack of motivation for the staff to implement

the innovation. Fullan (1997) identified other barriers which may be alluded to prevent the effective implementation of the policies, as overload, complexity (lack of capability), limited resources and poor change strategies. Wanyama and Simatwa (2011) conducted a study on Prospects and challenges in the implementation of reentry policy of girls in secondary schools. The study concluded that lack of a legal framework to enforce this policy and also the absence of monitoring and evaluation unit to check on non-compliance made it difficult to implement the policy. Poverty, resistance from society and other community factors had also been stumbling blocks. The study also concluded that the challenges faced by the head teachers in the implementation of re-entry policy included lack of policy guidelines, fear of having mothers in schools, the fact that peers will frown at them. The challenges faced by the teachers of Guidance and Counseling in the implementation of re-entry policy included the following lack of adequate training, unawareness on re-entry and fear of bad influence these girls will have on others. The study further concluded that the challenges faced by the girls as they seek re-entry in secondary schools included the following: fear of being ridiculed and discriminated against, shyness, low self-esteem, lack of a maid, fear of being frowned at and fear of being labeled as a mother. Lastly The study concluded that the community factors that influenced the implementation of re-entry policy included the following: parental unawareness on re-entry, fear of a second pregnancy, fear of bad influence, belief that it is hard for one to be a student and mother at the same time, and the feeling that it was a burden to raise the child and still pay fees. To cope with the identified challenges of implementing the re-entry policy the study came up with the following strategies: allowing re-entry in different schools from those originally attended and inviting parents for guidance and counseling.

The above literature showed that there were a lot of gaps in information about how the reentry policy was being implemented. There was need to further investigate more on how girls could be helped in order for them to remain in school until they complete their secondary education. Above all, let there be the provision of resources and modification of the existing resources including time and efforts to the implementation the policy. The challenges could be that since the policy did not state how or have no law to implicate someone for not implementing the policy very well, it was not binding. Some schools could have been denying chances for the girls to reenter. Support toward girls by management seemed to be missing too. The major factor was the scarce of empirical information about the guidance and counseling table and how they were helping the girls in their academic and reproductive health, which could have been the

leading role to in causes of pregnancies among girls in schools. This was the reason why this research examined the roles of the guidance and counseling teachers in implementing the reentry.

Generally there were a great number of factors that posed as a problem for the girl children not to succeed educationally. Most of them have been affected by the adverse circumstances, such as poverty, teen parenthood, homelessness, low self-esteem, drug or alcohol abuse and poor health and nutrition inadequate opportunities for success in school, loss of hope for the future, and the lack of life goals. Institutional, socio-cultural and personal factors combined, impede girls in realizing their potential through education. Institutional factors included the distance of schools from the girl's home, fees and levies to be paid at the school, and the negative image of women and girls portrayed by many school-books. Socio-cultural hindrances included the low value placed on educating a girl, the over-burdening of girls with household chores, expectations that girls automatically found personal fulfillment in child-bearing and male support in marriage, early marriages, and widespread doubt about girls' intellectual abilities. Personal factors included a negative self-image which the school frequently reinforces and radical socialization to be passive and submissive. Collectively, these and other factors contribute to a situation which effectively denies to girls and women equal rights and status with men and boys ((DPI, 1990); MOE, 1996).

MOSVTEE (2014), also agreed to the above assertion that there were many things that could act as stressors for the child in the family; one of them was poverty- a state of not having. It was explained that the child would always worry about where to find the next meal, where to find money for school requisites and school fees. In additionally, other instances that were problematic to girls were family fights, feeling of incompleteness, inferiority or low esteem, prejudice and guilt cause a lot of problems in the girl's education. Some children had fear of failure and so they felt threatened by this notion which put them under pressure and if they failed to catch up it caused them to be stress which eventually crept into anxiety. The other problem was desire to be accepted by a group. To be seen and heard by others in a group can be so demanding, which some children ended up doing what they least expected to do in order to please their friends. These problems if left unchecked, suppressed the potentials for the girl child to excel in her education. This can be true with the girls who were reentered after being pregnant they faced alloy of problems coming from peer pressure, stigmatization, prejudice, guilty and self-low esteem.

Henceforth, the school management and teachers should pay attention and take a personal interest in students. These were vital elements that attribute to student success

2.6. Qualities desired in the guidance and counseling teacher

Qualities of a teacher desired by students with problems such as reentered girls were teachers who cared about them, who respect them as a person as well as learner, and who understand and get along with them. They were teachers who listen to them and took them seriously, provided encouragement, and laughed with them. Other qualities included their willingness to listen to students, fairness in grading and instruction, offering praise and encouragement for successes, holding all students to high expectations, and a willingness to get to know the student (Werner, 1984, as cited in McMillan & Reed, 1994).

School personnel were encouraged “to provide classroom activities and classroom environments that stressed high academic achievement while also building students’ self-esteem and self-confidence. The classroom environment should facilitate time on-tasks, student interaction, student success, and positive reinforcement for desired classroom behaviors.” Positive experiences in school promotes a sense of belonging, bonding, and encouragement for students (McMillan & Reed, 1994).

In a quest to understand girls, there was need for attitude adjustment especially by the school administration and teachers. Responding to the needs of children required a change in attitude and assumptions that children are children and are prone to error and they must be given a benefit of doubt so that they could prove themselves as worthy. When attention was drawn to the problems the child was creating instead of appreciating what was right with the child, it became difficult to see the strengths and talents of these children, and hence many of them with natural gifts went unnoticed in the school.

There is a stigma that encapsulates the “re-entered girls.” The term itself redirected attention into believing that reentered girls were “problematic or debauched students. Distrust and stigmatisation of girls affected them a lot in their education. Kronick (1997) talked about the power of language in that “the language we use affected our experiences and thereby recreated our social reality”. Schools should accommodate all children and their various problems and weaknesses by creating a conducive environment for learning and by trying to figure out the cause for the problematic behavior. Woolfolk (1995) cautioned that applying a label, such as at-risk, can be harmful because a person is too complex to be described in only one or two words.

The label itself misrepresented the person by becoming the focal point implying that this was the most important aspect of the person.

Furthermore, a study was conducted by Chigona and Rajendra (2008) Teen mothers and schooling: lacunae and challenges: While many girls who became mothers before completing schooling considered academic qualifications to be very important, they may not have been able to succeed academically if the support they needed to complete their studies was insufficient. Usually, instead of getting supported, the teen mothers endured misunderstandings and pressure. The teen mothers may have felt disempowered because they were 'bothered' and consequently, they developed forms of resistance which in most cases may have fostered their failure as learners. The aim of this study was to find out how much support was offered to these girls to facilitate their schooling, thus making it possible for them to complete their education and become self-reliant. A qualitative research approach was employed to gather information for the study. Teen mothers, their educators, and parents were interviewed to gather information about the girls' schooling situation. The results showed that many teen mothers failed to succeed with schooling because they lacked support to avoid the numerous disruptions to school attendance.

Teachers in most cases were not willing to go through the lessons the girls had missed due to motherhood. For instance, a teen mother could be absent from school for days because she had to be with her baby in hospital. When she comes back to class teachers would not help her making up the missed lessons. Bloem (2000) argued that teachers may need professionals to come and inform them about handling teens and their situations, and they needed in-service training to keep track of changes that the society was facing. The assumption was that teachers should help teens under such circumstances; unfortunately, some teachers consider the teen mothers' situation a private matter and none of their concern. Olivier (2000) contented that since there was unreliable information that some learners who missed school were assisted with the lessons they missed, it could be concluded that teen mothers were also not being helped in this area and were being marginalized. The survey also showed that teen mothers came back to school without going through any counseling to prepare them to deal with their stigma, parenthood, and schooling simultaneously. As such most of the teen mothers got overwhelmed by their situation in school and some failed to cope resulting in school dropout. All the teen mothers interviewed expressed concern that they had never been offered professional counseling on how they could get themselves ready to face their new situation. The survey results can help this research to also find out whether this was the situation in Zambia or not.

Other problems to be alluded to were the, inadequate schools for girls, uneven distribution of schools for girls, the long walking distances, lack of female teachers, perceived gender bias curricula, poverty and demand for girls household labour, pregnancy and early marriages. In addition, Sifuniso (2006) argued that even when they attended school they often were discriminated against in the co-educational schools due to the teaching methods that stemmed from teacher beliefs about female incompetence's.

This information provided above meant that the problems that were making the girls to drop out were not only stemming from pregnancies but also from other issues as mentioned above. This research provided information on how guidance and counseling was helping the girls to overcome the mentioned problems so that in future the Ministry of General Education and other concerned stakeholders should ensure that they removed such obstacles to enable girls remain and complete their secondary education at the end of it all.

2.7. Roles of the Guidance and Counseling Teachers

The roles of school counselors had changed dramatically over time. At the turn of the 20th century, school counselors did not exist; rather teachers were using a few minutes of their day to provide students with vocational guidance (Bowers & Hatch, 2002). In the early 1900s, an influx of various types of students in the public schools occurred as a result of the Industrial Revolution, initiating the development of the school guidance movement. At this time, the purpose of the guidance counselor was to avoid problem behaviors, relate vocational interests to curriculum subjects, and develop character.

Counseling is a relationship between a concerned person (counselor) and the person with a need (client). Counseling aims at helping clients to come to the terms with the problem and help the client with skills to solve their current future problems. The main purpose of counseling is to create an environment in which the client feel encouraged and begins to relate or balance more effectively. Through counseling a person is able to develop an understanding and ownership problems and issues, acquire new behaviors or actions and develop meaningful relationship (ASCA, 2000).

In Zambia, MOESVTEE, (2014) developed guidelines which were a response to a number of emerging challenges in the delivery of education in relation to access, retention, equity and completion, including training and employment, policies, as outlined in the 1996 Educating our Future policy document. It was believed that schools through their guidance and counseling

departments should receive the reentered girls and change the perceptions of viewing them as mothers and offer support and acceptance. Schools were expected to conduct routine medical checkups on termly basis to avoid abortion cases. All schools were to have counseling committee headed by a trained counselor. The school guidance should help find places for the teen mother and in some cases provide textbooks, learning materials and find bursaries to those who cannot afford. Other Policy alternatives include:

1. The provision of school counseling services to give sex education
2. The provision of facilities such as school restrooms and day care centers to ease the burden of young mothers;
3. The provision of guidance and counseling to expectant girls and mothers to cope with their pregnancy and childcare as they continue with their studies;
4. The re-orientation and training of teachers to effectively and supportively manage pregnancy issues in the classroom;
5. The sensitization of the public, especially community leaders and creation of networks with relevant organisation who can educate and support the teen mothers (MOESVTEE,2014; FAWENZA, 2001).

It has been realised that schools could not only focus on cognitive development but also on psychosocial support if education for all are to be achieved. The convention on Rights for Children (CRC) Article 29 amplified this fact by stating in part that “education shall aim at developing the child’s personality, talents and mental and physical abilities to the fullest extent”

The need for guidance and counseling in education system in Zambia was amplified by the world education Forum to assess progress toward the education for all goals that was held in Dakar Senegal, in April 2000 that recognized the need for education to be holistic taking into account also the psychosocial dimensions of the children’s development. The results of the education for all 2000 assessment showed education needed to take a leading role in addressing the issues. SADC Ministers of education meetings held in September, 2005 in Mabane, Swaziland and August, 2008 in Lusaka, Zambia also emphasized the need for guidance and counseling by calling for its strengthening through the schools as centres of care and support programme.

The importance and existence of guidance and counseling in the educational system was recognized in the Education Act no. 23 of 2011 as well as the 1996 Educating Our Future policy document. In the later document, it states in part that “the ministry will strengthen school guidance and counseling service and through career teachers, it will disseminate information

relating to post basic education training and employment opportunities (Education Act, 2011 and 2013).

Today, school counselors served as leaders, effective team members, and an integral part of a student's educational program. School counselors had "switched their emphasis from service-centered for some of the students to program-centered for every student" (Bowers & Hatch, 2002, p. 8). School counselors addressed the needs of students through individual and group Counseling, large group guidance, consultation and coordination (ASCA, 1999). They helped students to resolve or cope with developmental concerns. A school counselor's work was differentiated according to the developmental stages of their student population. In secondary school counselors focus on peer relationships, effective social skills, family issues, self-image, self-esteem, and multicultural awareness. In addition, school counselors assisted students in developing interests regarding the world of work to increase students' career awareness and choice (ASCA, 2002).

The data provided above is essential for this study in that it enabled the researcher to assess the outlined roles and guidelines and establish the extent to which they are being realised in the process of helping the girls. There was need to strengthen personal guidance in which learners are helped to develop interest in and linking for self, self-awareness and character formulation. It should also help learners to solve personal problems such as emotional conflicts anxieties frustrations fears poor self-image, indecision alcohol and drug abuse unwanted pregnancies and the effects of HIV/AIDS among others.

Summary

In this chapter the researcher has discussed literature reviewed from various studies related to counseling of the reentered girls who came back to school after delivering. The studies included those done at the global level, at the regional level as well as those done in Zambia. Other reviewed literature was from the Ministry of General Education documentation on the reentry policy and articles on guidance and counseling. The next chapter presented methodological underpinning of this study. It highlighted on the study research design, population, sample size, sampling techniques data analysis and data collection instruments.

CHAPTER THREE

METHODOLOGY

Overview

The focus of this chapter was to explain the research methodology and design of the study. It included the research design, study area, population, sampling procedure sample size, data collection instruments, data collection procedures data analysis and ethical considerations

3.1. Research Design

According to Kothari (2014) a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is a blueprint for collection measurement and analysis of data. It gives direction and systematizes the research. The qualitative approach was used in this study. The reason for this approach was entirely for the basis of getting information from the natural environment which could then be interpreted, contextualized and understood by explanation and narration of meaning about a phenomenon (Burns, 2003). The study used a descriptive design so as to narrate and explain issues on how the guidance and counseling departments were meeting the established guidelines of the reentry policy and determine the effectiveness of the guidance and counseling activities in the school in reducing teenage pregnancy.

3.2. Study Area

The study area was the actual place where data was collected. This study was conducted from 3 primary and 3 secondary schools in central and Kamwala zones in Lusaka urban district. The zones were selected because it admitted pupils from Chawama Madenvu, Chibolya, Kanyama and Misisi compounds where most girls fell pregnant in their teenage stage. The selected schools were also easily accessible due their proximity.

3.3. Population

A population is any set or group of things or people that are similar in terms of the subject under study It is a set of units that make up the object of study. The units or things we want to study can be people, families or societies or trees (Burns, 2003). In this study, the population comprised of all head-teachers, all guidance and all counseling teachers and all readmitted girls from all the schools in Lusaka.

3.4. Sampling Procedure

The study employed a non-probability sampling technique called purposive sampling procedure. The idea was to purposefully select respondents who would answer the research questions and who were rich in information (Patton, 1990).

The 6 schools were purposively selected from Kamwala and central zones schools in Lusaka District. The schools were purposively selected because they readmitted girls who once fell pregnant. Most of the girls in these schools came from areas which were almost a rural set up. As mentioned earlier most of the girls came from Chawama, Misisi, Chibolya and Mandevu compounds. According to MoGE (2015) a higher percentage of pregnancies occurred in rural schools than in urban schools.

Participants included the guidance and counseling teachers who were selected purposively because most schools had one guidance and counseling teacher with two or three committee members; Head or deputy head teachers who were also purposively selected because they were the key informant and the girls were also selected purposively, 4 to 6 from each school because the study needed specifically to interview the reentered girls. Those who once fell pregnant and were readmitted back into school.

3.3. Sample Size

The total number of respondents in this study was 49. It comprised of 31 readmitted girls 10 girls from the primary schools and 21 girls from the secondary schools, 12 guidance and counseling teachers 2 from each school and 6 administrators (Head teacher/ Deputy head teachers/ Senior teacher/ HoDs) 1 from each school. The total number of selected schools for this study was 6.

3.5. Data Collection Instruments

Data collection is the process of gathering information and recording it in accordance with specifications of the research design. In this study, questionnaires and interviews were used to collect primary data from the reentered girls and school administrators. According to Best and Kahn (2006), primary data is the information gathered directly from respondents. The study collected data through questionnaires and interviews guides.

3.5.1. Questionnaires

Kothari (2014) described a questionnaire as a data collection instrument which consist a number of questions typed in a definite order on a form. The questionnaire is given to respondents who are expected to read and understand the questions and write down the reply in space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own.

In this study questionnaires were administered to the reentered girls and sought to finding out the effectiveness of guidance and counseling activities and establish the views of the reentered girls about the guidance and counseling activities found in the school. (see Appendix 1).

3.5.2. Interview Guides

Interview guide according to Cohen and Mamin (1989) is a method of collection data which involves oral-verbal stimuli and reply in terms of oral verbal responses. The researcher then records the replies on a separate recording sheet. Fraenkel and Wallen, (2009) asserted that the advantages of this method is that unclear issues can be clarified as well as asking participants to elaborate on responses that are pertinent to the study. Merriam (1988) agreed that when collecting and making sense of data in qualitative research that is focused on meaning, an instrument sensitive to underlying meaning is required.

The study used interview to obtain information from head teachers and guidance and counseling teachers. (See appendix 2 and 3). Cohen, Manion and Morrison (2000) supported that interviews allow researchers and participants to discuss their interpretations of the world from their own point of view, bringing out its human nature. The interview guides included questions concerning how the school was executing their expected roles as stipulated in the policy guidelines and whether they have deliberate activities set apart for the girls so that the school management could help the girls to catch up with their academic work and remain in school until they complete their secondary education.

3.6. Data Collection Procedures

The study involved 3 secondary Schools; 3 primary schools in Lusaka central and Kamwala zonal areas. Data was collected by the researcher using individual face to face interviews with key respondents at the respondent's schools. In some cases interviews were conducted through the cellphone to collect data from respondents who were hard to find during the site visits. The

researcher made short notes during the interviews. All the data collecting instruments had open-ended questions in which responses from potential respondents was collected for narration purposes. Interviews responses were recorded in the note pad. Questionnaires were handed out to the reentered girls so that they could fill them out without the participation of the researcher. In some cases the girls filled the questionnaires in the presence of the researcher so that help could be offered whenever they needed it. The respondents for the questionnaires were allowed to read and understand the questions before attempting to answer them.

3.7. Data Analysis

After data was collected, it was critically examined and checked for consistency, uniformity, accuracy and ambiguity. Miles and Huberman (1984) argued that the process of data analysis involves transcribing interviews, reading and rereading through data in order to identify those things that emerge. It also involve giving different meaning to different units of data that emerge by generating matrices and creating codes using symbols, letters and colors.

The study's raw data was subjected to coding and tabulation. Data obtained from interviews was transcribed and then manually categorized in form of themes and presented using percentages, tables, graphs and charts. The graphs and charts were developed using Microsoft excel. The researcher also paid much attention to manifest as well as latent contents of text. Manifest analysis involved looking at the actual text thus, giving description on the visible and obvious components of the texts. This was shown by presenting reality in verbatim (quotation of parts of the speech or the whole speech). This part of data which is presented in the form it was said or written by the respondents and allows the reader to make his or her own conclusion, in contrast the latent content had required the researcher to interpret the underlying meaning of the text.

3.8. Ethical Considerations

Ethics has become a cornerstone for conducting effective and meaningful research. For example, the American Marketing Association's (AMA, 2009) statement of ethics touches on research-related issues and specifically stated that research members must "do no harm." To ensure validity data collection instruments were tried out from one school and changes were made were necessary. All participation in this study was voluntary. Consent of participants was sought from the Head teachers before involving them in the study (see appendix 4). Firstly an appointment with them was secured by visiting their offices. During each first visit informational sessions

with the respondents and explained the reasons for their inclusion in the study (see appendix 1). These sessions clearly detailed how participants roles, information, confidentiality, voluntary participation and right of withdrawal any time, was adhered to. At that time arrangements were made as to when the interviews were to be carried out. The researcher took short notes and summaries of salient issues from all the interviews were read to the participants. They were encouraged to make comments and corrections on the summary. All the interviews were then transcribed. The length of the interviews ranged from 40 minutes to one hour. At the end of all the interviews, the interviewees were thanked for their participation and contributions

The works that do not belong to the author of this paper have been acknowledged using APA referencing system in an appropriate format. The research strived for honesty at each and every stage of this study that is, reported results, methods and procedures used were done in an honest manner by avoiding fabrication, falsifying, or misrepresentation of data. To avoid bias in data analysis and data interpretation all respondent's answers were reported as they were said or written through verbatim. The consideration of privacy and confidentiality in carrying out the study enabled the participants to feel that they had a part to play in the research process and supported the process to the end.

Summary

This chapter has presented the methodology that was used in the study. Questionnaires and interviews guides were the main tools in data collection. These tools were in support of the descriptive design approach which was applied in the study. The study selected its participants purposively. The sample size was 49 selected from 6 schools. 31 girls, 12 guidance and counseling teachers and 6 head teachers were interviewed. Selection of schools, guidance and counseling teachers, head teachers and reentered girls were selected purposively. Data was manually analysed using codes and presented in themes. The computer software called excel was used to generate tables, charts and figures. The next chapter presents research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

This chapter presents research findings based on the data collected from the reentered girls, guidance and counseling teachers and head teachers from Lusaka central schools in Zambia. The chapter begins by presenting the demographic data of the respondents, reentry policy guidelines, guidance and counseling and views of the reentered girls on the activities conducted in the school.

4.1. Demographic Data

This section presents the demographic information of the participants who were involved in the study. These included the reentered girls, the head teachers and the guidance and counseling teachers.

4.1.1. Reentered girls

10 girls who participated in this study were from basic schools. These girls fell pregnant when they were in Grade 7, 8 or 9 and were reentered back to school. The remaining 21 girls were from secondary schools and these fell pregnant in Grade 10, 11 or 12 and were also readmitted back to school. Out of 31 reentered girls 22 students indicated that they were readmitted at the same school they were learning before they went on leave to go and deliver, while 9 girls indicated that they came from other schools. Table 4.1 shows the age group of respondents when they fell pregnant.

Table 4.1: Frequency and percentage distribution of reentered girls according to age-group

Age when became pregnant	f	%
10 -15 years	6	19
15-18 years	21	68
18 years and above	4	13
Total	31	100

Figure 4.1 showed the total number of girls who were interviewed. Out of 31, 6 girls fell pregnant between the age of 10 and 15, 21 girls fell pregnant between the age of 15 and 18 and 4 girls fell pregnant when they were 18 years and above.

4.1.2. The Head teachers and Guidance and counseling teachers

The study participants included 4 female head teachers and 2 male deputy head teachers. On the other hand the study also involved 12 guidance and counseling teachers 6 of them were males and 6 were female as shown in table 4.2.

Table. 4.2. Frequency and percentage distribution of Guidance and Counseling teachers according to qualification and gender.

Qualifications	Male		Female	
	f	%	f	%
Dip counseling			1	8.3
B.Ed counseling			1	8.3
B.Ed psychology			1	8.3
Other	2	16.6	7	58.3
Total	6	17	6	83.

Table 4.2 shows that only 24.9% guidance and counseling teachers had qualifications in guidance and counseling while 74.9 % had no guidance and counseling qualifications but have other qualifications in education. The sections that follow presents results of the study according to the research questions.

4.2. The School Reentry Policy and Guidelines

This section presents findings based on research question number one which was asked to find out how the school guidance and counseling teachers were following the established guidelines of the re-entry policy. The section has been subdivided in several sections with different themes. Percentages, tables and charts have been used to present data.

4.2.1. Implementation of the Re-entry Policy

Head teachers and counseling teachers were asked to state whether they had implemented the reentry policy at their schools, 100% of the respondents stated that they had implemented the reentry policy by allowing girls who dropped out of school due to pregnancy to be enrolled back to school. The head teachers had agreed to have reentered the girls for the past five years and the records were kept in the school guidance and counseling sections. There were some forms which the girls filled in before they went on leave which the school counselors showed the researcher for more information and as part of evidence. The data concerning how they implemented the reentry policy and how many girls were reentered will be shown in the sections that follow.

4.2.2. Re-admission at both primary and secondary schools

This part shows how many girls fell pregnant in a given academic year and how many girls returned to be reentered. Table 4.3 and table 4.4 indicates the number of girls who dropped out of school due to pregnancies in the basic and secondary schools respectively. The data for the girls from 2010 to 2015 was collected from the school guidance and counseling teachers.

Table 4.3. Frequency and Percentages distribution of teenage Pregnancies and Re-admissions in Primary Schools from 2010 to 2015

	Year						Total
	2010	2011	2012	2013	2014	2015	
Pregnancies	3	8	6	10	9	4	.40
Re-admissions	0	0	3	3	4	1	11
Re-admission %	0	0	50	30	44	25	27.5

Table 4.3 shows that at the primary schools, the number of re-admissions in 2010 and 2011 was 0 (0%), while in 2012 it was 3 (50%). In 2013, 3 (30%) girls were reentered and in 2014, 4 (44%) girls were re-admitted. In 2015, the records indicated that only 1 (25%) girl out of those who drop out was re-admitted making a total of 27.5% readmissions for the past five years.

Table 4.4. Frequencies and percentage distribution of teenage pregnancies and re-admissions in secondary schools from 2010 to 2015

	Year						Total
	2010	2011	2012	2013	2014	2015	
Pregnancies	14	34	48	30	20	17	163
re-admissions	4	16	5	10	9	8	52
Re-admission %	29	47	10	33	45	47	31.9

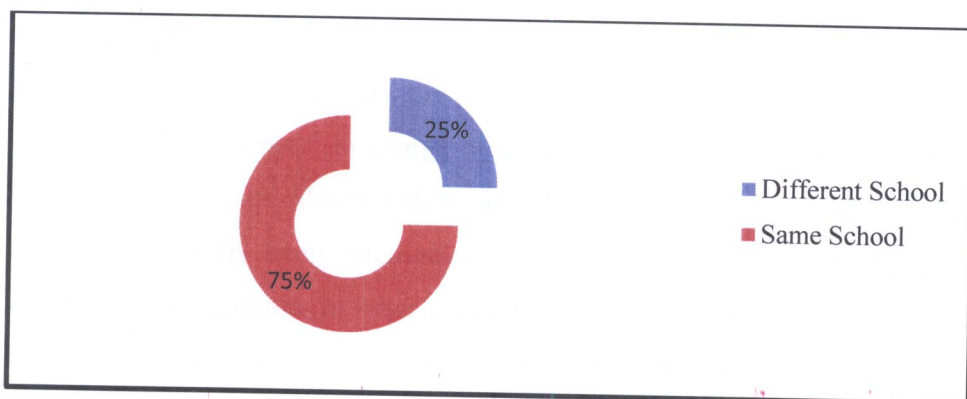
Table 4.4 shows re-admissions at the secondary schools. The results showed that there were 4 (29%) re-admissions in 2010, 16 (47%) re-admissions in 2011, in 2012 there were 5(10%) girls who were readmitted and in 2013 there were 10 (33%) girls who were re-entered back to school. In 2014 there were 9 (45%) girls and in 2015 there were 38(47%) girls readmitted back to school.

From the six schools visited, only one school had kept proper records for all the girls who fell pregnant and had been reentered over the past 5 years. The school reported that they reentered almost all the girls who fail pregnant at one point and come back which was a 100% return rate. However, the rest of the schools had no proper records for the past five years and had scanty information about the statistics of reentered girls. Among those who returned some of the girls had exited the school system because they completed their grade seven or nine or twelve. The lack of proper record keeping was one of the challenges faced in the administration of the reentry policy.

Guidance and counseling teachers were asked to state which technological facilities and applications they would like to have in order to make their work more effective. They responded that the schools had no proper or modern technological facilities such as computers which could have helped them in the storage and retrieving of information especially for the reentered girls. Guidance and counseling teachers said that if the computers where provided for them it was going to facilitate the effective storage of information for the girls who fall pregnant and then return back.

Further data was also collected from the girls using Q5 (see appendix 1) which was asked to find out whether the girls were re-admitted at same school or not. Figure 4.1 showed responses from the girls who were readmitted after dropping out of school due to pregnancy.

Figure 4.1. Percentage distribution of girls who returned to school after delivery



The girls' responses were as shown in figure 4.1. 23 (75%) of the girls stated that they returned to the same school after giving birth while 8 (25%) of the respondents indicated that they were in a different school.

4.2.3. Knowledge and implementation of the Policy Guidelines

The head teachers and the guidance and counseling teachers were asked to state whether they had guidelines on how to administer the reentry policy. All respondents stated that they had the guidelines. The results showed that all (100%) of the respondents had seen or read the reentry policy guidelines, circulars and other related documents concerning the reentry policy.

The head teachers and guidance and counseling teachers were asked if they had knowledge of the policy guidelines and the roles stipulated in the policy document. All the respondents stated that they were aware of the roles that were outlined for them in the reentry policy. The responses of the school head teachers and counselors were similar and they reported that the guidelines stipulated that schools must have a trained counselor one female and the other male. They also said that committees of three or four members were to be formed whose roles were to offer guidance counseling to the girls. The other roles were that the guidance and counseling teacher was to once in a term conduct medical examinations for girls so that pregnancies could be identified and once a girl fell pregnant she was to be put on the counseling program so that she

could be helped on how to live with the pregnancy and school at the same time. The school should network with other stakeholders so that they could also help the girls in sex awareness and financial support.

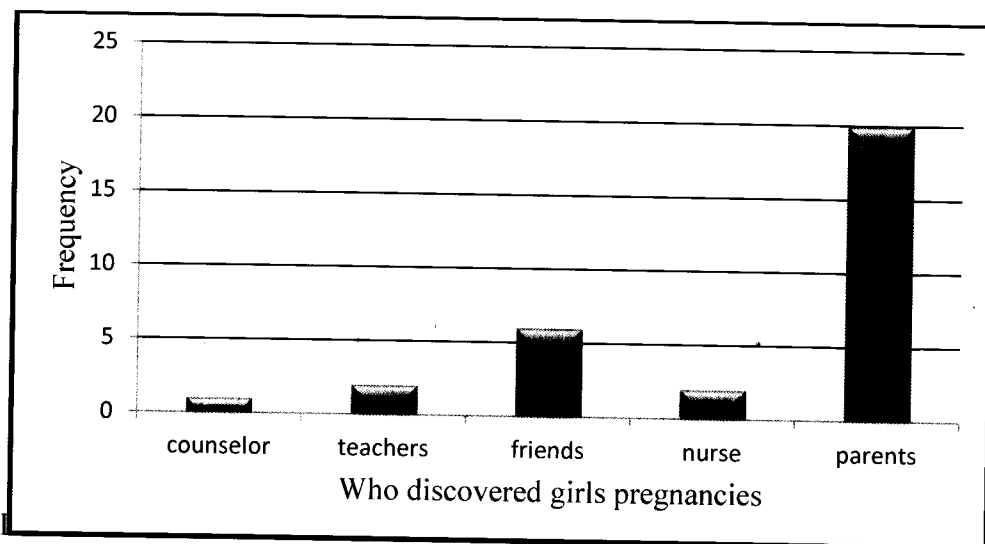
The head teachers were asked to find out how they ensured guidelines were followed. They responded that the guidelines were followed by ensuring that, whenever the report was made by either the school/class mate or teacher who noticed the girl or a report from parents/ guardians or hospital staff that the girl had fallen pregnant; the report was made to the responsible teacher/ counselor. The teachers' in-charge or counselor called the girl to confirm whether the girl was pregnant. Some girls admitted there and then, while others denied the allegations and said that they were wrongly being accused. In some cases, the teacher would take the girl to a health facility for examination. In other cases, the parents/guardians were called so that they could also help to confirm whether the report was true or not about their daughter.

The head teachers were also asked to state their roles in reinforcing the reentry policy. The head teachers' responses indicated that, their main role was to provide leadership and support needed in the implementation of the reentry policy. They also stated that their role was to interpret the policy and ensured that it was being implemented accordingly. The head teachers reviewed that they had tried to provide rooms where counseling of the reentered girls should be conducted but that the rooms were not enough because most of the rooms were used by many pupils as sick bay. They wished they could provide better rooms in order to help the girls more effectively. The respondents said that they conducted counseling sessions in the sick bay or just in the offices for counselors. Except at the two primary schools where they had no specific room for guidance and counseling which they said the issue of a room posed as a challenge to them. They further explained that if more could be done in order to provide better and spacious rooms, the problem could be resolved. The head teachers admitted that they were trying their best and called upon the Ministry of General Education to come in and help solve the problem of rooms and the current situation.

4.2.4. Discovering teenage pregnancies in schools

As way of finding out how the schools were following the reentry policy guidelines, the reentered girls, head teachers and guidance and counseling were asked to state how they found out that girls were pregnant. The responses were presented in figure 4.2.

Figure. 4.2. Frequency distribution of girl's views on who discovered that they were pregnant in schools



The results of the study illustrated in figure 4.2, showed that most of the girls pregnancies were discovered by their parents followed by friends, teachers and counselors. The counselors had expressed the similar views with those of Girls. They stated that there were rare cases when a nurse was brought in schools to conduct medical examinations for the girls so that they could detect pregnancies in girls. The guidance and counselors further bemoaned that that was the reason why most girls went unnoticed with their pregnancies until parents or friends informed the school management that their child was pregnant. Guidance and counseling further stated that some girls were reported to have gone to deliver their child and later came back without being noticed by anyone that they had fallen pregnant.

One of the girls interviewed using Q6 (see appendix 1) explained that she did not go through procedures of reentry policy. No parents or friend reported, but she gave birth and come back without the school management knowing. One of the guidance had commented during the interview similar to the above assertion that some girls went unnoticed because it was not a mandatory to take all the girls for pregnant tests. The guidance and counseling teachers said that such girls had a lot of problems because they were not counseled on how to overcome problems accompanying teenage pregnancy. As a result they always absented themselves from school and

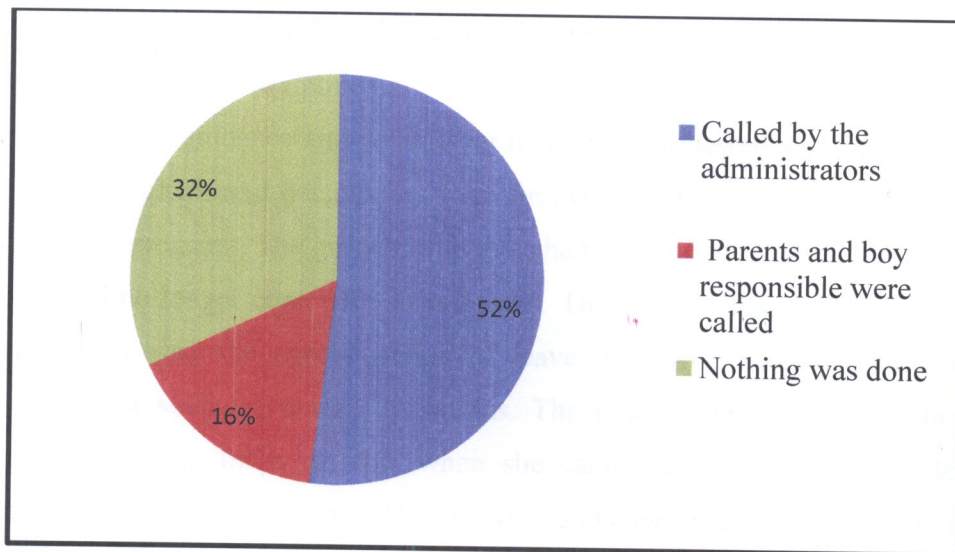
did not perform well in their school work. Some of the girls even abort the pregnancies before they were discovered to be pregnant by anyone. Those who were discovered by the teachers were asked to see the head or counselors together with their parents so that they could be helped on how to go about the procedures of reentry policy.

The head teachers interviewed also explained when they were asked to state how they detected pregnancies among girls. The respondents outlined that, mostly the school came to learn of the girl's pregnancy through their parents or guardians. In most cases parents brought reports that their child had fallen pregnant and that they would like to seek permission for their child to either continue with school until she got tired or they asked for permission to get leave so that she could go on leave until she delivered her baby. Additionally, the head teachers indicated that, in other cases their friends report to the counselor or teacher that their friend was pregnant. Teachers who noticed a change in their behaviour (withdrawn and reserved) would also report to the counselor so that other procedures could be followed. As indicated in figure 4.6, some of the girls report on their own to the guidance and counseling teacher that they were suspecting themselves to be pregnant and the guidance would then follow the procedures of establishing the truth. But they indicated that there were few cases of this kind where girls came to the school authorities to report on their own that they were pregnant. It was reported by the head teachers and guidance counseling that whenever a girl reported on their own that they were pregnant, the girl was counseled and told not to abort the pregnancy but keep it so that she could give birth.

4.2.5. School Management reaction towards the girls who fell pregnant while in school

The reentered girls were asked to state how the school authority responded when they were discovered pregnant. The responses were depicted in figure 4.3.

Figure 4.3. Percentage distribution of reactions of the school authority towards the pregnant girls



The results in figure 4.3. revealed that, 16 (52%) of the respondents stated that the school administration called them and explained the procedures of how to be readmitted after they deliver and gave them permission to stay out of school. The respondents also said that they were counseled by the counselor and the head who also encouraged them to keep their pregnancy and wait until they delivered their baby, then they can come back to school. One of the girls stated that;

They told me not to stop school and keep the pregnancy and continue coming to school.

5(16%) respondents stated that their parents and the boy responsible were called so that they could discuss her problem. One girl on this issue explained that;

The boy, his parents and my parents were all called. He was refusing but his parents and he also accepted to take care of me and the baby.

10(32%) of the respondents said that nothing was done and they continued with school until they delivered.

4.2.6. Procedures followed after a girl was confirmed pregnant by management

The head teachers and school counselors were asked to state what procedures were taken after a girl was discovered pregnant, the respondents indicated that when the girl was reported and confirmed pregnant, she was put on the counseling programme and were asked to fill in the forms as stipulated in the reentry policy.

The head teachers and guidance and counseling teachers interviewed said that, after a girl was confirmed to be pregnant and her months were known, the girl was asked to fill in forms to accept that she was pregnant. The girl was told that she was entitled to go on leave as soon as she felt that she could no longer cope with school work. The girl was also told that she was free to resume her studies after the agreed period of leave was over. Schools confirmed that the minimum period for such leave was 12 months. The school kept records for the girl in the guidance and counseling office so that when she came back she would be identified and appropriate help would be given to her. The guidance and counseling teachers stated that, when a girl was ready to come back to school, she applied for re-admission. Some girls requested for a letter of transfer if they wanted to go to a different school. Some schools assisted them to get a place in another school, while others let them find a school on their own. The form which was signed by the girls helped to identify them when they returned because even when the girl went on transfer to another school the form was attached to the letter so that she could be identified wherever she went. Sometimes it was the parents/guardians who made this request and were given the letter so that they could find a school place for their child. One head teacher interviewed said that;

Whenever a girl is reported pregnant we seat her down together with the parents and ensure that they understand the guidelines and make them fill the consent forms to show their commitment toward the welfare of the girl and her education. The girls are helped by securing places for them in the school so that they can continue with their education. Sensitization is done at the assembly through songs drama and poems. The one in charge is the guidance and counseling teachers. Issues which come out are about HIV/AIDS, early pregnancies and marriages and school work. We have never called people from outside to come and talk to the girls but seldom, organisations on their own do come to talk to the girls.

The guidance and counseling teachers further indicated that, if a schoolboy was responsible, the boy was also called so that he could make commitments towards the upkeep of the pregnant girl

and the child. In other cases, both the boy and the girl were counseled at same time and the parents of both children were counseled too. The next section presents findings based on question two of this study.

4.3. Guidance and Counseling in Schools

This section presents research findings based on question two of this study which was asked to find out how effective guidance and counseling activities were in helping the reentered girls and reducing teenage pregnancies. The roles guidance and counseling played in helped reducing teenage pregnancy in schools. This section has been presented in different themes which discusses the different roles and activities played by guidance and counseling in schools.

4.3.1. The roles of guidance and counseling teachers in helping the reentered girls

The head teachers were asked to state their roles in helping the reentered girls, the respondents stated that the schools had set committees of counselors which comprised of at least one male and two or more female teachers. They said that these teachers conducted counseling sessions with the girls in the school. The head teachers stated that counseling sessions were conducted by the guidance and counseling teachers who helped the girls to be aware of various issues concerning teenage pregnancies. The head teachers also indicated that schools had no specific curricula or programs to ensure that the girls were counseled in those areas but they were sure that the guidance and counseling sections were executing their roles very well. The head teachers were not very sure which days and what exactly was discussed during the sessions as there was no time table and guidance and counseling curriculum. Most head teachers and counseling teachers argued that there was need to have a curriculum so that counseling could be taught just like any other subject in the school.

On the other hand the guidance and counseling were asked to state their main role in the implementation of the reentry policy. All the guidance and counseling teachers' views convened on this issue and stated that their main roles were to conduct counseling session on a daily basis with the girls on how to take care of themselves and the baby. And also to encourage them on how to remain focused and determined in order to meet their goal, which was completing their primary or secondary education. One respondent commented that;

We tell the girls that pregnancy is neither a death sentence nor is it the end of the world. We encourage them to be strong as what has

happened has happened; the only way was to move on so that they can reach the end which is completing school. This does not mean that we approve of their wrong deed, but we tell them not to indulge in sexual activities again because pregnancy affects their childhood and schooling.

All the guidance and counseling teachers said that they encouraged the girls to abstain as it was the only way they could avoid falling pregnant again which could lead to them not being reentered for the second time.

The guidance and counseling teachers were also asked to give their opinion on the roles of the counselor in helping and preventing teenage pregnancy. The guidance and counseling teachers indicated that the most important thing which was done was to make the girl realise that she had made a mistake and that she should be remorseful. The guidance and counseling teachers further stated that their main role was to continue encouraging them to stay away from sex and abstain completely. They also said that their main role was to give hope to the girls so that they realise that there was life after pregnancy. One guidance and counseling teacher said that;

We tell them to take responsibility and make informed choices. We encourage them to resist negative pressures, build their self-esteem, discuss issues affecting them openly and, avoid risky behaviors.

Another guidance and counseling teacher further stated that;

We tell them to look after themselves well especially when they have given birth. Most of them look weak and pile and so we encourage them to go home and recuperate fully before they can start school again. And we make them understand that if they fell pregnant for the .second time they would not be allowed to be readmitted again.

On the question about how many people conducted counseling with the girls, the guidance and counseling teachers from the selected secondary schools revealed that there were three of them who conducted counseling of the reentered girls. One was a male teacher while the others were female teachers. In one primary school, guidance and counseling teachers stated that it was only the two of them who conducted counseling sessions with the reentered girls, while in another school there was only one teacher appointed by the head to be in-charge of guidance and counseling section. At another school counseling was done by only one teacher and the deputy

head. Almost all of them complained of being over whelmed with a lot of work because they had a lot teaching loads and had lesser time to conduct counseling sessions with the girls.

4.3.2. People who talked to the girls when they fell pregnant in school.

The girls were asked to indicate if there was anyone in the school who talked to them before and after they fell pregnant. Figure 4.4. below outlines the number of girls who were talked to and those who were not when they fell pregnant.

Figure.4.4. Percentage distribution of girls who were talked to when they fell pregnant while in school

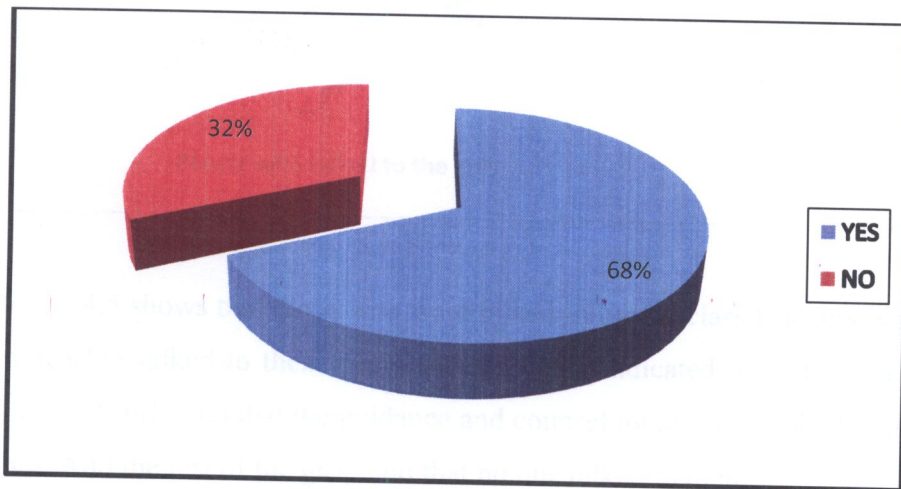
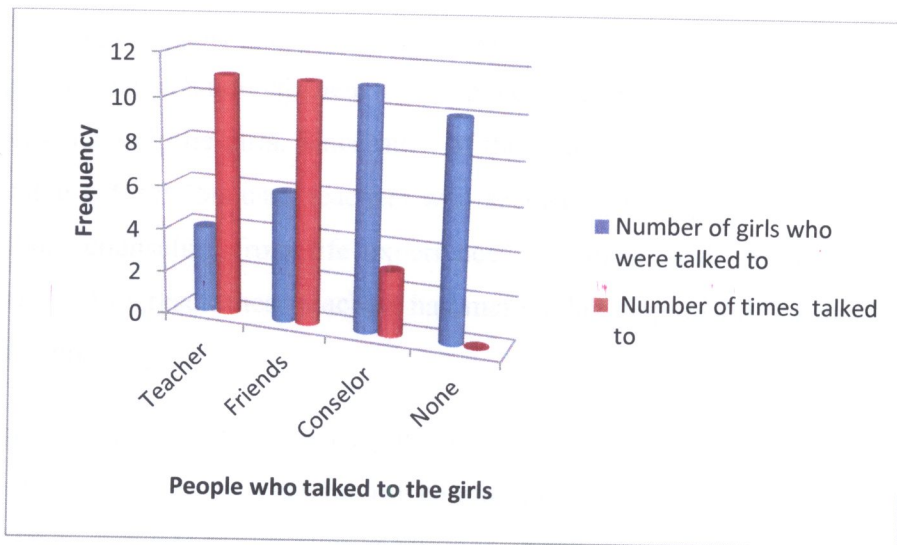


Figure 4.4 shows that 21(68%) girls said that someone talked to them while 10 (32%) girls said that they were not talked to by anyone.

The girls further mentioned people who had counseled or talked to them at one time or another. Figure 4.5. indicates the number of girls who were talked to, the people who talked to them and how many times.

Figure 4.5. Frequency distribution of the reentered girls and sessions they were talked to by the people mentioned.



The data in figure 4.5 shows that those who were talked to by the class teachers were 4 and they said that their teacher talked to them many times. 6 girls indicated that their friends talked to them many times, 11 girls said that the guidance and counseling teachers talked to them not more than three times. And the rest of the girls said that no one talked to them.

Guidance and counseling teachers' responses were in line with the responses of girls when they were asked to state how often they conduct counseling of the reentered girls. All the guidance and counseling teachers said that they usually carried out counseling twice. The first one was done immediately after the girl was reported and confirmed pregnant. That was when they called the girl and her parents in order to talk to them about their daughter's pregnancy. The second time was when the girl came back for readmission and helped her to start school from where she left.

4.3.3. Issues discussed with the Girls during Counseling sessions

Girls were asked to find out whether the guidance had talked to them on how to never fall pregnant again and about having sex at an early age. 24(77%) of the girls stated that they were not talked to on how to never fall pregnant again and also on not having sex at an early age. While 7(23%) were talked to by the counselor. This could be attributed to the busy schedules

guidance and counseling teachers have as already alluded to earlier in the above passages. The guidance and counseling teachers have to attend to classes and conduct guidance and counseling at the same time. Thus, it made them to have little time to sensitize the girls on issues of sexuality and teenage pregnancy. Most of them said that they had a lot of periods for teaching their subjects and that it hindered them from spending enough time to conduct guidance and counseling sessions with the girls. Since most of the schools did not have trained counselors as indicated in table 4.2, schools used teachers who seemed to have knowledge and experience on how to go about counseling from life experiences and those with skills and qualification in special education. As a result these teachers had many other responsibilities in school apart from guidance and counseling.

One of the male counselors interviewed pointed out that he had over 35 periods per week and suggested that the Ministry of General Education should employ more trained counselors to schools in order to alleviate the problem mentioned above. The counselors further alluded to the fact that despite them not having enough time to go round to talk about issues of safer sex, they did sensitize pupils during assembly, through drama, songs and poetry and they also encouraged children to join clubs such as SAFE and anti AIDS clubs.

However, the girls who were asked to state what lessons they had learnt during the counseling sessions reported that they had learnt that indulging in sexual activities at an early age led to unwanted pregnancy and contracting diseases such as HIV/AIDS. One girl explained that;

When you sleep around with men you will come out with two things that is diseases and you can come out being pregnant.

The girls further revealed that the counselors encouraged them to study hard because pregnancy was not the end of the world.

On the question about what other help the counselors give to the girls, 36 % of the girls indicated that the counselors helped them by giving them permission to go and look after their baby whenever she/he fell sick. The girls were asked to state whether the guidance and counseling teachers was helping them enough, 23(74%) of the girls responded that the counseling department was not helping them a lot, while 8(26%) of the girls responded that the guidance and counseling department was helping them very much.

4.3.4. Activities Conducted in School to help the Girls in their School work

The head teachers, guidance and counseling teachers and the reentered girls were asked to state other activities and programmes which were put in place for the reentered girls.

The guidance and counseling teachers specified that most of the schools had no specific activities or programmes or clubs for the reentered girls only but had general activities and clubs for all the pupils such as SAFE club, Girls are not brides, Anti AIDS, interact group club, debate and drama clubs. These clubs were mostly taken care of by the school counselors and teachers (matrons/patrons). In one school a club called girls and not brides was handled by the pupils in conjunction with the NGO called girl child alive.

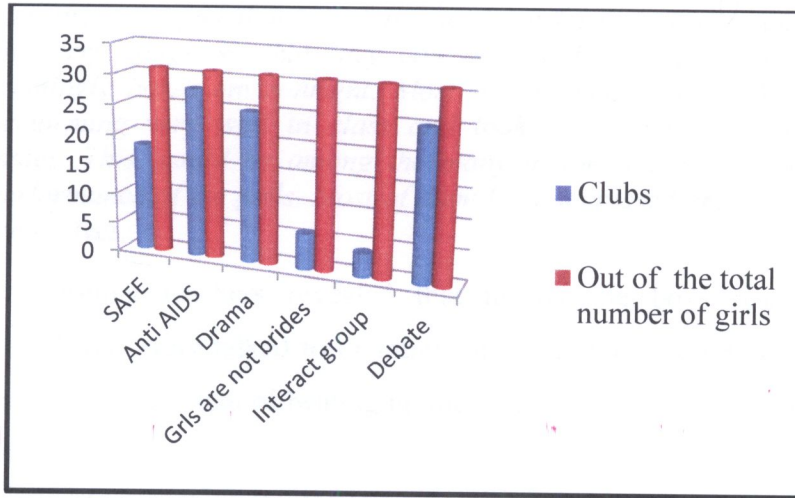
The guidance and counseling teachers were asked to state if they had lobbied in any way for the reentered girls. Respondents from one school said they have not lobbied for the reentered girls only but for all the pupils of which some of them were reentered girls. They said that;

We have lobbied from business houses such as Makeni pick n pay, to help the girls with small jobs which will earn them some income to help them with their babies and pay for their school requisites.

Most of the schools have not lobbied anything for the girls. They said that they have not yet put any program specifically to lobby for the reentered girls but would continue to help and encourage them in the best way they could.

The girls were also asked to state if there were clubs in school and state which one of them they belonged to. Figure 4.6. indicates the clubs existing in schools which could have helped the girls if they took part in the activities carried out in the clubs.

Figure.4.6. Frequency distribution of clubs existing in schools



The data presented in figure 4.6. above shows that girls had an idea that such clubs existed in schools. The result of the study shows that 80% of the girls knew that there was drama club and debate in school, while 90% knew that there was anti-AIDS club. 58%, 19% and 12%, knew that there was SAFE club, girls are not brides and interact group respectively in the school.

Unfortunately, despite the existence of such clubs in schools most of the girls when asked to state which club they belonged to, 80 % did not belong to any of the clubs.

4.3.5. Organisations that helped the reentered Girls in School

The head teachers and the guidance and counseling teachers, were asked to state if there were any organisations that came to talk to the girls on various issues. The respondents interviewed alluded that there were few organisation that came in school to help talk to the girls so that they can remain in school and complete their primary or secondary school. Respondents pointed out that there were some organisation such as Time to learn and FAWEZA came to the school to help the girls financially, but there were few cases in which organisation from outside came on their own or by being invited to come share experiences and talk to the girls.

4.3.6. Experiences and Encounters with the Reentered Girls by the School Management

The guidance and counseling teachers were asked to state their encounters and experiences with the girls who fell pregnant. The guidance and counseling teachers explained that the girls get attached to them especially those who come openly to them to reveal their problems. One of the guidance and counseling teacher interviewed said that;

The girls are free even to the extent of bringing their babies to us as their grand-children, this makes them feel good and forgiven. The girls who feel that they have not been forgiven are resentful and very rough so that they can defend themselves from the seemingly harsh environment. Most the readmitted girls do not performing very well in class and look withdrawn from their mates. This, could be among the many factors leading to poor performance of the girls. Most of them look depressed and are not themselves.

Guidance and counseling teachers revealed that mostly the boys responsible were not cooperative not until they were talked to or intimidated that they would be reported to victim support unit. Some go to the extent of beating up the pregnant girls who in return report to them about such incidents.

Guidance and counseling teachers further explained that pregnant girls were scared of their fellow students, teachers, family members especially the male parents or guardians and the community at large, sometimes it was difficult for the girls to continue with their studies in the same school after delivery. Because of this stigmatisation, some of the young mothers were not comfortable to return to the same schools after delivery. Some guidance and counseling teachers interviewed suggested that it should be made mandatory for the girls who fall pregnant to go to different schools after delivery so that they can be comfortable there because no one could have known the past predicament. The respondents said that this could be one of the strategies to make the young mothers more comfortable in continuing with their schooling. The guidance and counseling teachers said that reentering at a different school could provide a more conducive environment and with less stigmatization. They further said that this could reduce the shame and other problems girls encounter due to pregnancy. It would also enable them to concentrate in their studies.

The guidance and counseling also reported when asked to state what they do if the girl reported to them that she was being victimized. The respondents said that they knew that some teachers as well as students made some jokes about pregnant girls which were likely to isolate them further from their peers and eventually lead them to drop out of school. They said that victimization cause many girls to fear to come back to school especially the girls who were not well counseled so that they could know how to defend themselves or ignore such sentiments. One of guidance and counseling teachers commented that;

You find that when the girl has come back to school and teachers make fun of them. They say that some of you are parents but your performance is bad, I don't think your children can be happy if they learn of your performance, this discourages the girls and end up performing badly or failing.

Guidance and counseling teachers further said that;

If a girl reports that she is stigmatised we encourage them to ignore but if she fails to cope we ask them to request for a transfer to a different school, she should be taken to a different school and make new friends, this can make her feel secretive.

The guidance and counseling teachers also said that these girls were engrossed with self-pity and this made many of them to drop out of school and some even decide to get married. They said that some girls would come to them crying due to stigmatization from their friends or from teachers who tell them to just get married because of their bad performance.

Guidance and counseling teachers were asked to state if some girls drop out of school after getting pregnant. The respondents stated that the number of girls who drop out especially those who just leave school without official leave is big. Some girls just disappear without knowing the reason why they left school. Others drop out from school because their parents had refused to bring them back to school. The guidance and counseling teachers indicated that mostly, the girls who dropped out were those who did not follow the right procedures. These were the girls who failed to cope up with the pressure of school and becoming mothers at an early age. The respondents said that most of the girls who notified the school authorities get a lot of help and many of them came back and continued with school. The counselors revealed that most of the girls seem to be involved in bad habits especially watching pornographic materials which corrupt their vulnerable minds and lead them to falling pregnant again and again.

The respondents further stated that some girls use their bodies to get financial support from older men which consequently led them to getting pregnant. The guidance and counseling teachers said it was mostly poverty which made most of the girls to drop out because they had no financial support from their relatives. One guidance and counseling teacher explained that;

Parents have no money to look after their daughter and her child so they decide to marry off their daughter so that they can get Lobola (pride price) and use it for home and many other things.

The guidance and counseling teachers said that, the other reason which made girls to drop out of school after pregnancy was ignorance about the reentry policy. Some girls did not know that they could come back when they give birth to their baby. They suggested that more sensitization to be conducted in schools to help girls be aware of the reentry policy was requirement. Hostile home environments and men who were responsible make some girls to drop out from school. The guidance and counseling suggested that there should be stern measures from the government to punish the homes and the men responsible for the girls pregnancy for mistreating them.

4.3.7. Future plans for the guidance and counseling and reentered girls in school

The head teachers, the guidance and counseling teachers and the reentered girls were asked explain things which should be done and put in place in order to improve guidance and counseling of the reentered girls in school. The respondents indicated that most schools did not have strategic plans on how they would want reentry policy to be effective or how to ensure that the girls receive the help they need most. However some guidance and counseling teachers requested that if the school could be planning for their sections in terms of allocating of enough funds and other resources for the section then it would be easier for them to help the girls in many ways including monitoring and visiting, or calling them by phone so that the girls could be helped wherever they are even from their home environment.

The girls were asked to state what guidance and counseling should do for them so that they can be helped in their school work. The girls' responses were that they had a high level of appreciation for the reentry policy and the school management. They stated that they were grateful that the policy had given them a second chance. However, they retaliated that, if the guidance and counseling could help them to find rooms for them to study from and also help them with materials which could help them to catch up with their school work they would appreciate so much. The girls indicated that teachers and friends tease them that they are mothers so if the counselor can always talk to them so that they could stop stigmatizing them.

The girls also revealed that they had problems with finances. If the school could sponsor them or find well-wishers to come to their aid, then their problems could be eased. One girl from a grade twelve class explained that;

I would like for them first to identify me so that when I pass my exams the school may be able to help me go to college or the university.

The girls also stated that if it was possible, different individuals and organisation could be frequently be coming to the school to talk to them about issues of having sex at an early age before they could get pregnant. The girls also stated that if it was possible, the guidance and counseling teachers should come up with various activities in school which they could be involved in to keep them busy and help them improve in school work.

The guidance and counseling teachers when asked what could be done to improve reentry policy, they alluded that the reentered girls should constantly be monitored to check on how they were performing so that they could be helped early enough before the situation turned to worse. Most of the guidance and counseling teachers suggested that introducing tuition fees or a school bursary for the reentered girls especially those who fail to pay school fees, because their parents had refused to continue paying for them would help reduce the girl dropping out of school.

The head teachers from the school visited desired to invite more often the role models to the schools so that they would come to talk to the girls especially the reentered girls. They said that Parents and the communities were not helping in preventing girls pregnancies at their various levels. They suggested that Parents should be giving guidance and counseling to their children so that what was being done at schools should be continued at home. This would help the girls to be able to complete their secondary education without getting pregnant. The next section presents the results for question three of this study.

4.4. Activities Conducted in School for the Reentered Girls

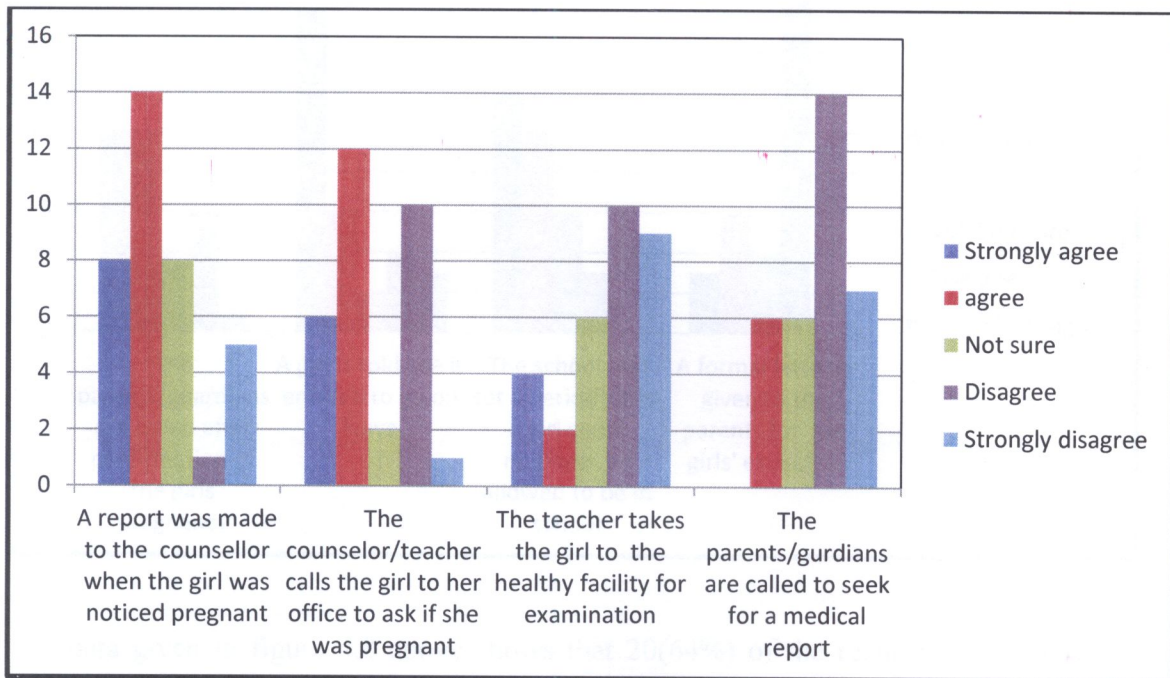
This section presents views of the reentered girls concerning the activities conducted in schools by the guidance and counseling teachers in order to answer question three of this study. Question three of this study was based on establishing the views of the reentered girls on the guidance and counseling activities in the school. Girls were asked to answer Q25 (see appedix1) in a Likert – type scale statements with five extents of strongly agreed, agreed, not sure disagreed and strongly disagreed. The section has been subdivided into four themes which helped to present and discuss data in a way it could be clearly understood.

4.4.1. Activities conducted before the girl was confirmed pregnant

The girls were asked to state to what extent they strongly agree, agree, not sure or disagree and strongly disagree with the statements regarding activities conducted in school before they were

confirmed pregnant. Figure 4.7 below presented girls' views on five statements regarding activities done by guidance and counseling in schools.

Figure. 4.7. Frequency distribution of girls' views on activities conducted before being confirmed pregnant.

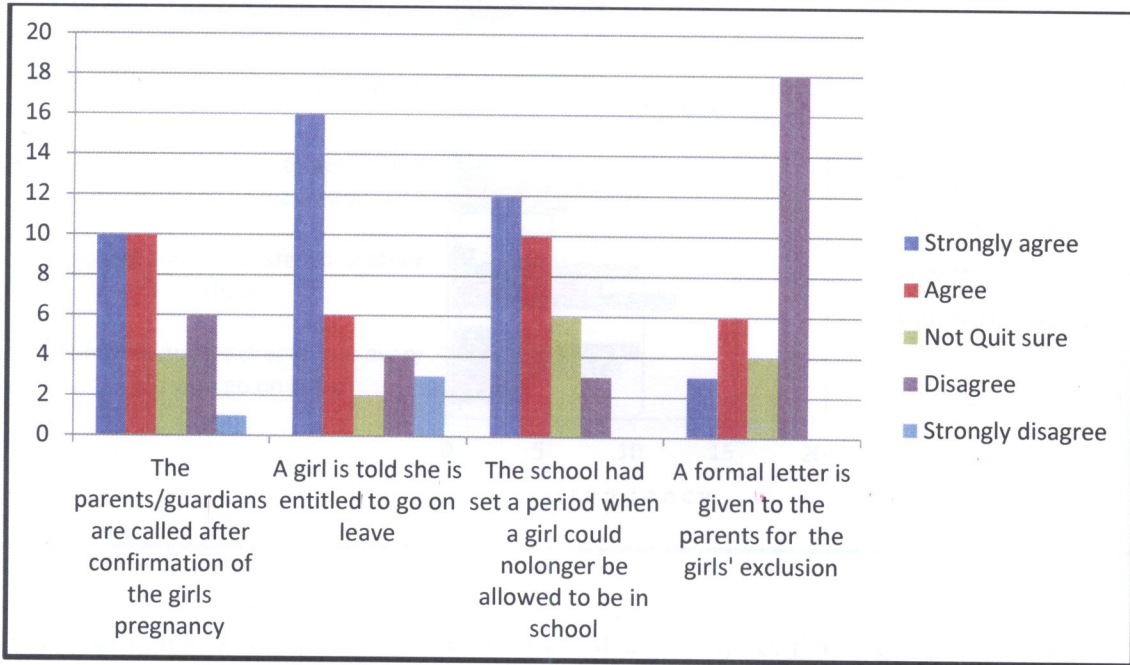


From the data given in figure 4.7 above it was revealed that 22(73%) reentered girls agreed that a report was made to the responsible counselor when a girl was noticed pregnant. 18(58%) agreed to the statement that the counselor called the girl to her office to ask if she was pregnant. On the other hand 19(61%) of the responded disagreed with the statement saying the counselor/teacher took the girls to the health facility for medical examinations. The rest of the girls were not sure whether the activities mentioned in figure 4.7 existed in school or not.

4.4.2. Activities conducted in school after the girl was confirmed pregnant

The girls were asked to state to what extent they strongly agreed, agreed, not sure disagreed and strongly disagreed with the statements regarding activities conducted in school after the girls were confirmed pregnant. Figure 4.8. below presented girls' views on four statements regarding activities done by the guidance and counseling teachers in schools.

Figure. 4.8. Frequency distribution of girls' views on activities carried out in school after being confirmed pregnant

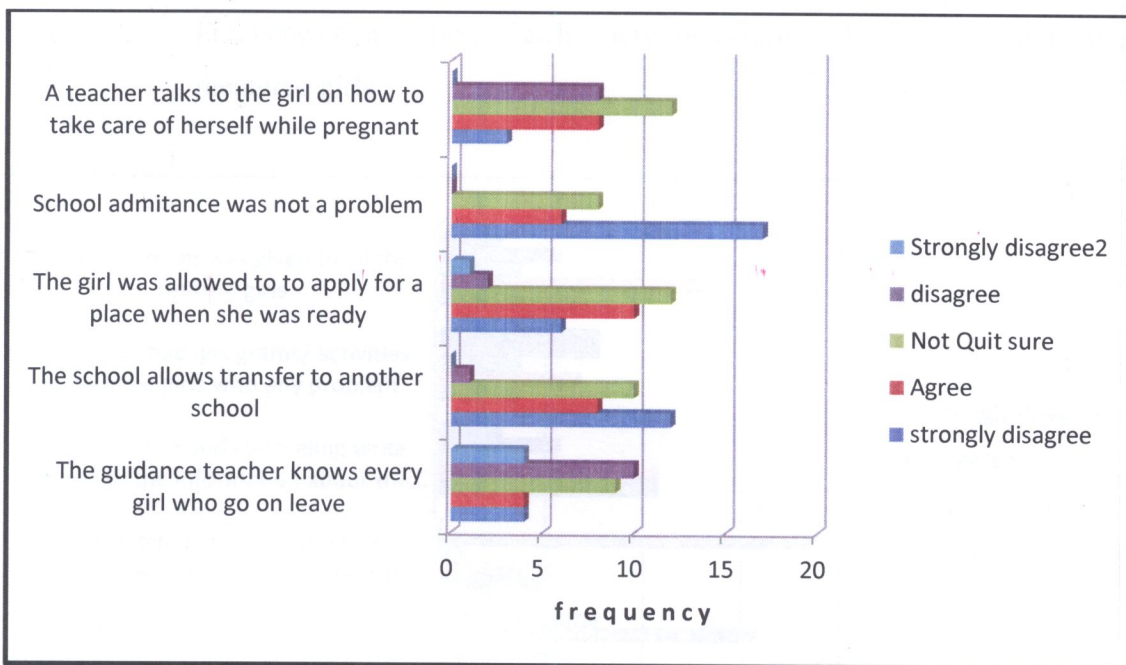


The data given in figure 4.8 above shows that 20(64%) of the reentered girls agreed that the parents /guardians were called after the girl was confirmed pregnant. 22(71%) of the girls agreed to the statement that a girl was told that she was entitled to go on leave as soon as they felt that they could no longer cope with the pregnancy and school work. 22 (71%) of the respondents also agreed that the school had set a period when girls can no longer be allowed to be in school. conversely, 18 (58%) of the responded disagreed with the statement saying a formal letter was given for exclusion from school because of pregnancy.

4.4.3. Activities performed after a girl was granted leave

The girls were asked to state the extent to which they strongly agreed, agreed, not sure disagreed and strongly disagreed with the statements regarding activities conducted in school when a girl was granted leave. Figure 4.9. below presents girls' views based on six statements regarding activities done by guidance and counseling in schools.

Figure.4.9. Frequency distribution of girls' views on activities done while on leave

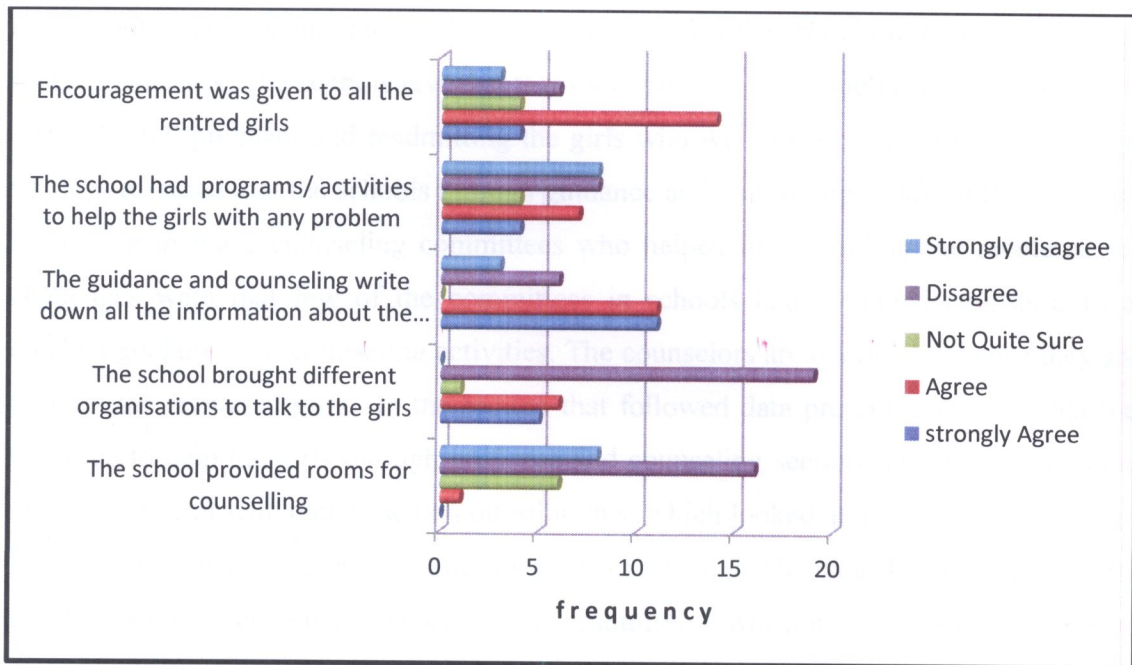


The data given in figure 4.9 above shows that 23(74%) reentered girls did not agree that the guidance and counseling teacher knew every girl who went on leave. The number of girls who were not sure and those who disagreed was more than the number of those who agreed that a teacher at school talked to the girls on how to take care of themselves while pregnant. 20(64%) agreed that the school allowed a girl to transfer to another school and 16(52%) out of 31girls agreed that a girl could apply for readmission when she was ready and 23(74%) agreed that readmission was not a problem. 12 (39%) were not sure whether the girl can apply for readmission.

4.4.4. Activities meant to help the reentered girls

The girls were asked to state to what extent they strongly agreed, agreed, not sure disagreed and strongly disagreed with the statements regarding activities conducted in school for the reentered girls. Figure 4.10. below presents girls' views on five statements regarding activities done by guidance and counseling teachers in the schools.

Figure 4.10. Frequency distribution of girls' views on activities directed toward helping the reentered girls



The data given in figure 4.10 above shows that 22 (71%) of girls agreed that the guidance and counseling teachers wrote down the information on reentered girls especially those who had problems. 18 (58%) of the girls agreed that they were given some form of encouragement and help to choose classes and subjects which would be of much help to them. On the contrary the result of the study in indicated in figure 4.10 show that 24(77%) of the reentered girls did not agreed with statement which stated that the school provided rooms for the reentered girls to use for counseling and other purposes. 19 (61%) of the reentered girls disagreed with the statement which stated that the school brought different organisations to the school in order to talk to the girls in school. girls about 64% disagreed that the school had no programmes to help the reentered girls who had different problems.

Summary

This chapter presented findings of the study which were based on the research questions. The questions this study sought to answer were; how were the school guidance and counseling

sections following the established guidelines of the re-entry policy?; how effective were guidance and counseling activities in helping the girls and reducing teenage pregnancies? And lastly what were the views of the reentered girls on the guidance and counseling activities in the school? This chapter began by presenting the demographic data of the reentered girls, the guidance and counseling and the head teachers. The chapter presented research findings on the reentry policy and its guidelines. The results showed that the schools were aware of the roles and policy guidelines. The schools revealed that they followed the guidelines by granting leave to the girls who fell pregnant and readmitting the girls who were ready to return to school. The study findings revealed that the schools through guidance and counseling followed the policy guideline by putting in place counseling committees who helped in counseling the reentered girls. The challenges were that few of the committees in schools had a trained counselor to effectively conduct guidance and counseling activities. The counselors are overloaded hence they spend less time on the reentered girls.. In the section that followed data presented showed that the school had tried to help the girls through guidance and counseling sections but it was not enough. The last section dealt with data based on question three which looked at activities conducted in school for the reentered girls before and after they were reentered. The data showed that the girls agreed that they were given leave, encouraged and readmission was not a problem on the contrary girls disagreed that schools do not have activities to help the girls in school and that the teachers did not talk to them on how to take care of themselves. The study also revealed that schools had no deliberate activities set for the girls in order to help them improve in their performance of their academic work. Hence, the next chapter presents the analysis of the data presented in this chapter so that generalisations and conclusion could be made out of this study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Overview

This chapter presents the results of the study which were in line with the research questions. The study questions were; how were the school guidance and counseling sections following the established guidelines of the re-entry policy?, how effectiveness were the guidance and counseling activities in helping the reentered girls and in reducing teenage pregnancies? And lastly, what were the views of the reentered girls on the guidance and counseling activities in the schools?. This chapter presented the discussions of this study in different themes on each of the research questions.

5.1.1. Implementation of the re-entry policy and policy guidelines

The results of this study revealed that schools had implemented the reentry policy. The head teachers agreed to have reentered the girls for the past five years. This meant that the schools had implemented the reentry policy by allowing girls who dropped out due to pregnancy to be enrolled back to school. The schools have been following the reentry policy since it was introduced in 1997. The statement above was in line with Ngandu et.al (2008) who stated that Zambia also joined the international community to make a commitment to achieve universal primary education by 2000 and eliminate gender disparities in primary and secondary education to attain gender equality at all levels by 2000. MoE and UNICEF (2004) also stated that the Zambian government launched the re-entry policy on 13th October 1997. Since that time the girls who fell pregnant were readmitted to school after giving birth.

The introduction of the re-entry policy was in line with UNFP (2016) which argued that, the African charter on the rights and welfare of the child recognized the right of the pregnant girl to education. Most countries of sub-Saharan had instituted measures to avert discriminatory policy of expulsion of girls who fell pregnant as they progressed through the school system. Girl child education had been perceived as one of the critical approaches to reducing high poverty levels, fertility rate and achieving sustainable development.

From the data collected it was shown that schools were implementing the reentry policy according to the policy guidelines stipulated. Girls who were identified to be pregnant through various ways were put on counseling programme. This is in line with FAWEZA (2001) which

alluded that, the girls were allowed to learn until the end of 7th month or earlier if medical advice states so. Sometimes girls were allowed to learn until they felt tired themselves. The girls were then sent away with the medical report and letter granting them leave of absence. The school and the parents entered into an agreement by signing committal document for the girl to reenter not later than one (1) year after delivery. However, the return of girls to school depended on the availability of the reliable people to look after the baby whilst they are learning at school and the continued support from the parents and guardians. The girls who stopped school without informing the school administration were also readmitted to allow them to continue with school. It is evident that the school authorities had been very helpful in assisting the pregnant girls to return back to school using the reentry policy guidelines.

However, the re-admission of girls after delivery was not monitored by the Ministry of General Education such as Standards Officers at district, provincial or national level. If the monitoring was effectively done, many of the problems encountered by the schools could have been identified and solutions could have been provided. The study had revealed that there were still some loopholes in terms of the way the guidance and counseling teachers were executing their roles in the implementation of the reentry policy. For example, Issues to do with how the pregnancies were detected among the girls had not been properly handled by the school management. There were other parts of the reentry policy that were mismanaged by the schools and the beneficiaries which needed the policy makers to make follow-ups so that measures could be taken towards the improvement in the implementation process.

5.1.2. Detecting girls' pregnancies

The result of the study illustrated in figure 4.2, revealed that most of the girls pregnancies were discovered by their parents followed by friends, teachers and counselors. The counselors had stated that there were rare cases when a nurse was brought in schools to conduct medical examinations for the girls so that they could detect pregnancies in girls. The guidance and counselors further bemoaned that that was the reason why most girls went unnoticed with their pregnancies until parents or friends informed the school management that their child was pregnant. Guidance and counseling further stated that some girls were reported to have gone to deliver their child and later came back without being noticed by anyone that they had fallen pregnant. The guidance and counseling said that such girls had a lot of problems because they were not counseled on how to overcome problems accompanying teenage pregnancy. As a result

they always absented themselves from school and did not perform well in their school work. Those who were discovered by the teachers were asked to see the head or counselors together with their parents so that they could be helped on how to go about the procedures of reentry policy.

The head teachers also explained that, mostly the school came to learn of the girl's pregnancy through their parents or guardians. In most cases parents brought reports that their child had fallen pregnant and that they would like to seek permission for their child to either continue with school until she got tired or they asked for permission to get leave so that she could go on leave until she deliver her baby. Additionally, the head teachers indicated that, in other cases their friends report to the counselor or teacher that their friend is pregnant. Teachers who noticed a change in their behaviour (withdrawn and reserved) would also report to the counselor so that other procedures could be followed. Some of the girls reported on their own to the guidance and counseling teacher that they were pregnant, but there were few cases, that girls came to the school authorities to report on their own that they were pregnant.

The discussions above were a clear indication that schools did not effectively handle the issue of detecting girl's pregnancies. They were no deliberate measures such as inviting medical personnel to conduct medical examinations so that it could help in detecting pregnancies. This was the reason why girls got pregnant and did whatever they wanted to do with the pregnancy without the school authority noticing them. In most instances girls aborted the pregnancies even before anyone could notice that they were pregnant. This in agreement with Chalisa (2010) contended that although the policy is in place, girls still abort or hide their pregnancies due to the lack of proper dissemination of the policy.

The issue of girls going unnoticed because the schools no longer bring health personals to conduct medical examination should be looked into by the Ministry of General Education urgently if the rate of teenage pregnancy was to be reduced. The schools should endeavor to invite the medical staff at least once per term to help in detecting pregnancies among girls. Medical examination was the only sure way in which girls pregnancies could be detected and would in a way help to curb bad behaviour in the teenage girls. MOE (2003) and FAWEZA (2001) argued on this issue that the schools were expected to conduct routine medical checkups on termly basis to avoid abortion cases. This could eventually help to prevent girls falling

pregnant anyhow. Otherwise, girls would continue to misbehaving because they knew no one would be able to notice them even when they happened to fall pregnant.

Apart from abortion since girls are not monitored by the school management hence, they get involved in bad activities such as beer drinking, prostitution, drug abuse and pornography. Apart from watching pornography, girls also were involved in producing pornographic pictures themselves.

5.1.3. Re-enforcing the reentry policy

The study revealed the that schools promote the re-entry policy by providing the needed resources such as rooms and appointment of teachers to be in-charge of the counseling committee forms, disseminating information regarding the policy itself and allowing the girls to be on maternity leave and thereafter return to school.

The result of the study also showed that the school managements were aware of the roles outlined for them in the in the reentry policy guidelines and were being followed as expected of them. It was reported that the guidelines were followed by ensuring that, whenever the report was made by either school/class mate or teacher or report from parents/ guardians or hospital staff that the girl had fallen pregnant, the report was made to the responsible teacher/ counselor. The counselors then called the girl and asked her if she was pregnant. Some girls would admit there and then but others would not until a medical examination was done or a confirmation from their parents was received that the girl actually pregnant. When the school received a report confirming the girls' pregnancy, the girl was asked to fill in the forms to consent that she was pregnant. The girl was then told that she was entitled to go on leave as soon as she felts that she could no longer cope. The girl was also told that she was free to resume her studies later after the agreed period of leave was over. In day schools, the minimum period for such leave was 12 months. Some school kept proper records for the girl in the guidance so that when she came back she was noticed and an appropriate help was given to her. Some students requested a letter of transfer if they preferred to go to a different school afterwards. When the girl was ready to come back to school, she requests for re-admission and it a place was secured for her. If she wanted to change schools, a letter of transfer was given. The form which is signed by the girls helps in the identification because even when the girl goes on transfer the form was attached to the letter so that she could be identified where ever she went. Sometimes it was the parents/guardians who make this request. In this study it was reviewed that in most cases girls did come back to their

former schools due to lack of school places in other schools where they were not known especially in Lusaka.

If a schoolboy was responsible, the boy was also called so that commitment was made towards the upkeep of the pregnant girl and the child. In some cases, both the boy and the girl are counseled at same time. In other cases the parents of both children are counseled too. The above discussion is also in line with FAWEZA (2004) who showed that the policy guidelines states that once the girl has been given maternity leave, the father should also be suspended from school until the girl returns to school. If the teacher is the one responsible for the pregnancy, it states that the teacher should be disciplined. In a situation of economic hardship, some parents opt to take the money and never report the teachers responsible to the authorities in Zambia. Reports from these countries indicated that when schoolgirl mothers returned to school they found a hostile environment. They (schoolgirl mothers) further found that their old school saw them as bad influence and preferred them to go to another school.

5.1.4. Rate of Readmission of Pregnant Girls back to School

The result of the study showed that at the primary schools there were no readmissions done in 2010 and 2011 despite girls falling pregnant in those years. In 2012 there were 50% readmissions. In 2013, 30% girls were reentered and in 2014, 44% girls were re-admitted. In 2015, the records indicated that only 25% of the girls who drop out were re-admitted, making a total of 27.5% readmissions at primary school. Statistics on admissions at the secondary schools showed that 29% girls were re-admissions in 2010, 47% girls were re-admissions in 2011, in 2012 there was 10% of the girls who were readmitted and in 2013, 33% girls were re-entered back to school. In 2014, 45% while in 2015 re-admissions were 38% fell pregnant were readmitted back to school.

The results shown above meant that there was still a lower rate of return of girls who drop out due to pregnancy at the primary schools as compared to that of secondary schools. This was in line with MoGE (2015) who compared basic schools and high schools that, basic schools have had far less girls returning after being pregnant despite being younger than in high school. The Educational Statistical Bulletin (2015) gave an average rate of readmission at primary level at 43% and at secondary level at 65%. It was argued that the readmission was much more effective at secondary than primary level and girls who became pregnant at primary school level had a higher risk of dropping out of school forever. This could be attributed to primary schools not

having a good system of handling reentry policy and the reentered girls. The other reason could be that the parents loose hope when their child gets pregnant at basic school level whereas at high school level, parents would consider that there were a few years remaining before their child could complete, and so they made efforts for her to return to school. The other reason could be that girls themselves at this level were not able to make decisions on their own because they were still young and more dependent on their parents. Whereas in secondary schools girls themselves could have known the importance of school hence they made their own decision about their future. The older girls could have pushed their parents to take them back to school and also parents considered taking them back because there were only a few years remaining for them to complete their secondary School. The parents hoped that the girls could complete without other interference again.

Trends in re-entry statistics by MoGE (2014) showed that there are differences between basic and high schools and rural and urban areas. Over the years there were more girls in the urban areas who returned to school after delivery as compared to the girls in rural schools. This trend could be attributed to the availability of resources such as finances for the urban parents and guardians to take care of both the baby and the girl and other support to facilitate the return of the girl to school. Parents in the rural areas fail to give financial support to the girls to return to schools because of the financial constraints which are so eminent in rural families.

5.2. Roles and Activities of Guidance and Counseling in School

Guidance and counseling teachers had different roles which were clearly spelt out in the policy guidelines .These roles require innovativeness on the side of the counselors so that they would utilize these new ideas and activities in order to help the girls in an effective way. The roles are discussed below.

5.2.1. The roles of head teachers in helping the reentered girls

The head teachers and guidance and counseling teachers were asked to state their roles in helping the reentered girls, the head teachers stated that their main role was to provide leadership in the implementation of the reentry policy. The result of the study also indicated that, their major role was to interpret the reentry policy issues and ensure that they were being implemented accordingly. The head teachers said that whenever a girl was reported pregnant she was sat down together with the people responsible and their parents to ensure that they understood what was required of them.

The head teachers agreed that they were in-charge of organizing sensitizations which was done at the assembly through songs drama and poems. Issues presented in the sensitization were to do with HIV/AIDS, early pregnancies and marriages and school work. The results of the study revealed that there were rare cases when they conducted sensitization themselves and it was also rare that other organisations came into the school to conduct sensitizations. The head teachers and guidance and counseling alluded that there were few organisation that came in school to help talk to the girls so that they can remain in school and complete their primary or secondary school. The results showed that girls were not being fully educated on issues to do with teenage pregnancy and sexuality. Teenagers are left on their own to learn everything from reading on the internet on the computer or phones and pamphlets. This stage is a very sensitive stage on which the parents and teachers should work together to help shape the character of the youngsters or adolescents. This stage need close supervision and monitoring so that the youngsters are corrected and shown the right things to do in life.

Childhood and adulthood are taken to be experientially different; with adolescence being the transition period that bridges the two. Although adolescence is viewed as a transition period and preparation for adulthood (Phoenix, 1991; Nsamenang 2002), adolescents are still perceived as minors and children as is evident in the Convention of the Right of the Child (CRC) that defines a child as anyone below the age of 18 years. Phoenix (1991) further states that young mothers below 20 years of age (often referred to as teenage mothers) are in an ambiguous status as they have taken on adult roles of mothering at a time when they are not considered mature enough. By taking on adult roles, the young mothers blur the social divide between childhood and adulthood (De Boek and Honwana 2005).

The above interpretation was supported by Wanda (2006) who posited that there was need to introduce family life education, which would initiate sex education in schools. He acknowledged that the active sexuality of school girls outside the socially sanctioned arena of marriage is high and it needed to be given the high priority. Wanda (2006) contended that the silence shown by the educational policy makers and schools demonstrates the low priority given to the education of pregnant schoolgirls and student-mothers. Ahlberg et al. (2001) also supported the above assertion that awareness of the adolescent sexuality needed to be monitored, collecting data on pregnant schoolgirls and student mothers would therefore be a tacit acknowledgement that schools have failed to rein in the school girls' sexuality.

The study showed that there were some organisation such as Time to learn and FAWAZA came to the school to help the girls financially, but there were few cases in which organisation from outside came on their own or invited to come and talk to the girls. Pregnant teenagers have also been framed as deviant students who were already performing poorly in school and therefore had low aspirations needed more attention if they were to be reintegrated in school and improve their performance (Chevalier and Viitanen 2003, Phoenix 1991).

5.2.2. Roles of guidance and counseling teachers in helping the teenage girls

On the other hand the guidance and counseling were asked to state their main role in the implementation of the reentry policy they stated that their main roles were to conduct counseling session on a daily basis with the girls on how to take care of themselves and the baby. And also to encourage them on how to remain focused and determined in order to meet their goal, which was completing their primary or secondary education. The guidance and counseling teachers said that they encouraged the girls to abstain as it was the only way they could avoid falling pregnant again.

Furthermore, the guidance and counseling teachers indicated that the most important thing which was done was to make a girl realise that she had made a mistake and that she should be remorseful. When this was done the guidance and counseling teachers further stated that they then, continued encouraging her to stay away from sex and abstain completely. They also said that their main role was to give hope to the girls so that they could realise that there was life after pregnancy. They told them to be responsible and make good decisions. The counselors also educated the girls on how to resist negative pressures, build their self-esteem, discuss issues affecting them and avoid risky behaviors. The guidance and counseling teachers further contended that they told the girls to look after themselves very well after they deliver so that they could come back in good shape to continue with their school.

The study had further revealed that school management had put counseling committees in place which were comprised of at least one male teacher and two or more female teachers, except in primary schools. Most primary schools have no specific rooms or committee in place to counsel the pupils. In one primary school, guidance and counseling teachers stated that there were only two teachers who conducted counseling sessions and in another school there was only one teacher appointed by the head to be in-charge of guidance and counseling section. At another school counseling was done by one teacher and the deputy head only. Almost all the counselors

from the selected schools complained of being overloaded with a lot of work because they had a lot teaching loads and conducted counseling at the same time.

In secondary schools, committees helped in the counseling of pupils who have different problems. The study also revealed that the main role of guidance and counseling as stated by the respondents was to conduct counseling session on a daily basis with the girls on how to take care of themselves and the baby. They encouraged the girls that pregnancy was neither a death sentence nor is it the end of the world. They encouraged them to be strong and be determined. They implored them not to indulge in sexual activities again because pregnancy affected their schooling and childhood. All the respondents said that they encouraged the girls to abstain as it was the only way to avoid falling pregnant again. Respondents maintained that this did not mean that they approved of the girls wrong deeds, but they encouraged them so that they could have some confidence in them and move forward with life. ASCA (2002) agreed that a school counselor's work differentiates according to the developmental stages of their student population. Students in elementary school were developing their understanding of the self, peers, family, and school. They were beginning to gain communication and decision-making skills as well as character values. Elementary school counselors focus on peer relationships, effective social skills, family issues, self-image, self-esteem, and multicultural awareness. In addition, school counselors assisted students in developing interests regarding the world of work to increase students' career awareness.

This was in line with MoESVTEE (2014) and FAWEZA (2001) which stated that schools should through their guidance and counseling departments receive the reentered girls and change the perceptions of viewing them as mothers and offer support and acceptance. All schools must have a counseling committee headed by a trained counselor and the school guidance should help find places for the teen mother. In some cases provide textbooks, learning materials and find bursaries to those who cannot afford. Other Policy alternatives include: The provision of school counseling services to give sex education; The provision of facilities such as school restrooms and day care centers to ease the burden of young mothers; The provision of guidance and counseling to expectant girls and mothers to cope with their pregnancy and childcare as they continue with their studies; The re-orientation and training of teachers to effectively and supportively manage pregnancy issues in the classroom; The sensitization of the public, especially community leaders and creation of networks with relevant organisation who can educate and support the teen.

Bowers and Hatch (2002) added that it had been realised that schools could not focus on cognitive development only but also on psychosocial support if education for all are to be achieved hence the need for guidance and counseling in schools. The convention on Rights for Children (CRC) Article 29 amplifies this fact by stating in part that “education shall aim at developing the child’s personality, talents and mental and physical abilities to the fullest extent” school counselors served as leaders, effective team members, and an integral part of a student’s educational program. School counselors had “switched their emphasis from service-centered for some of the students to program-centered for every student” School counselors address the needs of students through individual and group Counseling, large group guidance, consultation and coordination.

The above discussion was also in agreement with Luff (1969) whose theory postulates that the main roles of the guidance and counseling teachers was to increase or expand the open arena through sharing of information and experiences. The guidance and counseling teachers should help the girls open up by encouraging them to share information so that they can be able to receive the help they need about the reentry policy, the important of education, how to survive with a pregnancy and creating of balance between motherhood and education. This would help build self-confidence and reduce self- stigma in the school girls.

Therefore it was important for guidance and counseling teachers to found ways of knowing the things that were known by the pupils only such as their financial status which they may not want to share with others. The model advocated for more collection of information about an individual which is referred to as disclosure of information and effective feedback. If guidance and counseling teachers do not understand the life of the reentered girls it would be difficult to be connected to them and this could be a hindrance to offering effective counseling to the pregnant girls (Luff, 1969).

It was evident from the research findings that there was a significant relationship between counseling and of the retention of pregnant girls into school. The findings gave credence to the vital role that counseling played in reentry into school by girls. The findings showed that the girls who went through counseling had benefited much more and had less challenges in terms of their stay in school and at home than those who did not go through counseling. The girls who went through counseling were determined to finish their secondary education and were very appreciative of the reentry policy and guidance and counseling. The findings of this study were

in agreement with the findings of Wilson (1997) who found out that students receiving counseling enjoyed a high retention advantage over non-counseled students.

5.2.3. Commitment shown by guidance and counseling towards teenage girls

The results of the study showed that, the girls who were interviewed indicated that, they had learnt from the counselors that indulging in sexual activities at an early age leads to unwanted pregnancy and contracting diseases such as HIV/AIDS. The girls further revealed that the counselors encouraged them to study hard because a pregnancy was not the end of the world. The counselors helped the girls through giving them permission to go and look after the baby whenever she/he fall sick and taking them to the clinic.

The assertion above is in line with Nweze and Okolie (2014) study on Effective guidance and counseling programmes in secondary schools on career choice: it also determined issues and roles of the programme in students' career decision making. The findings among other things revealed that 77.22% of the population proved that there was little or no form of counseling services to assist students in career decision-making in their respective schools while 73.33% of the study population felt that counseling resources for teacher counselors were unavailable and insufficient in their respective schools. In another study conducted by Ubah et al (2012), focused on finding out the opinions of three categories of educators viz. EA (education administrators), GC (guidance counselors), and CT (classroom teachers) on the impact of guidance and counseling services in entrepreneurship development among secondary school students. The findings showed that guidance and counseling services enhanced students' skills for entrepreneurship development which in turn boosted productivity, sustainable livelihood and national development.

The results of this study revealed that girls needed a lot support from their teachers, more especially the guidance and counseling teachers. They needed emotional and academic support from their teachers. Teachers should understand and encourage them to continue schooling for their own good. This in a long a long run would give them confidence and hope to face life. Female guidance and counseling teachers were more suited to support the pregnant girls against discouragement and insensitive remarks from fellow students and other members of teaching staff. It is proved that it was easier for the pregnant girls to confide in female teachers who could in turn help them cope with their situation than the male teachers who take advantage of their vulnerable situation and abuse them (Wanda, 2004).

The discussion above meant that counseling in school was a form of rhetoric. The findings showed that girls were not well counseled unlike rhetoric sentiments may imply. Girls were asking for more attention from the guidance and counseling and the administration to help them in many areas such as provision of rooms and financial support which poses as a hindrance to their retention in school. Unfortunately, the administrations did not have laid down programs to ensure that the girls were well counseled on such issues as mentioned above. This could be attributed to failure to include the guidance and counseling on the timetable so that it could be known when it should be conducted.

Guidance and counseling teachers also revealed that they did not have enough time to conduct one on one guidance and counseling for the girls due to over loads which they had in school. Respondents also indicated that there were less sensitization and lobbying for the girls due to lack of time and lack of inclusion of the guidance and counseling on the timetable. Counseling of the reentered girls was mostly done once immediately the girl was reported pregnant and once when the girl returned to be readmitted and that was all. Counseling of girls should be frequently done so that the problems hindering their performance were well known and ways of solving these problems were provided in order to help the girls more adequately. The study's revelations were in agreement with (Bowers & Hatch, 2002) who postulated that counseling aimed at helping clients to come to the terms with the problem and help the client with skills to solve their current and future problems. ASCA (2000) also argued that the main purpose of counseling was to create an environment in which the client felt encouraged and begun to relate with others more effectively. Through counseling a person was able to develop an understanding of the problems, acquire new behaviors or actions and develop meaningful relationship.

The results of the study also showed that guidance and counseling conduct counseling sessions in the sick bays or in the offices for counselors. Except at the two primary schools where they had no specific rooms for guidance and counseling which they said was a challenge to them. This was a challenge because schools needed sufficient rooms where counseling of the girls could be conducted more effectively. As at now, the schools do not have conducive rooms to conduct their guidance and counseling activities.

The results of the study showed that there was limited commitment to guidance and counseling of girls in the schools. Too much attention was directed to other issues like conducting examinations and issuance of results other than counseling of girls to ensure that they stayed and performed well in school. The guidance and counseling teachers failed to have constant contact

with reentered girls as a result the girls faced a lot of problems both at home and at school. However, most of the head teachers suggested that there was need to have a curriculum for guidance and counseling in schools so that it could be taught just like any other subject. To integrate guidance and counseling in the curriculum is would ensure that students move up the educational ladder with guidance and counseling knowledge.

Lack of curriculum of guidance and counseling had been revealed to be one of the challenges faced by the schools. It was revealed that since the schools had no guided curriculum which could have been facilitating the counseling services, it was difficult to place it on the time-table so that it was also considered as one of the core subjects. The results were in agreement with a study conducted by Ndifon and Akande (2014) on the impact of Guidance and Counseling towards Education for Girls at the Secondary School Level in Tanzania. The results indicate that the implementation of guidance and counseling services had some challenges among which are lack of support from management, counseling was only seen as a by the way services instead of a it being viewed as a core educational aspect. The study recommended that the Government should endeavor to employ professional counselors in schools and integrate counseling and guidance services in the school curriculum.

5.2.4 Challenges faced by the reentered girls

At school girls faced a lot stigmatisation from fellow pupils as well as teachers. This is in line with Chigona and Chetty (2007) who conducted a study in South Africa based on Girls' Education The study revealed that Teenage pregnancy had militated against the educational success of girls in South Africa. Though the girls were allowed to return to school after becoming mothers, they faced many challenges in trying to balance motherhood and the demands of schooling. The result of the research showed that teen mothers received insufficient support (physically and emotionally) and the consequence was that many had problems in doing school work which made them perform badly academically.

The results of the study revealed that girls were often the focus of scorn from fellow pupils.it was reviewed that there was a lot of stigmatization attached to being pregnant while at school and this affected most girl psychologically. There were a lot of unpleasant remarks and actions from teachers, people from the neighborhood and their peers concerning their pregnancies. Respondents explained that sometimes fellow pupils would make fun of them through the language they use and this makes them feel so bad. The study results also revealed that it is

difficult to control stigma attitudes of some pupils and teachers which sternly affect the performance of girls at school. Because of stigma girls prefer to stop school or reenter in another school.

Olivier (2000) showed that teen mothers who came back to school without going through any counseling to prepare them to deal with their stigma, parenthood, and schooling simultaneously got overwhelmed by their situation in school and some failed to cope resulting in school dropout. In addition, Sifuniso (2006) argued that even when they attend school they often are discriminated in the co-educational schools due to the teaching methods that stem from teacher beliefs about female incompetence's.

The results of the study are also in line with the study conducted by Chigona and Rajendra (2008) which showed that many teen mothers failed to succeed with schooling because they lacked support to avoid the numerous disruptions to school attendance. Many girls who became mothers before completing schooling considered academic qualifications to be very important but they could not succeed academically because the support they needed to complete their secondary school studies was insufficient. Usually, instead of getting support, the teen mothers endured misunderstandings and pressure. The teen mothers felt disempowered because they were 'bothered' and consequently, they developed forms of resistance which in most cases fostered their failure as learners. The results of this study showed that while girls were allowed to be back at school after becoming mothers, they faced many challenges in trying to balance both motherhood and schooling demands. Due to parenthood, the teen mothers did not have enough time to do their school work. As a result, many teen mother students usually lag behind and this hampers their progress in their schooling.

With sufficient guidance and counseling students remain disciplined and focused in life. Collins (2002) also indicated that through guidance and counseling students were assisted to be disciplined and were able to deal with challenges and realities they faced in their academic, social and physical environment.

The other challenge faced by the reentered girls was lack of rooms for studying and counseling sessions. The findings reviewed that the schools management had tried to provide rooms where counseling should be conducted but they felt if more could be done in order to provide spacious rooms which were well ventilated and with enough furniture things could be better than they were now. McMillian & Reed (1994) agreed to this assertion that school personnel were

encouraged to provide classroom environments that stress high academic achievement while also building students' self-esteem and self-confidence. The G/C room environment should facilitate time on-tasks, student interaction, student success, and positive reinforcement for desired behaviors. They further contented that Positive experiences in school promote a sense of belonging, bonding, and encouragement for students.

Quality and effectiveness of the counseling can only be attained when there was enough personnel and conducive rooms for the counseling sessions to be conducted in. This was in accordance with a study which was conducted by Mikaye (2012), the study revealed that guidance and counseling services have an influence in public secondary schools students' discipline. The study findings revealed that guidance and counseling services were offered in the schools and considered important but lacked the necessary material and financial support. The principals in secondary schools should put in place guidance and counseling services and provide an office where privacy was made a priority. This would encourage more students to visit the office.

Another challenge hindering effective counseling in schools was lack of qualified staff to conduct guidance and counseling of the reentered girls. From the information gathered from this study it was quite clear that the schools did not have well qualified guidance and counseling teachers but they only depend on teachers who had been appointed by the school head teacher to help in that area. Most of the personnel in these departments had insufficient qualifications. They merely depend on the knowledge gained from experience and in-service training done by the school and workshops. Most of them had a lot of periods for teaching other subjects. This state of affairs affected the time should spend on counseling the girls. Mikaye (2012) advised that schools should have guidance and counseling teachers who are well trained on how to carry out their duties. There should be adequate provision of guidance and counseling materials as well as application of peer counseling, there was need to make proper budgeting for the m acquiring the needed materials and provision of other resources such as funds and time respectively.

According to the guidelines given from the Ministry of General Education (2014) schools need to form counseling committees which should comprise of at least one trained counselor. The situation at hand in school was not satisfying which the Ministry of General Education should consider alleviating. The use of teachers who have other loads was interfering with the counseling programmes. The head teachers admitted that they were trying their best, but if the Ministry of General Education could send well qualified counselors and psychologists then

counseling in school will be more effective than it is now. They admitted that most of the counselors are not well qualified but conduct counseling through experience gained from churches or from workshops. Others do counseling due to the passion they have for the field.

Werner (1984) suggested qualities of a counseling teacher desired by students with problems such as reentered girls were teachers who care for them, who respect them as a person as well as learner, and who understand and get along with them. They were teachers who listen to them and take them serious, provide encouragement, and laugh with them. Other qualities include their willingness to listen to students before disciplining for inappropriate behavior, fairness in grading and instruction, offering praise and encouragement for successes, holding all students to high expectations, and a willingness to get to know the student.

Lack of proper record keeping posed as another hindrance in the effective implementation of the reentry policy. Most of the head teachers were unaware of the number of girls they had reentered for the past 5 years which shows that there was less leadership being demonstrated on the part of the head teachers. There should be proper way of keeping records for the reentered girls so that correct statistics was provided to the Ministry of General Education and various stakeholders so that they could be able to make informed decisions. However, the study shows that those few schools that keep records in a good and effective way, had enough information on the progress and the welfare of the girls especially those who passed through the guidance and counseling office. This was evidenced when the counselors showed the forms where the girls filled before and after they went on leave. The lack of proper record keeping is one of the challenges faced in the administering of the reentry policy.

The study results revealed above are in with Bullock, Little & Millham (1994), who agreed that monitoring of the reentered girls performance becomes difficult if records are poorly kept, especially girls who were readmitted into schools other than the ones in which they were originally enrolled. There are therefore no statistics regarding their performance and completion rates.

The results of the study also revealed that the schools lacked modern equipment such as computers and tele/cellphones which could have helped them to keep and locate information for the school reentered girls. If computers are secured for the guidance and counseling sections, it would help in the management of records for the schools.

According to O’Leary and O’Leary (2007) information and communication technology (ICT) revolution has changed the environment for all organisations, and indeed for the society. This has come with using the modern technology which has come with ICTs such as the use of computers. As head teachers of schools today there was need to get acquainted with the new technological development in order to effectively run the communication and Information System of the organisation. Information must be timely and readily available whenever it was needed in order keep updating it immediately on any deficiency as it arises. The information must be provided timely so that it can be used at the time it was required.

5.3. Activities Conducted in School

The study revealed several activities which were conducted in schools by guidance and counseling teachers and the school and were meant to benefit the reentered girls in several ways.

5.3.1. Programmes for the reentered girls

The study revealed that guidance and counseling in school had no specific activities or clubs for the reentered girls only but had general clubs for all the pupils such as SAFE clubs, Girls are not brides, Anti AIDS, interact group club, debate and drama clubs. These clubs were mostly taken care of by the school counseling and teachers (matron/patrons). If girls were involved in different activities their minds would be kept busy and most of their time would be spent on doing their school work. Clubs such as jets club if encouraged would improve the performance of the reentered girls.

The results revealed that the school had not lobbied for the reentered girls only but for all the pupils of which some of them were reentered girls. Most of the schools had no programmes or activities meant for the girls. They said that they have not yet put any program specifically for the reentered girls but would continue to encourage them. There was need to involve all stakeholders especially NGOs dealing with the girls’ education so that partnership was created in the quest to help the reentered girls.

5.3.2. Clubs in School

The girls were also asked to state if there were clubs in school and state which one of them they belonged to. Figure 4.6. Illustrated the clubs existing in school. It was assumed that these clubs could have helped the girls if they took part in their activities. The results of the study showed that girls had an idea that such clubs existed in schools. The result of the study showed that 80%

of the girls knew that there was drama club and debate in school, while 90% knew that there was ant-AIDS club, while 58%, 19% and 12% knew that there was SAFE club, girls are not brides and interact group respectively. Unfortunately, despite the existence of such clubs in schools most of the girls when asked to state which club they belonged to, 80 % did not belong to any of the clubs but few of them belonged to them.

This meant that girls were left alone when they were reentered to struggle with life at school. They were not encouraged to join clubs which could have helped them in one way or another school did not have deliberate activities meant to help the girls with academic issues. Bloem (2000) suggested that teachers needed to ask professionals to come and educate them about handling teens and their situations, and they need in-service training to keep track of changes that the society was facing. The assumption was that teachers should help teens under such circumstances. Unfortunately, some teachers consider the teen mothers' situation a private matter and none of their concern. The school should come up with deliberate activities and programmes to help the girls realise their mistakes and learn from them thereafter move on with school. There must be regular guidance and counseling sessions so that girls can be helped on how to take care of themselves and how to overcome challenges of becoming a teen mother. Apart from regular sessions girls should be encouraged to join clubs such as SAFE clubs and ANTI AIDS clubs. Schools without such clubs must be encouraged to form them so that girls could learn a lot more from their friends.

In a report by FAWEZA in (2004) on Campaign for an enabling Readmission Policy for Adolescent Mothers in Schools indicated that teachers played a major role in supporting the reentered girls. For example development of strategies to help girls avoid pregnancies through SAFE club which aims at using peers or mentors to improve the well-being of the girl-child. The mentors come from institutions of higher learning such as the University of Zambia and the Evelyn Hone College. Girls who volunteer to become mentors are trained in adolescent reproductive health and counseling. They counsel victims of abuse, STI/HIV/AIDS and other related cases. The mentors help the club members to: Take responsibility and make informed choices, resist negative pressures, build their self-esteem, discuss issues affecting them openly and freely and avoid risky behaviors. The club was helping remove the stigma against re-entry girls.

The results of the study showed that most of the schools had no specific activities or clubs for the reentered girls but had general clubs for all the pupils such as SAFE clubs, Girls are not brides, Anti AIDS, interact group club, debate and drama clubs. These clubs were mostly taken care of by the school counseling and teachers. In one school a club called girls and not brides is handled by the pupil. The schools said that they had not yet put any program specifically for the reentered girls. It was clearly shown that pupils knew that such clubs existed in school but most of them did not belong to any of the clubs. The results shows that clubs could be there in schools but the management had paid less attention to them. The counselors however argued that despite them not having enough time to go round to talk about issues of safer sex, they do sensitize pupils during assembly through drama, songs and poetry and they also encourage children to join clubs such as SAFE and anti AIDS clubs.

The revelation from the guidance and counseling teachers were rhetoric and not practical. The school had guidelines but they were not being innovative in ensuring that girls got the attention they needed from the school management. The management was not doing enough to ensure that these clubs become very effective. Girls were not being sensitized on the importance of belonging to these clubs. Clubs such as drama SAFE clubs, girls are not brides and anti AIDS should be promoted if they were to make the retention of girls more effective.

The results showed that schools rarely organized drama performances, sketches and songs based on the prevention of early pregnancies. Safer Sex awareness in most times was not given to reentered girls because of less attention given to it and also pupils bad behavior towards teachers made it difficult for them to receive help. Most reentered girls were not polite and did not show remorsefulness to attract attention of the teachers; hence they remained unassisted and less counseled. The schools had got clubs like the debate and, anti AIDS clubs that could have helped sensitize the pupils to abstain and practice safer sex but the results clearly showed that there were less or no activities and campaigns in the schools to inform the learners of safe sex initiatives it was revealed that there were few activities conducted in schools to support the learners under safer sex. The guidance and counseling teachers tried to conduct safer sex activities on one to one during the sessions or on assemblies but they had limited time because they had to attend to their classes as well. The schools through guidance and counseling talked to few girls on how they could avoid teenage pregnancies especially those who were open to them. The rest of the girls did not have enough information on safer sex. Girls today cannot live without proper

guidance and counseling because they were involved in bad activities such as watching pornography, drags, drunkenness and prostitution. This bad indulgency was causing most of the teenage girls to fall pregnant hence raising the rate of teenage pregnancy going up in Zambia.

5.3.3. Planning for Guidance and Counseling in School

The head teachers, the guidance and counseling teachers and the reentered girls indicated that most schools did not have strategic plans on how they would want reentry policy to be effective or how to ensure that the girls receive the help they need most. However some guidance and counseling teachers requested that if the school could be planning for their sections in terms of allocating of enough funds and other resources for the section then it be would be easier to help the girls in many ways including monitoring and visiting, or calling them by phone so that the girls could be helped wherever they are even from their home environment.

The reentered girls had a high level of appreciation for the reentry policy and the school management. They stated that they were grateful that the policy had given them a second chance. However, they retaliated that, if the guidance and counseling could help them to find rooms for them to study from and also help them with materials which could help them to catch up with their school work they would appreciate so much. The girls indicated that teachers and friends tease them that they are mothers so if the counselors should help by talking to their teachers and classmates so that they could stop stigmatizing them.

The Girls indicated that the counselor need to do more if they were to be helped they should be show them that they were wrong and they need to repent from their wrong doings. Thereafter, they should be asked to be ready to face the consequences of their wrong deeds. The school administration should show them the way on what do next. However they should not be shown like they were criminals who should face stiffer punishment. If that was done it might have been one of the forces which could have been driving them away from school.

Summary

In conclusion the chapter has discussed issues of the reentry policy, it was revealed that schools had implemented the reentry policy by using the policy guidelines given to them. The roles of the management in the reentry policy implementation were to interpret the policy, provide leadership and resources needed for the counseling of the girls. Guidance and counseling in school had been discovered to be playing a major role in the performance and retention of girls.

The guidance and counseling have tried to find means and ways to help the reentered girls who pass through their hands but most of the girls go unnoticed with their pregnancies hence they receive less help. This was because they did not have better ways of discovering the girl's pregnancies. However the results of the study showed that schools did not have adequate resources needed to conduct counseling in schools very effectively. There was inadequate rooms and human resource needed to conduct counseling sessions and to help girls to have their catch-up activities. Counseling of the reentered girls was not regularly done as a result girls did not receive the maximum help they needed. There was inadequate trained counselors in schools which the Government through Ministry of General Education should consider working on urgently. There were few clubs and activities put in place by management to help the girls learn about safer sex and early pregnancy but still, most of the girls did not participate in these clubs. The study had revealed that guidance and counseling teachers in schools was not doing enough to help in the prevention of girls falling pregnant and maintaining them in school. More should be done in order to help the reentered girls to perform very well and remain in school until they finish their secondary education.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Overview

This chapter presents the study conclusions and recommendation. The conclusions will be based on the research questions. There were three research questions in this study. These included finding out how were the school guidance and counseling sections following the established guidelines of the re-entry policy, how effective were guidance and counseling activities in helping the reentered girls and reducing teenage pregnancies and what were the views of the reentered girls on the guidance and counseling activities in the school.

6.1 Implementation of the reentry policy and policy guidelines

The findings of this study clearly illustrated that the school management had strived to implement the policy through the help of guidance and counseling department. Even though the guidelines had been followed there were gaps which the school managements have to close up in order to overcome the challenges experienced in the process of implementing the reentry policy. From the results of the study the policy guidelines had been well tabulate and disseminated to all school in Zambia. What was lacking was the proper supervision and monitoring of how the schools were executing the guidelines by the Ministry of General Education officials. It was in this vein that the schools did things in the way that suited them because of failure of the Ministry to provide firm leadership and technical guidance to the policy implementations. The critical examination of the re-entry policy process, however, showed that government's leadership of the process has essentially remained at the level of rhetoric. It was clear from this study that the guidance and counseling in schools had not been given the attention it deserves.

From the data collected it was shown that the schools were following the implementation of the reentry policy as stipulated in the policy guidelines. Few girls who were identified to be pregnant by the school were put on a counseling programme. However most girls did not go through counseling sessions because they stopped school without informing the school administration. These were the girls who had higher chances of dropping out due to failure to cope with pressures stemming from school and at home. These girls were also readmitted to allow them continue with school. It was evident that the school authorities had been assisting the pregnant girls to return back to school using the reentry policy guidelines. The only problem was the lack of strategies to detect girls pregnancies well in advance before they dropped out of school

without being noticed. If this was properly done it would prevent abortions and reduce the dropout rate.

6.2. Guidance and counseling in school

The study revealed that guidance and counseling in school had shortcomings which needed to be looked into urgently so that it could be more effective.

There seemed to be less sensitization done to inform the learners on dangers of illicit sex and the importance of abstinence in schools. The girls who fell pregnant while at school faced a lot of stigmatization from both the teachers and the pupils. But the girls who were adequately counseled were able to contain with the challenges of stigma while those who did not receive any counseling suffered a lot and failed to resist but decided to go away from school, hence dropping out. The results of the study revealed that the school authority desired the policy to make it a mandatory for all the girls who fell pregnant to get readmitted to different schools they were not well known so that stigmatisation could be reduced.

From the information gathered it was quite clear that the schools had inadequate qualified guidance and counseling teachers who could effectively conduct the sessions with the girls. According to the guidelines given from the Ministry of General Education (2014) schools need to form counseling committees which comprises of at least one trained counselor. The situation at hand in school is not satisfying and the Ministry of General Education should consider alleviating the shortage of guidance and counseling teachers by deploying the required staff to the schools. Lack of human resource made the counseling of the reentered girls to be less effective because they lacked the skills. Apart from skills these teachers were overloaded with other work especially the teaching loads which made them spend less time with their clientele.

The success of guidance and counseling in schools depends on the school management support. It was revealed that there was less support from management toward the guidance and counseling department. Lack of resources in schools for guidance and counseling hindered the activities. The schools had no special rooms where the girls could do their extra work after classes. There are no extra lessons to help the girls catch up with the school work which they could have missed during their absence. The rooms which were provided in schools were not suitable for guidance and counseling because they did not assure privacy and comfort it deserved. In some schools the rooms were dilapidated, others were too small while in other

schools especially primary schools they did not even have permanent rooms to conduct guidance and counseling.

There was lack of technologies such as computers so that it could help keep records. Most of the schools did not have a proper way of storing information. The records were poorly kept this was seen as the guidance and counseling struggled to locate the required information about the girls during interviews, sometimes the information was not even seen at all. There was need for school management to derive proper systems of storing records for the reentered girls if effectiveness and efficiency was to be achieved.

It was further revealed that schools did not have strategic plans for the guidance and counseling. They not put the issue of reentered girls as an important aspect in their annual plans. They did not even allocate enough funds to guidance and counseling sections whenever they were budgeting for the school so that they could administer the reentry policy very effectively. The schools needed to plan adequately for the reentered girls so that they could get the help they need most.

The guidance and counseling teachers did not to have continuous contact with the reentered girls, as a result the girls faced a lot of problems both at home and at school which they struggled with on their own to find solutions. Girls faced a lot of problems such as stigmatisation by their fellow pupils as well as teachers. Guidance and counseling teachers need to be in constant contact with the girls in order to identify such problems and help them how to overcome them. Lack of proper counseling for the teen mothers about their stigma and schooling seem to be one of the most serious problems girls experienced. Parents and the community did not help enough to counsel the girls and help in combating teenage pregnancy. Parents and the community at large should help with the counseling of the girl children so that teenage pregnancies could be reduced.

Lack of curriculum of guidance and counseling was also revealed to be one of the challenges faced by the schools. It was revealed that since the schools had no guided curriculum which could have facilitate the counseling girls it was difficult to place it on the time-table, so that it could be considered as one of the main subjects being taught in school.

6.3. Activities in school

There were inadequate activities and campaigns in the schools to inform the learners on safe sex initiatives apart from few activities conducted on assemblies through drama and poems. The guidance and counseling teachers tried to conduct safer sex activities on one to one during the

sessions and during assemblies but due to the insurmountable workloads and limitation of time they failed to have regular contacts with the girls. Guidance and Counseling teachers did not put in place deliberate activities and programmes to help the girls on how they could avoid falling pregnant. Most of the girls did not have enough information on safer sex and they made a lot of mistakes. The other problem was that pupils knew that clubs existed in school but most of them did not belong to any of them. Clubs are a typical example of activities which could help the girls to improve in their academic performance and their general behavior in school as well as at home. Clubs such as drama, SAFE clubs, Girls are not brides and Anti AIDS should be promoted if they were to make the retention of girls in school more effective. The school management was not doing enough to ensure that the counseling of the reentered girls by the guidance and counseling teachers and through other activities such as clubs was effective.

RECOMMENDATIONS

The researcher had made some recommendations based on the research findings. The following were the recommendations made:

1. The Ministry of General Education should, ensure that well qualified counselors were posted to all schools so that the counseling of girls was made effective. Most schools did not have qualified counselors hence, relied on people with knowledge gained through life experiences and books. If qualified counselors were posted to the schools the counseling of girls would be more effective than it were at the moment.
2. Guidance and Counseling teachers should come up with activities and programmes to disseminate information on safer sex, if teenage pregnancy was to be reduced.
3. There was need for the school guidance and counseling sections to create networks with other organisations so that they could come to offer sex awareness and other needful support for the girls.
4. There was need to identify needy girls, who were likely to drop out of school as a result of poverty, and lobby for their support from business houses and organisation.
5. The Ministry of General Education should come up with the curriculum for guidance and counseling so that it could be taught just like any other subject in school.

6. There should be constant monitoring by the Ministry of General Education officials from headquarter, the province and district who are in-charge of reentry policy implementation, so that the implementation of the reentry policy was followed without it being mismanagement.

SUGGESTIONS FOR FURTHER RESEARCH

There is need to carry out a study to find out how the reentered girls cope with their school work and motherhood at the same time.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE

RESEARCH TOPIC: ROLES OF THE GUIDANCE AND COUNSELING TEACHERS IN THE IMPLEMENTATION OF THE REENTRY POLICY: AN EVALUATIVE STUDY FROM A MANAGEMENT PERSPECTIVE.

Dear respondent,

I am a postgraduate student studying with the University of Zambia in association with Zimbabwe Open University and conducting a research on the above topic. As you may be aware, in 1997 the government of the republic of Zambia adopted the Reentry policy to ensure that girls who fall pregnant can still have a chance to go back to school after giving birth. Therefore, you have been purposively selected to participate in this study by means of answering these questions so that we can know more on how guidance and counseling teachers are helping the reentered girls in the schools. Be assured that, the information provided will be purely used for academic purposes and treated with maximum confidentiality. On this account, you are requested not to write your name or leave any mark that would lead to your identification.

Instructions

1. Please tick [√] the appropriate answer to the question. Where you are required to write, please do so in the spaces provided.
2. Some questions may be personal and difficult to answer, but for the purpose of this study I request that you answer these questions by taking it easy and honestly provide all the information.
3. Ensure that all questions are carefully answered to allow a successful study.
4. Full confidentiality will be maintained. You are therefore advised not to write your name or anything apart from the requested for information.

SECTION A: DEMOGRAPHIC INFORMATION

1. How old were you on your last birthday?.....

2. At what age did you fall pregnant?

1. between 10-15 years 2. between 15-18 years 3. 18 years and above

3. In what Grade were you when you discovered you were pregnant?

1. Grade 7 2. Grade 8 3. Grade 9 4. Grade 10 5. Grade 11 6. Grade 12

4. How long have you been in school since you come back?

1. Less than 6 months 2. between 6 and 12 months 3. More than 1 year

4. Is the school you were at before you got pregnant? Yes No

SECTION B: SCHOOL RE-ENTRY POLICY

5. Who discovered that you were pregnant?

1. Counselor 2. Teachers 3. Friends 4. Nurse 5. Parents

6. What did the school management (the head teacher/ the counselor/ grade teacher) do to you after knowing that you were pregnant? Explain-----

7. Did anyone at school talk to you about how to take care of yourself while pregnant?

1. Yes 2. No

8. If yes who talked to you? -----

9. How many times were you talked to by school management before delivering your baby?-----

10. Did you fill any form before you left school? 1. Yes 2. No

11. If yes what type of a form was it? -----

SECTION C: GUIDANCE AND COUNSELING IN SCHOOL

12. Do you know the name of your school counselor? 1. Yes 2. No

13. Have you been talked to since you come back to school? 1. Yes [] 2. No []

14. If yes who talked to you-----

15 How many times? -----times per week or -----times per month, or ----times per term, or -
times per year

16. Has the guidance teacher talked to you on how to never fall pregnant again?

1. Yes [] 2. No []

17. Has the guidance and counseling teacher talked to you about having sex at an early age?

1. Yes [] 2. No []

18. If the answer to Q17 is yes, what have you learnt about having sex at early age-----

19. Explain other ways the school counselor has helped you in. -----

20. Do you think guidance and counseling is helping you very much? 1. Yes [] 2. No []

20. Do you have clubs in your school which deals with sex and prevention of pregnancy?

1. Yes [] 2. No []

21. Which one of these clubs do you belong to?-----

22. Who is in-charge of such clubs? -----

23. What other activities in the school help girls in doing well in school work?-----

24. What things do you want the guidance and counseling section to do for you which you think
can help you with your school ?-----

SECTION D: ACTIVITIES CONDUCTED BY GUIDANCE AND COUNSELING TEACHERS

25. Show by ticking [√] in the spaces provided the extent to which you strongly agree, agree not
sure, disagree or strongly disagree with the statements below.

Q25	Show by ticking [√] in the spaces provided the extent to which you agree or disagree with these statements	1.Strongly agree	2. Agree	3.Not Quite Sure	4. Disagree	5.Strongly disagree
i	When the school notices that a girl is pregnant, a report is made to the responsible teacher/ counselor					
ii	A teacher/counselor calls a girl to her office to asked if she is pregnant					
iii	The teachers take the girl to the health facility for examination					
iv	Parents/guardians are called so that the medical report is sought in collaboration with them					
v	The parents/guardians are called to the school after confirming that the girl is pregnant					
vi	Girls are told that they are entitled to go on leave as soon as they feel that they could no longer cope					
vii	The school has set a period when girls can no longer be allowed to continue with school due to pregnancy					
viii	A letter is then formally written to the parents/guardians about the pregnancy and exclusion from school					
ix	The guidance and counseling teachers knows everyone one of us who come back after giving birth					
x	The school can allow transfer request letter if a girl preferred to go to a different school afterwards					

xi	When a girl is ready she can go back to school by applying for readmission.	X 2			
xii	School admittance is not a problem, as long as a girl goes back to the same school.				
xiii	A teacher at school talk to a girl about how to take care of herself while pregnant				
xiv	The school provides the reentered girls with a safe place to talk about personal/social problems.				
xv	The school brings different organisation from the community into the school to share with all pupils on issues to do with sex				
xvi	The counseling and guidance teacher write down the information on all the reentered girls who are having personal problems to make sure they get the help they need				
xvii	The school has programs to help all girls with any problem that can interfere with their performance in school.				
xvii	Encouragement is given to all the reentered girls to select classes that will enable them perform well.				
xix	When my leave was expired the school authorities frequently called my parents to monitor and ensured that I got back to school				

THANKYOU FOR PARTICIPATING

APPENDIX 2

INTERVIEW GUIDE FOR GUIDANCE AND COUNSELING TEACHERS

Gender of the respondent: Female/Male

School: -----

1. Have you received any training in the area of guidance and counseling?
2. Have you implemented the school reentry policy?
3. How have you implemented the School reentry policy Counseling?
4. What do you see as the main role of a guidance and counselor in helping the reentered girls?
5. Do you have guidelines on how to conduct counseling and guidance in the implementation of the re-entry policy?
6. What issues in the policy guidelines are specified for the guidance and counseling sections?
7. How do you ensure that the guidelines are followed?
8. How do you find out that some girls have fallen pregnant?
9. What would you do if a girl tells you that she is pregnant?
10. How often do you conduct guidance and counseling for the girls who fall pregnant?
11. Where do you conduct your Guidance and counseling activities?
12. What other activities have you put in place to ensure that the re-entry girls are helped?
13. Do the outside organisations and NGOs come to this school to talk to the girls?
14. What issues do they talk about?
15. Do they come on their own?
16. How often do these organisations come to this school?
17. Who else in school conducts counseling sessions with the girls?
18. What do you think is the role of the school counselor in preventing teenage girls falling pregnant?
19. Have you experienced a situation where some girls drop-out from school after being reentered?
20. What could be some of the factors contributing to girl drop-out despite the being reentered?

21. What would you suggest should be done to promote the retention of the re-entry girls in the Zambian schools?
22. What strategic plan do you have in future for school counseling program for reentered girls? What is your plan for achieving this?
23. What is it that you like about working with the reentered girl students?
24. Are you available to work in the school the all the day?
25. What experiences have you had in working with reentered girls in this school?
26. What type of school counseling activities would you institute to help the high achievement of the reentered girls?
27. What innovative and new ideas would you like to employ for the school as a counselor?
28. How do you divide your time between meeting the immediate needs of the students and keeping up with the paperwork?
29. What technology applications do you see being useful in your work?
30. How do you identify that the girls reentered are from this school or not?

APPENDIX 3

INTERVIEW GUIDE FOR THE HEAD TEACHERS

Gender of the respondent: Female/Male

School:-----

1. How many girls has the school reentered in the past 5 years?
2. Have You Implemented the Reentry Policy?
3. What is your role in reinforcing the re-entry policy?
4. How do you identify the girls who are pregnant?
5. What procedures do you follow when the girl is confirmed pregnant
6. How are the girls helped when they are reentered?
7. Does the school conduct any sensitizations?
8. Who is in charge of organizing the sensitisations in school?
9. How do you ensure that the sensitizations in school are conducted?
10. What issues are discussed in in these meetings?
11. Does the school conduct counseling sessions with the reentered girls?
12. What issues are discussed?
13. How often do you conduct these sessions?
14. Where are the sessions conducted?
15. Does the school have a trained guidance and counseling teachers? How many are in school?
16. What other extra-curricular activities are the girls involved in?
17. Do you have the reentry policy document to guide the school with counseling the reentry girls?
18. What roles are outlined for the guidance and counseling teacher in ensuring the readmitted girls are helped in their school work?
19. What activities are set apart specifically for the readmitted girls to help them to stay in school?
20. What other help do you give the reentered girls apart from counseling issues?
21. Do you think the guidance and counseling is doing enough for the reentered girls?
22. What do you think is needed to be done in order to make the guidance and counseling of the reentered girls more effective?