

TITLE

'TEENAGE MOTHERS AND THEIR RE-ADMISSION INTO SCHOOLS: THE CASE OF SECONDARY SCHOOLS IN LUSAKA URBAN FROM 1997-1999'

BY

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DEDICATION

This dissertation is dedicated to my mother, Angelina Nchimunya Simwapenga, late father, Stephen Simwapenga and all my brothers and sisters. Last but not the least, I dedicate this piece of work to my husband Vitalis Shimambo Hamusonde and our children Kalongo, Luyando, Lweendo and Maluba without whose encouragement and patience this work would not have been produced.

DECLARATION

I, Beatrice Simwapenga-Hamusonde do solemnly declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or another university.

Signed: BS Hamusonde

Date: 21/05/03

ABSTRACT

APPROVAL

This dissertation by **Beatrice Simwapenga-Hamusonde** is approved as fulfilling part of the requirements for the award of the degree of Master of Arts In Gender Studies of the University of Zambia.

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ABSTRACT

In Zambia, there has been unequal participation and access of girls and boys to schooling because of various reasons one of them being a policy, which required girls who got pregnant to leave school. The policy and practice of expulsion of pregnant school girls was changed in 1997. A policy that allows the re-admission of girls who fall pregnant while schooling to return to school was introduced. This re-admission policy was introduced to promote gender equity and the advancement of girls in academic education. But many members of the public opposed this change in policy.

The major aim of this study was to examine the extent to which teenage mothers were returning to school. The study also investigated school heads' teachers', parents' and teenage mothers' awareness of the re-admission policy, their opinions of it and whether schools implemented it. Teenage mothers' socio-economic backgrounds, experiences and problems were also examined.

The study was carried out in 10 schools in Lusaka Urban District. The sample consisted of all government and mission secondary schools in Lusaka that have girls. 170 respondents provided the required information (10 heads, 50 teachers, 60 pupils, 20 parents and 30 teenage mothers).

The study established that the policy was not effectively implemented. Only 39% of the girls who left school because of pregnancy had been re-admitted to school. This was because of lack of documented guidelines and procedures, negative attitudes, socio-economic constraints, early marriages and ex-pregnant girls' fear to return to the same schools.

Based on the findings of the study, research respondents suggested these recommendations: formulation of policy implementation guidelines, publicizing of the policy to all stakeholders, implementation of the policy through transfers, keeping pregnancy records for monitoring policy impact on pregnancy, sex, HIV/AIDS, reproductive health and pregnancy prevention education, counseling and further research to investigate the issue from another perspective.

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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CSO	Central Statistics Office
FAWE	Forum for African Women Educationists
FAWEZA	Forum for African Women Educationists in Zambia
GRZ	Government of the Republic of Zambia
HIV	Human Immune-deficiency Virus
MOE	Ministry of Education
NGOs	Non-Governmental Organisations
PAGE	Programme for the Advancement of Girls' Education
PEO	Provincial Education Officer
PIS	Principal Inspector of Schools
PTA	Parents' and Teachers' Association
SPAW	Strategic Plan for the Advancement of Women
STDs	Sexual Transmitted Diseases
STIs	Sexual Transmitted Infections
T.M.	Teenage Mothers
UNICEF	United Nations International Children's Fund
WLSA	Women and Law in Southern Africa
ZARD	Zambia Association for Research and Development
ZDHS	Zambia Demographic Health Survey

CHAPTER ONE

BACKGROUND TO THE RESEARCH PROBLEM

Introduction

The Education of Girls in Zambia

One of the priority areas of concern in the 1995 Strategic Plan for the Advancement of Women (SPAW) in Zambia is girl-child education. In Zambia, like in many other Sub-Saharan African countries, women lag behind men in education. The problem of unequal access and participation of girls and boys in schooling came from the society in general, which regarded academic education for girls and women not as important as that of boys and men (Mabula and Chondoka, 1996). Girls were placed in a second position because of social and cultural beliefs and practices. The subordinate position girls and women were given was reflected in the education policy and practice which accorded boys more and better prospects. Society believed that boys were future breadwinners and heads of households while girls were to be married and be looked after by their husbands. The girl-child's limited access to education therefore meant high illiteracy rates, high poverty and unemployment levels among women, and little participation by women in decision making processes.

These practices and beliefs have been changing with time. Women's rights and social development advocates as well as individuals have been exerting pressure on policy makers to ensure that there is gender equity in education. According to the advocates, gender equity in education is the key to the creation of a gender equitable society.

Another crucial issue affecting girls' lack of education was the high rate of female school drop-outs caused by various factors some of which were exclusion from school of girls who got pregnant and early marriages imposed on girls. Girls who became pregnant while at school were immediately expelled from school until 1997, when the policy was changed.

Expulsion left the girls with little chance of returning to school. Some of the expelled girls permanently left school while others found their way back into school secretly. Expulsion plunged most girls into perpetual poverty. Boys who were responsible for pregnancies, however, were only expelled if the parents of the girls made pregnant insisted (Maimbolwa-Sinyangwe in Swainson, 1995). Maimbolwa-Sinyangwe states that boys were rarely expelled from school for making girls pregnant. At one school in Southern Province for instance, a study by Himpyali (1993) on a cohort of pupils in the period 1987-1991 revealed that a ratio of five girls to one boy were expelled from school due to pregnancy and for causing pregnancy respectively.

Tietjen (1991) cites unwanted pregnancies as a significant cause of adolescent girls' dropping-out of school in Africa. Pregnancies have contributed to the wide gender gap in the education system in Africa. The Forum for African Women Educationalists (FAWE) reported in 1995 that about 20 percent of girls who drop out of school in Africa do so due to pregnancy.

In Zambia, there have been cases of school girl dropouts due to pregnancy. Although statistics available are not significant as it is indicated in this same paragraph, it is general agreement

that school girl pregnancy is a waste that cannot be ignored. A study by Koster-Oyeken (1995), on causes and effects of unwanted pregnancies in the Western Province discovered that pregnancy is the second reason why girls left school after failing examinations. Koster-Oyeken's study took a survey of 656 women who had dropped out of school and established that 191 (29%) of the women had dropped-out of school as a result of pregnancy. In another study by Mukuka, Malungo, Masiye and Ntalasha (1995), it was found that in rural Zambia one-third of females who left school did so because of pregnancy while in urban areas one-seventh of females who left school did so because of the same factor. It was also reported by the Ministry of Education in 1996, that 1,447 girls dropped out of primary school due to pregnancy in that year. This was the equivalent of 0.20 percent of girls' enrollment in that year. At one of the secondary schools that the researcher visited in Lusaka urban, it was found that about 4.1 percent of girls dropped out of school due to pregnancy between 1990 and 1996. The number of girls who drop out due to pregnancy might be more than the number presented above because some girls just stop school without informing the school authorities of the reason.

Women's rights advocates have argued that if these girls were encouraged and supported, they would continue schooling after giving birth. But due to societal stereotyping, socio-economic constraints and gender insensitive and expulsion policies, these girls have not been returning to school. However, the wind of change of the 1980s and 1990s that hit many countries including Zambia, concerning the importance of girls' education brought about change. Conventions such as the 1979/1980 Convention on the Elimination of all forms of

Discrimination Against Women, 1989/1990 Convention on the Rights of the Child, 1990 World Declaration on Education for All and the 1995 Beijing Platform of Action put pressure on governments to support women and girls. Women's groups in Zambia through the SPAW also put pressure on the Zambian Government. In 1997, the Ministry of Education in Zambia decided to allow pregnant girls to return to school after they delivered. The then Minister of Education made a public announcement to this effect, which was followed by a circular to ministry officials and school heads which read in part:-

'Recently the Honourable Minister of Education made an important policy pronouncement concerning re-admission to school of girls who have been expelled from school on account of pregnancy. The Ministry has taken this move upon realizing that expulsion of these girls from school has had an adverse effect on retention rates for girls, have remained lower than for boys. The country has thus encountered a lot of wastage in potential human resources, notably among girls' Kasanda 1997, Ministry of Education, Circular No. 13, 1997.

Theoretical Framework

The study identified and adopted theoretical perspectives to determine not only the issues that were to be pursued but what would also be revealed through the research, Stewart (1997). The researcher was committed to certain ideologies that included firstly, the idea that education of all citizens brings about social and economic development for the nation. Secondly, the researcher identified arguments that the benefits of educating women outweigh those of educating men. Thirdly, the recognition that structural-functionalist, and socialization theories tell us that there are acceptable behaviours in certain structural settings, and that norms and values ensure that society continues to function normally. Fourthly, the researcher recognized the arguments of the critical and conflict theorists who argue that demands of social norms

and values perpetuate inequalities. Finally, the researcher recognized that government policies are usually formulated without consultations with various stakeholders consequently become difficult to implement.

Education and National Development

Governments have supported education for all its citizens because it is not only consumption but an economic good as well. There is a positive relationship between education and economic development. Academic education brings about social and economic benefits to the individual and the nation. Educated people have skills, values and knowledge, which they can use to generate wealth. They are not easy to fool as such they help improve governance by requiring accountability from those in authority. Educated people can make their own decisions concerning their health and wealth because they can read and acquire information from sources other than government. Educated people are cheaper to rule by any government. For these and other reasons, an uneducated society is not desirable by any government because it hampers both individual and national development.

Girls' Education Theorists

The girls' education theorists have argued that education is the foundation of development but as many as 36 million girls in sub-Saharan Africa are missing from school. Those who gain access face a lot of obstacles and drop out of school. FAWE and AAS-FEMED (1995), and Hartnett and Heneveld (1993) argue that while the same number of boys and girls enroll in first grade, by fourth grade, 50 % of the female students have dropped out of school. By the

end of primary school cycle, the completion rate for girls is only 34%. Only 10% of girls as compared to 36% of the boys attend secondary school. Most people including the government departments responsible for education policies recognized that girls' absence from education undermined their potential contribution to national development, FAWE and AAS-FEMED (1995). Because of this background, strategies and policies have been formulated to keep girls in school. There has also been improved investment in girls' education in many sub-Saharan African countries.

Benefits of Educating Girls

All research findings reiterate that investing on educating girls and women is the best possible investment for development. When girls are educated, the benefits to themselves and society are large and widespread thus a saying '*Educating a man is educating an individual, while educating a woman is educating a family*'. In 1992, Lawrence Summers, then vice president of the World Bank said, educating girls offers the best hope of cutting into the cycle of female deprivation. Educating girls yields a higher rate of return than any other investment available in the developing world. Education of women and girls reduces child mortality, reduces fertility, reduces maternal mortality, helps prevent the spread of HIV/AIDS, and benefits the environment. It gives women and girls more decision-making power in their families, and over their own bodies. The benefits of schooling far outweigh the costs. It is this perspective the researcher used to approach the study.

Structural –Functionalist and Socialisation Theorists

Structural-functionalist, and socialization theories inform us that there are acceptable behaviours in certain structural settings, and that norms and values ensure that society continues to function normally. Doob (1988), and Waters (1990) state that all are expected to conform and learn the approved role behaviour. Sanctions are applied to those who deviate from the norms since there are societal consequences for non-compliance. Cases such as teenage pregnancy are regarded as deviant social behaviour and accompanied by punishment such as expulsion from school, rejection from family, and relationship. No one wants to be identified with such behaviour as such those that are caught in it are stigmatized. On the part of offenders, disruption in the accepted way of behaviour often is accompanied by diminished self-esteem, a sense of uselessness and feelings of life being out of control, Doob (1988).

Critical and Conflict Theorists

The critical and conflict theorists unlike socialization counterparts argue that social norms and values perpetuate inequalities by ensuring that those in less privileged positions never see the need to question their status. Therefore, although stability is achieved, it is at the cost of gross inequality and more importantly, under-utilisation of human resources whose potentials cannot be known since no opportunities are available for them to develop these. An example is the case of a teenage mother who is expelled from school and never given another chance to explore her potential. Critical theorists would support the idea of allowing teenage mothers to go back to school and explore their full potential and probably become useful members of their community.

Government Policy Formulation

Finally, the researcher recognized the fact that when governments formulate policies, they usually do not engage other key stakeholders who may have a big role to play in the implementation of the policy and its success. All key stakeholders should be full participants in the policy formulation process. The absence of proper consultation leads to non-commitment and undermining of the policy by stakeholders. Besides, governments sometimes make policies to please the donor community who gives certain conditions before the release of money. The top-down non-participatory kind of approach in policy formulation makes it very difficult to implement the policy because stakeholders may not be agreeable to it.

Statement of the Problem

The policy that allows pregnant girls to go back to school after having their babies was put in place in 1997. The introduction of the re-admission policy aroused contradictory reactions from different sectors of society such as parents, teachers, pupils, and religious leaders. Church leaders and teachers were in the lead in attacking the government move. They asserted that the policy would encourage promiscuity among pupils. On the other hand, social development advocates, particularly women's movements, some parents and girls welcomed the move. They argued that re-admission would help to reduce gender imbalance in the education system as well as empower girls with the most needed qualifications for individual and national development (Zambia Association for Research and Development, 1997).

The negative reaction by some members of the community towards the policy indicates that it was not only the expulsion policy that made it difficult for teenage mothers to return to school but also social attitudes and beliefs. Little was known about the extent to which teenage mothers were returning to school after childbirth two years on in 1999. It was against this background that the researcher found it necessary to investigate the extent to which teenage mothers were returning to school, particularly at secondary school level, and if they were not, what prevented them from doing so. The researcher also sought to study teenage mothers' experiences and problems.

Objectives of the Study

The general objective of the study was to investigate and analyse the extent to which the re-admission policy for teenage mothers was being implemented. The study was also done with a view to establishing teenage mothers' experiences and problems and suggesting possible solutions to ensure that all those who wish to return to school might be helped to do so.

Specific Objectives

1. To examine the extent of teachers', pupils', parents', and teenage mothers' knowledge of the policy, their opinions about it, as well the extent of its implementation.
2. To find out how many girls have been pregnant and the rate of their return to school from 1997 to 1999 in a sample of co-education and single sex (girls only) government and Catholic Mission government grant-aided secondary schools.

3. To determine the relationship between socio-economic background and girls' going back to school.
4. To examine problems and experiences teenage mothers encounter at school and at home in relation to academic work and social life.

Significance of the Study

Although some studies have been done that have identified pregnancy among others as a barrier to girls' progression and retention in schools, not much has been done to analyse the situation of teenage mothers' re-admission after the introduction of the policy in Zambia.

Secondly, the findings might be useful to inform policy makers in the Ministry of Education and other interested parties on the extent of the re-admission of teenage mothers. This information can also be used to work out strategies to help all girls who leave school due to pregnancy and wish to return. The study also makes a contribution to the already existing body of knowledge on girls' education in Zambia. The study can also be used as reference for further research.

Operational Definitions of Terms

In this study, words and phrases were used with the meanings indicated below.

Boy-friend - boy or man in a sexual relationship with a girl outside marriage.

Educational level - refers to the level of formal education attained.

Government Schools - these are co-educational and girls-only secondary schools run by government.

Income Level . - the total amount of money which parents/guardians realise monthly out of their employment whether formal or informal.

Mission Schools - refer to girls-only Catholic Mission government grant aided secondary schools. Teachers in these schools come from government and are paid by government. These schools follow government regulations regarding admissions and the curriculum but there are certain differences in terms of religious values, beliefs and ethics.

Parents/Guardians - people who were keeping and responsible for meeting educational costs for a girl at the time she got pregnant.

Re-admission Policy - refers to the re-admission policy statement that was announced by government in 1997 and is contained in the circular No. 13 of 1997, which is attached as the first appendix. This policy allows re-admission to school of girls who became pregnant after they have had their babies. The words, re-entry, returning, going back, reinstated, are also used to mean re-admission.

Socio-economic status - refers to the social and economic positions of a family. Families have been categorized into three classes high, middle and low which is determined by educational level and/or income level of parents or guardians of teenage mothers who participated in the study.

Teenage Mothers - are girls who became pregnant while still schooling as well as those who were pregnant at the time of the research. The terms, girl-mothers, young-mothers, ex-pregnant girls or affected girls will also be used to refer to teenage mothers.

Organisation of Chapters

There are seven chapters after the introductory one. A critical review of literature is done in chapter two. Chapter three deals with the methods that were used in data collection and analysis. Research designs and all the procedures that were used in the study are described in this chapter. Limitations of the study and problems that were encountered in the study are also discussed in chapter three. Chapter four deals with policy awareness and its implementation followed by the participants' opinions about the re-admission policy. Chapter five deals with cases of pregnancy among school girls and the extent to which girls are returning to school. Chapter six looks at the socio-economic background of teenage mothers, which influence whether or not they return to school. Chapter seven examines problems and experiences faced by teenage mothers. Chapter eight comprises the summary of the study, conclusion and recommendations. Finally, there is a bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

This chapter looks at studies that have been conducted in Zambia as well as elsewhere on the issue of teenage school pregnancy. In their studies, scholars have identified the issue of pregnancy among other issues as a serious problem among school girls. Pregnancy has been a barrier to girls' advancement and retention in the education system. Most of the evidence found on the subject of school girl pregnancies indicates that the education sector treated pregnant girls harshly with expulsion from school, often with no chance of re-admission at all.

Many studies have discussed the extent of teenage pregnancy. Voydanoff and Donnelly (1990) in their study on adolescent sexuality and pregnancy discovered that about 11 per cent of adolescent girls become pregnant each year in the United States of America. In Africa, The Forum for African Women Educationalists (FAWE) (1995) estimated that nearly 20 per cent of girls who drop out of school do that due to pregnancy. In Zambia, the Demographic Health Survey (ZDHS) (1996) estimated that 30 per cent of teenagers aged 19 and below have had a child or are pregnant. In Lusaka District alone for instance, ZDHS found that teenagers accounted for 22 per cent of all births in 1996. This suggests that some of these girls who became pregnant were school girls because at the age of 19 and below a large number of girls in Zambia are still in school.

According to Tietjen (1991), FAWE (1995), and Ministry of Education (MOE) (1995) in Zambia, girls who became pregnant while at school in many African countries including Zambia often stopped their education because of expulsion policies. MOE asserted that the education policy discriminated against girls by expelling them when they fell pregnant. In many countries, although national policies called for the expulsion of the girl as well as the boy responsible for pregnancy, it was found that many more girls than boys get expelled from school. FAWE has asserted that when many countries realised the loss in human resource that they were incurring through expulsion practices coupled with the changing ideas about the importance of girls' education, they introduced re-admission policies.

FAWE has, however, indicated that even when re-admission policies were in place in a number of countries in Africa, relatively few teenage mothers returned to school. In Botswana, a re-admission policy has been in place since 1976, but only about 30 per cent of teenage mothers return to school annually. FAWE has attributed the problems of ineffective implementation of the policy in Botswana to lack of information on the part of some parents and pupils about the re-admission policy, limited school places and the social stigma associated with teenage school pregnancy. Bayona and Kandji-Murangi (1996) made similar observations for the Botswana experience. Parents and some teenage mothers were not aware of some formalities and regulations in the process of re-admission. Other problems associated with bringing teenage mothers back into school in the Botswana experience were the cost ineffective nature of re-admission and the diminishing impact of viewing girls as victims. In Kenya, the policy of re-admitting young mothers has been in place since 1994. Despite this

being the case, reports from some parts of the country indicated that less than 10 per cent of teenage mothers returned to school. Similarly, FAWE (1995) also found that in Cote d'Ivoire less than 30 per cent of girls went back to school after they delivered.

Odaga and Heneveld, (1995), in a review of girls' education in Sub-Saharan Africa found that in countries where re-admission policies existed, teenage mothers were not returning to school in large numbers. Having a child made it difficult for the girls to study because they could not concentrate on their studies. In some instances, girls chose not to continue with their education once they were mothers.

Odaga and Heneveld also report findings where girls who returned to school in some countries experienced problems of discrimination, mockery, harassment, violence and negative pupil and teacher attitudes. Teachers and male pupils tended to abuse the young mothers sexually. They also passed negative remarks against them. Teachers were insensitive to girls' problems. They did not support and encourage the teenage mothers in school, rather they looked at them as bad role models for the other girls. Such experiences were found to have made girls fear to attend school and eventually withdraw or if they persisted, they performed badly academically. Re-admission of teenage mothers has not been successful elsewhere due to factors identified above, a similar situation was established by this study in Zambia.

The socio-economic background of teenage mothers has also been found to influence their going back to school. Parental income and level of education determined the ability and

willingness of the family to provide school requirements for children. Voydanoff and Donnelly (1990); Chung; Kanji; Nyangura; Sampa in Cotton and Synge (1998) found that girls from income constrained families could not return to school because their families could not afford to pay school fees for them. In addition, they found that teenage mothers who came from poor families with few resources were not likely to return to school because an added member to the family meant fewer resources for the family. The same also pertained to teenage mothers with parents or guardians who had little or no education. Parents with little or no education usually have low incomes as a result they cannot afford to send their girls worse still their ex-pregnant daughters to school. These parents would rather marry their daughters off than send them back to school.

Mwansa (1997) established that poverty contributed greatly to girls' falling pregnant. He found that girls from poor families engaged themselves in sexual activities in order to raise money for their education and family up keep. These often ended up with unwanted pregnancies and consequently dropped out of school. Since the socio-economic status of girls' families has been found to have a bearing on teenage mothers' going back to school, this study sought to find out how the problem impacted on teenage mothers' return to school in Zambia.

Society has tended to regard premarital teenage pregnancies negatively. Girls who fell pregnant outside marriage and while still at school were labeled and perceived as being immoral and failures in life. Njau and Wamahiu in Cotton and Synge (1998), and Swainson

(1995) revealed that African societies looked at pre-marital pregnancies among schoolgirls with contempt. They argued that societal responses to pregnancy rather than pregnancy per se pushed girls out of school hampering their opportunities for education and career development. Njau and Wamahiu asserted that society's attitudes towards teenage pregnancies had essentially been based more often than not, on myths and moralistic grounds. They also stated that society assumed that the retention of pregnant girls or teenage mothers in school would set bad examples and negatively influence other girls to become pregnant.

Njau and Wamahiu further revealed that African cultures associated childbearing with adult status. Thus teenage mothers were viewed as 'adults' who had no business in school activities meant for 'children'. Some of the girls were pressurised into marriage which made their return to school more difficult. A study by Voydanoff and Donnelly also found that teenage mothers who were not married and lived with their parents had higher chances of re-entering school than girls who were married. In Zambia, Mabula and Chondoka (1996) also found that society regards anyone who indulges in sexual relations as an adult, and that a child with a child is no longer a child but an adult. In Mabula and Chondoka it was reported that because of the stigma which was attached to pre-marital teenage pregnancies, teenage mothers internalized negative self-images. Consequently, the young mothers either found it difficult to return to school or if they returned performed badly in their academic work. The teenage mothers lost self-confidence and esteem.

Mwansa (1995) conducted a study in Zambia in which he interviewed parents, teachers, and pupils on their views about giving teenage mothers an opportunity to return to school. He found that the respondents had contradictory views. Some pupils showed willingness to accept their friends back because they regarded them as victims of ignorance. Other pupils felt that girls who fell pregnant were not interested in school hence there was no need to re-admit them. Parents and teachers also had varying views. One view from the parents was that schools would not re-admit their children once they were mothers on the grounds that they would be difficult to control. This view was to some extent confirmed by the view from one head teacher who asserted that school was not a place for mothers and women but for girls or children. Mwansa also discovered that some parents and teachers felt that if teenage mothers were reinstated into school, others would copy their immoral conduct.

Mwansa's study was carried out before teenage mothers were officially allowed to return to school. However, his findings were similar to the responses people gave to the re-admission policy when it was finally introduced in 1997.

Zambia Association for Research and Development (ZARD) (1997) conducted a survey on the attitudes of the public about the re-admission of teenage mothers to school. The ZARD study revealed that most of the members of the public were against the move. Teachers and religious leaders were in the lead in disagreeing with the government. They argued that the move would encourage immoral behaviour among pupils. ZARD also found that some people were happy and welcomed the re-admission of teenage mothers policy. These were mainly women's rights

groups, some parents and girls. They stated that sending teenage mothers back to school would enable the girls to get educated and look after themselves in future. They further asserted that education was everyone's right and a vehicle for the empowerment of the affected girls. It transformed and liberated them from being economically and socially dependent on their families.

In another study on Zambia, by Nkatasha (1998), on factors that led to teenage pregnancies, and attitudes of people towards re-admission of teenage mothers to school, it was revealed that some parents, teachers, pupils, and religious leaders were against re-admission while others favoured it. Nkatasha's study concentrated mainly on people's attitudes and the causes of teenage pregnancies. He did not study the experiences of teenage mothers themselves and whether or not they were returning to school, which this study concentrated on. Moreover, the study by Nkatasha did not concentrate on schools but general attitudes of the public.

The studies discussed above have revealed that re-admission has had little impact in a number of countries in Sub-Saharan Africa because of various problems. This study sought to find out whether the situation was the same in Zambia. Besides, there had been no research on implementation of the policy.

Studies on Zambia had only concentrated on attitudes of the general public towards re-admission. This study was carried out in schools and focussed on teenage mothers themselves, their parents, teachers and fellow pupils.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the following topics; research design, selection of research sites and the reasons for selecting them, population, samples, sampling procedures, characteristics of the samples, research instruments, data collection as well as the limitations and problems the researcher encountered during fieldwork.

Research Design

Qualitative and quantitative research designs were used to collect primary data on the extent to which teenage mothers were returning to school, their experiences and problems. Qualitative methods, which are based on social issues, were used to find out opinions of different groups of participants about the re-admission of teenage mothers to school as well as their problems and experiences. Quantitative methods, which are statistical, were used to count participants and their responses were pooled to give simple statistical summaries.

Qualitative methods were used because the study among other things endeavoured to establish socio-economic issues that go with teenage pregnancy through in-depth interviews. Quantitative methods on the other hand were used because the study had to deal with statistics of the groups of research participants –teenage mothers, parents, teachers, head teachers and pupils. A questionnaire was used to collect quantitative data. Both methods of research (qualitative and quantitative) were, therefore, the basis for the analysis of the study.

Research Instruments

Separate research instruments (interview guides and questionnaires) were used to collect data from each group of participants (see Appendices). Teenage mothers and their parents each had their own interview schedule. Interviews were conducted with teenage mothers and their parents in order to get in-depth information on their awareness of the policy, opinions, problems and experiences of teenage mothers. Also head teachers, teachers and pupils each had their own self-administered questionnaires. These interview guides and questionnaires were semi-structured with open and closed ended questions. Open-ended questions were used to allow free expression of participants' responses. Closed-ended questions were used to standardise participants' responses. All the research instruments used in data collection are appended at the end of this dissertation.

Research Area and Sites

Lusaka Urban District was selected as a study area because of the following factors; Firstly, Lusaka, being the national capital, administrative and commercial center of Zambia, is a highly populated city. It has drawn people of various educational and economic backgrounds who are in search of jobs as a result it has multiethnic, heterogeneous, socio-economically diverse population. Therefore, it was not a problem for the researcher to find research participants from different socio-economic backgrounds. Secondly, due to the fact that Lusaka is a highly populated city, it has all the types of schools (girls only government and mission schools, co-education government day and boarding schools) that were required for the study. Thirdly, it was easier to trace teenage mothers in Lusaka because most schools are day

schools, and teenage mothers stay within the capital unlike in other towns where most schools are boarding schools and pupils come from different towns.

Another factor that strengthened the selection of Lusaka as a study area is the accessibility of different schools and residential areas of the participants. Lusaka Urban has a good transport network, which enabled the researcher to travel to various schools and residences. In some cases the researcher could even walk to residential areas of respondents, for example, to Kalingalinga and Mutendere townships which are near the University campus where the researcher was residing, and from one house to another where snowball-sampling method was used.

The research sites were all government and government grant aided mission schools. These schools comprised of co-educational and girls-only schools. Altogether there were 10 schools that participated in the study. These are Arakan, David Kaunda, Kabulonga Girls, Kamwala, Libala, Matero Girls, Munali Junior, Munali Senior, Roma Girls, and St. Mary's Girls. Arakan, David Kaunda, Kamwala, Libala, Munali Junior, and Munali Senior are government co-educational schools while Kabulonga and Matero are government girls-only schools. Roma and St. Mary's are girls only government grant aided mission schools.

Government and government grant aided mission schools were chosen for the study because these schools follow government regulations and policies, such as the policy on re-admission of teenage mothers. Secondly, the two types of schools were chosen to examine if there were

any differences regarding pregnancy incidences and re-admission rates in government and mission schools as well as between government co-educational and girls-only schools. Teachers and pupils who participated in the study were from the mentioned schools. Parents were also those whose daughters were from the participating schools.

Population

The targeted populations were in five categories. These were; 180 girls who became pregnant while schooling from 1997 to 1999 inclusive in secondary schools in Lusaka Urban District, all 180 parents/guardians of the girls who fell pregnant, and all 10 head-teachers, 448 teachers (253 male and 195 female) and 8,723 pupils (3,557 boys and 5,166 girls) of the participating schools. Pupils and teachers were put in sub-populations of female and male. The year 1997 was chosen because this is the year when the re-admission policy for teenage mothers was introduced in Zambia. The period of two years from 1997 to 1999 was chosen to establish whether or not the policy was being implemented two years down the line.

Samples

The samples for the study were taken from the five categories discussed above. The samples comprised of 30 teenage mothers, 30 parents/guardians of teenage mothers, 10 head teachers (7 females and 3 males), 50 teachers (25 females and 25 males), and 60 pupils (42 girls and 18 boys). The sample of school heads indicates that there are more females heading secondary schools in Lusaka. This is an indication that there is significant increase in female participation in education management in Zambia.

Sampling Procedures

The 30 teenage mothers were of any grade and came from the 10 schools that participated in the study. Purposive and snowball sampling methods were used to select teenage mothers. These girls were identified through consultations with school heads, class teachers, senior teachers, guidance and counseling teachers and pupils. Pupils in Grades 9 and 11 were consulted to give names, classes or residential addresses of teenage mothers. Pupils were consulted because in some cases, they know more about pregnancy cases than the school authorities. Moreover, Grade 9s and 11s were chosen because they had been in school for at least two years. The sample of teenage mothers from each school varied because only those who could be traced were interviewed. These included those who were found in schools and those who had not returned to school.

The parents/guardians of teenage were purposively selected. Teenage mothers who were interviewed provided names and addresses of their parents/guardians. Initially, 30 parents/guardians of participating teenage mothers were to be selected for the study, but only 20 participated because two girls were orphans and had no guardians, four were married, three refused to have their parents interviewed while one parent refused to be talked to. This was one of the limitations of the study.

The sample of head teachers of the 10 schools were purposively selected and interviewed by virtue of their positions.

The sample of 50 teachers (25 females and 25 males) who teach at the 10 schools that participated in the study were selected using the simple random sampling. Five teachers from each school – 2 males and 3 females or vice versa. Initially, the researcher meant to select only teachers who taught teenage mothers, but this was not possible because many teachers did not know that they were teaching teenage mothers in their classes. Simple random sampling method was used to select teachers to ensure that there was no bias in the selection and findings.

The last category was that of pupils. Grade 11 pupils were selected using simple random method, from one randomly selected class in senior schools, and Grade 9 pupils were chosen in the same manner from a junior school. Simple random sampling method was used to ensure that there was no bias in the selection of pupils and findings. These groups of pupils were selected because they had been in the schools for at least two years, thus these were expected to know what was happening there. A total of 60 pupils participated in the study, 6 pupils from each school. From each co-educational school, 3 girls and 3 boys were sampled and from girls only schools 6 girls were sampled. A total of 42 girls and 18 boys participated in the study. A summary of all respondents is in table 3.1 below.

Table 3.1 Respondents that Participated in the Study

	Population	Female	Male	Total
Head Teachers	10	7	3	10
Teachers	448	25	25	50
Pupils	8,723	42	18	60
Parents	180	13	7	20
Teenage Mothers	180	30	-	30
TOTAL	9,541	117	53	170

The table indicates that there were more female head teachers than males in Lusaka Urban District. This points to significant increase in female participation in education management in Zambia. The Ministry of Education has a deliberate policy of promoting the participation of females in education management. They have put up a policy demanding that if the head is male for instance, the deputy head must be female or vice versa.

Primary Data Collection Procedures

Primary data was collected during the months of September, October and November 1999 from all participants through interviews, questionnaires, records review and focus group discussions.

Teenage Mothers

Data from teenage mothers on their knowledge of the re-admission policy, opinions, socio-economic background, experiences and problems was obtained through interviews at home or at school. Interviews were done with teenage mothers because it is the most appropriate method of collecting in-depth information on problems and experiences adopting the grounded theory principle. All interviews were conducted at the convenience of participants

individually and privately. At school, interviews were conducted in private rooms to ensure confidentiality. Offices of senior teachers or guidance and counseling department were used for the exercise. Before interviews started, participants were ensured of total confidentiality of their names to make it possible for them to express themselves freely and share their experiences and problems.

Parents and Guardians

Parents or guardians provided the required information on their knowledge of the re-admission policy, opinions and problems teenage mothers encounter through interviews. Face to face interviews instead of self-administered questionnaires were conducted with parents because some of them could not read and write. The researcher had to read the questions and record the responses. These interviews were conducted at the participants' homes. Where both parents were found, separate interviews were done to allow free expression. Responses from the parents/guardians were indicated on the interview guide. There were more female (13) than male (7) parents and guardians interviewed because in many cases females were the ones found at home.

School Heads

Information required from school-heads was on the number of pregnancy cases, their knowledge of the re-admission policy, opinions and if the policy was being implemented in the schools. The head-teachers were first interviewed briefly then given self-administered questionnaires to complete in their own time. A brief interview was done with school heads to

verify whether what they were going to indicate in the questionnaires would be similar to their verbal and body expressions regarding re-admission of teenage mothers.

Teachers

Required information from teachers on their awareness of the re-admission policy, its implementation in their schools and their opinions was obtained through self-administered questionnaires. These teachers were given questionnaires to complete in their own time. Head teachers or their deputies assisted the researcher in the distribution of questionnaires to ensure that there was a good return of the research tools. This was done because some teachers wanted to be paid to complete a questionnaire. The teachers who wanted to be paid, argued that some researchers in the past had paid them for information they provided.

Pupils

Pupils provided information on their knowledge of the re-admission policy, their opinions about it, if the policy was being implemented as well as on cases of pregnancy in their schools. The sampled pupils were given questionnaires to complete. This exercise was done while the researcher was waiting to ensure that the responses given were theirs alone. After the questionnaire exercise, a focus group discussion was conducted to get more information. This procedure was used in all the schools that took part in the study.

Secondary Data

Secondary data on pregnancy among school girls was available in research documents already cited in the literature review chapter.

Pilot Study

A pilot study was undertaken in Kasama District at Kasama Girls before the collection of primary data. The pilot was conducted in Kasama because the researcher lived in Kasama at the time. During the time of the pilot study, the researcher had gone on short break to visit the family in Kasama then used the opportunity to test the questionnaires. The pilot study was conducted primarily to test the clarity, strengths and weaknesses of some of the items in the research instruments as well as to test whether the instruments would get the intended responses. The pilot revealed that some items in the questionnaires and interview guides were repetitive. The preliminary study was very beneficial because it exposed the researcher to practical fieldwork before the actual research.

Limitations of the Study

A study of this nature should have covered the whole country or at least included a rural sample. Limited time and limited financial resources, however, did not make it possible to conduct a big study that would cover the whole country. Only a case study of government and government grant aided secondary schools in Lusaka Urban District was done. This study's findings, therefore, may not reflect the situation pertaining to re-admission of teenage mothers through-out the country.

Another limitation was the problems the researcher encountered in trying to establish the total number of girls who became pregnant while schooling in the schools under study. Record keeping on cases of pregnancy was very poor in all schools visited. School authorities argued that it was difficult for them to know the exact number of girls that fell pregnant because most of the girls just disappeared from school secretly when they discovered that they were pregnant. Sometimes school authorities did not even know that some of the girls in their school were young mothers. However, a good number of the young mothers were traced through consultations with pupils, senior teachers, class teachers and school records so it was possible to find the required number of teenage mothers who were required for the study.

The reduction in the sample of teenage mother's parents/guardians from the expected 30 to 20 was also a limitation. Only 20 rather than 30 parents/guardians participated in the study because it was difficult to trace some, while some parents of the girls died.

The researcher is of the view that despite the above limitations, findings of the study will provide helpful and useful information to policy makers. The Ministry of Education in particular and other interested parties in general will have an idea of the extent to which teenage mothers were returning to school after giving birth, two years after the readmission policy was introduced.

CHAPTER FOUR

PARTICIPANTS' POLICY AWARENESS, IMPLEMENTATION AND OPINIONS

The purpose of this chapter is to examine the participants' knowledge of the re-admission policy, as well as the extent to which the policy was being implemented in the schools. Knowledge or lack of knowledge of the policy could have a bearing on whether or not teenage mothers went back to school. Participants' opinion about the idea of having teenage mothers back into school was analysed.

Participants' Awareness of the Re-admission Policy

All the respondents 10 school heads, 50 teachers, 60 pupils, 30 teenage mothers and 20 parents provided information on whether or not they were aware of the re-admission policy. The results on this variable showed that the majority (161 (95%)) of the participants out of 170 were aware of the policy while only nine (5%) were not aware. Results on participants' awareness of the policy are shown in table 4.1 by their category.

Table 4.1 Responses of participants on the question about policy awareness

	YES		NO		TOTAL
	Female	Male	Female	Male	
Head teachers	7	3	0	0	10
Teachers	25	24	0	1	50
Pupils	40	18	2	0	60
Parents	12	5	1	2	20
Teenage Mothers	27	-	3	-	30
TOTAL	111	50	6	3	170

Looking at the participants separately, the findings revealed that all the ten head teachers and 49 out of 50 teachers were aware of the re-entry policy. Only one male teacher claimed that he was not aware of the re-admission policy because according to him, he had not seen any written document on the same. As for pupils, 58 (97%) out of 60 were aware of the policy while only two girls (3%) were ignorant of the policy. Looking at teenage mothers, the results showed that 27 (89%) knew about the policy while three (11%) were not aware. As for the 20 parents, the findings indicated that 17 (85%) were aware of the policy and only three (15%) were not aware of the existence of the re-admission policy.

When asked how they learned about the policy the majority (80%) of head teachers said that they first learnt about it from the media, 10% from friends and the other 10% from other

means such as Provincial Education Officer (PEO), and PAGE and FAWEZA workshops. But the majority (80%) of head teachers, after learning of the policy from the media, said they were also informed through other means. One female head said she later heard of the policy from a FAWEZA workshop. Four (two females and two males) heads said the Provincial Education Officials (PEO) in Lusaka called for meetings where school heads were informed of the policy officially. The heads were shown the circular from the Ministry of Education headquarters but they were not given copies. In an interview, the Principal Inspector of Schools (PIS) in Lusaka said they could not give copies of the circular because they were still waiting for Parliament to discuss the policy. The Inspector went on to say it was up to the school heads to decide how they were going to implement the policy because there were no guidelines stipulated by policy makers to follow in the policy implementation. The mandate given to heads to decide on how to implement the policy was a serious mistake because this could bring a lot of inconsistencies in the implementation of the policy. It could be possible that some of the school heads especially those against the policy would not inform girls that fell pregnant about the policy.

All the respondents complained that the policy had not been clearly defined and explained to them. The majority of head teachers and teachers said they were not sure how they were to implement the policy because they had not seen any document outlining the policy objectives, guidelines and implementation procedures. The male teacher, who claimed not to be aware of the policy, said he had not seen any written document on the policy and the guidelines. Pupils, parents and teenage mothers were also ignorant of the formalities and procedures for re-

admission. It was not clear to them at what stage of pregnancy girls were supposed to go on leave, how long the leave was supposed to be, whether school boys responsible for pregnancy were also supposed to stay away from school and only go back at the same time with the girls. This left a gap in the policy - people who were the key players to the implementation of the policy were unaware of all the procedures. Lack of policy implementation guidelines could be a hindrance to teenage mothers' return and re-admission to school. A similar observation was made for Botswana by Bayona and Kandji-Murangi 1996 and FAWE (1995). These found that a good number of teenage mothers were not re-entering school because of lack of information on the procedures of the re-entry policy.

Re-admission Policy Implementation in Schools

On the issue of re-admission policy implementation, collected information revealed that all heads of government and government grant aided mission schools that participated in the study were implementing the policy in their schools. There were, however, differences in the manner the policy was being implemented between government and government aided mission schools. Government schools allowed teenage mothers in examination and non-examination classes to return to the same school or to go on transfer to another school if they so wished. Mission schools on the contrary were only allowing teenage mothers in examination classes to return to the same school. Those from non-examination classes were forced to go on transfer to other schools. Heads were implementing the policy because they felt obliged to do so, as the policy was a directive from government. One head teacher for instance, said if the policy were not a government directive, it would not have been

implemented in the school because the practice promotes promiscuity and would increase pregnancy cases.

Participants' Opinions about the Re-admission Policy

All the respondents were asked whether they agreed with the policy or not. The results on this variable are indicated in table 4.2.

Table 4.2: Respondents' Responses on their Opinions about the Re-admission Policy

	Agree		Disagree		No Opinion		Total
	Female	Male	Female	Male	Female	Male	
Head Teachers	5	3	2	0	0	0	10
Teachers	16	11	9	12	0	2	50
Pupils	34	14	8	3	0	1	60
Parents	9	4	2	2	2	1	20
Teenage Mothers	28	0	2	0	0	0	30
TOTAL	92	32	23	17	2	4	170

The results in table 4.2 revealed that the majority of participants 124 (73%) out of 170 were in support of the re-admission policy. Eight (80%) head teachers out of 10, 27 (54%) teachers,

48 (80%) pupils, 13 (65%) parents and 28 (93%) teenage mothers agreed with the re-admission policy. Participants not in support of the re-admission of teenage mothers were only 40 (24%) while a minority of 6 (3%) had no opinion. Out of the 40 that disagreed with the policy, two were female heads, 21 teachers, 11 pupils, four parents and two teenage mothers- these had not returned to school.

However, there were some inconsistencies in the way some heads expressed their views in the interview that was conducted before they were given questionnaires to answer. During the interviews five (50%) of the head teachers (three females and two males) indicated that they were not in support of the idea of re-admitting teenage mothers into school. The inconsistent responses of head teachers in the oral and written interviews imply that in the questionnaire they gave the researcher information that they thought that she wanted as a gender and development student. Besides, it could be that they did not want to be seen to be in opposition to government policy and the Programme for the Advancement of Girls' Education (PAGE), which was being promoted in schools at the time by the Ministry of Education.

This study established that more parents (65%), teachers (54%) and half (50%) of the school heads were in support of the idea of re-admitting teenage mothers to school. Considering the findings, we would expect teenage mothers to go back to school in large numbers. In fact one girl in the study mentioned to the researcher that her class teacher told her to return to school after giving birth. These results were different from earlier findings by ZARD (1997) where the majority (67%) of teachers and parents were against the re-admission policy.

Reasons Advanced by School Heads and Teachers against Re-admission

School heads and teachers who were not in support of re-admission of teenage mothers highlighted various reasons. These strongly emphasized that the re-admission policy would corrupt pupils' morals and encourage them to get pregnant because it assured them of a second chance to continue schooling. They went on to say that girls might tend to develop irresponsible sexual behaviour. Another argument by school heads and teachers was that when school girls get pregnant, they cease to be an efficient input- they will not graduate on time, the quality of their results may be lower due to poor concentration span, they may negatively influence others. Through out the world, repetition rates have been shown to be cost – ineffective for reasons such as maturity and indiscipline.

This group further pointed out that the policy would encourage older men to abuse girls. Moreover, they argued that a school was a place where only those interested in education were found. Heads and teachers against re-admission went on to say that re-admission would make it difficult for them to control pupils in school who would start regarding themselves as parents as well. They stressed that the policy could work well if government created a school for teenage mothers only. They further stated that a school was not meant for pupils with children who were bad role models to others. Mwansa (1995), found similar arguments. He discovered that some school head teachers and teachers were not in support of the re-admission of teenage mothers. According to Mwansa, the head teachers argued that a school was a place for 'children' not for 'adults' –meaning girls with children.

The participants might have been against the policy mainly because of social beliefs and practices. Society considered that girls who fall pregnant in schools were not supposed to mingle with others who had no experience of either being pregnant or a mother. Once girls fell pregnant, it was believed that they automatically acquired adult status and should rather be married than be taken back to school.

Reasons Advanced by School Heads and Teachers in Support of Re-admission

School heads and teachers in support of re-admission argued that the policy was progressive and must be commended. It promoted the advancement of girls and women in education and all areas of development. They strongly argued that mandating teenage mothers to return to school was the best option available to enable girls who fall pregnant complete their schooling and secure their future. Academic education they said facilitated the empowerment of girls and women economically. Graduates of the school system lived economically productive lives as a result of knowledge, values and skills learnt at school. They also pointed out that it was just fair to support and allow teenage mothers to return to school because boys who impregnated them usually continued schooling. They said re-admission would help reduce the high illiteracy rates among women in Zambia. It would also reduce the number of girls that drop out of school due to pregnancy. Moreover, they said pregnancies among school girls were usually unplanned and mistakes made due to ignorance about sexuality and preventive methods, hence girls affected should be given a second chance to complete their school education. They further said that pregnancy was normal, and it should not hinder someone

The majority (93%) of teenage mothers were positive about the policy because they were aware of its importance as it enabled them to continue their academic education. These girls said education enabled one to have an independent, secure and better future. They also said educated mothers have healthier children. They went on to say girls were not falling pregnant on purpose as no girl would want to go to school as well as minding the baby at the same time. Learning, they said was not easy when one had a child and cautioned those that had not gone through the experience to avoid sex because it was difficult to concentrate in class when one was a mother. Because teenage mothers knew the benefits of completing their schooling, it was most likely that a good number of the teenage mothers would want to go back to school if given the support. Teenage mothers, however, lamented that teachers never informed them of the policy and its procedures officially. Two teenage mothers, in fact, stated that they had not returned to school because they did not know that the policy was already in effect. One girl was denied re-admission when she tried to go back to school because the head teacher said the girl had left school without informing the school authorities that she was pregnant. The girl, however, was not aware that she had to inform the school that she was pregnant in order for them to allow her to come back after giving birth. They also raised a point that peers and teachers should accept the girls so that they can fit in and feel free to return to their former schools.

Reasons Advanced by Parents/Guardians in Support of the Re-admission Policy

The findings in table 4.2 showed that 13 (65%) of the parents and guardians were in support of the policy while four were against. The majority of the parents were for the idea that teenage

mothers should be re-admitted to school. The parents and guardians who supported and commended the policy argued that the policy was a step in the right direction because it enabled girls who fell pregnant prematurely to continue their education. Besides, they asserted that academic education brings economic benefits to families. These parents and guardians expressed happiness with the policy, as they would no longer have to take their affected girls back to school secretly. They even referred back to the expulsion policy that robbed girls of their right to education. One female parent said she fell pregnant while at school and was expelled immediately and denied the chance to complete school. Expulsion she said retarded development in Zambia because many women who would have been cornerstones of development were expelled from school. The parents further stated that previously girls who were expelled from school due to pregnancy were made to be perpetual dependants of parents and guardians or husbands.

Reasons Given by Parents/Guardians Against the Re-admission Policy

Parents or guardians who disagreed with the re-admission policy expressed the view that allowing teenage mothers to return to school would promote promiscuity among pupils. Girls would take advantage of the policy and be irresponsible in their sexual behaviour. They also said re-admission would leave the responsibility of childcare to the already over burdened women at home. Moreover these parents expressed fear that the breakdown of morals due to the policy's existence would result into some teenage mothers having more than one child while still at school. Four of these parents (all male) had even refused to send their girls back to school because they thought that the girls would fall pregnant again thus sending them back

would be a sheer waste of money. As a matter of fact the researcher discovered that among the teenage mothers who were interviewed in the study, there were two who had had two pregnancies each from the time the policy was introduced. After the first pregnancies, both of the girls had returned to school but after the second pregnancies parents refused to send them back because they thought the girls were falling pregnant deliberately. This actually indicated that sheer re-acceptance of such girls without accompanying it with counselling was inadequate because girls would not make efforts to prevent pregnancy.

The results of this study on parents and guardians' opinions about the policy differ from ZARD's findings in 1997 because while ZARD looked at opinions of parents in general, this study focused on parents and guardians of girls who fell pregnant while at school. ZARD found that the majority (67%) of parents were against the idea of re-admitting teenage mothers to school. But this study established that the majority (65%) of the parents of girls who fell pregnant while schooling were in support of the re-admission policy. Parents were in support of re-admission because they were concerned about girls' education and difficult economic times facing many families. Besides, opinions change when one's daughter is pregnant. Parents in this study were only worried that the policy might increase cases of pregnancy and risks of contracting HIV/AIDS unless pupils were educated about measures of pregnancy prevention, and practicing safe sex as well as cautioned that re-admission is not always automatic due to limited school places.

Conclusion

In this chapter, parents', pupils', school heads', teachers' and teenage mothers' knowledge of the re-admission policy, its implementation as well as their opinions about it were investigated and examined. The results revealed that the majority of the respondents (all heads, teachers, pupils, teenage mothers and parents/guardians) were aware of the policy but the problem was that there were no guidelines regarding the implementation process. The study also established that the re-admission policy was being implemented in all government and government grant aided mission schools. The only difference was that government schools were allowing teenage mothers whether in examination classes or not to return to school while mission schools were only re-admitting those in examination classes. Those in non-examination classes who wished to return were being given transfer letters to other schools.

Evidence from the collected data revealed that the majority of parents 65%, pupils 80%, teachers 54% and teenage mothers 93% were in support of the policy (see table 4.2). The majority of the respondents were in favour of the policy because they understood the importance of academic education to one's life and that many school girls do not fall pregnant willfully. On the other hand, those who were against the re-admission of teenage mothers expressed the view that the policy was going to encourage promiscuity and increase cases of pregnancy among school girls and that re-admitted girls would be bad role models to others.

CHAPTER FIVE

PREGNANCY CASES IN SCHOOLS AND THE EXTENT OF RE-ADMISSION

The main aim of this chapter is to examine the extent to which girls who fell pregnant were returning to school from the time the re-admission policy was introduced in 1997 through to 1999. This would be done firstly by establishing the recorded cases of pregnancy and comparing them with those who returned to school. In the discussion we will compare the situation in government schools with that of mission schools, as well as the situation between government single-sex schools and government co-educational schools.

Extent of Pregnancy in Schools

Table 5.1: Recorded Cases of Pregnancy Yearly

School	1997	1998	1999	TOTAL
Arakan	17	10	6	33
David Kaunda	2	1	0	3
Kabulonga Girls	6	11	14	31
Libala	5	9	7	21
Kamwala	0	3	1	4
Munali Junior	5	11	4	20
Munali Senior	4	7	5	16
Matero Girls	9	15	5	29
Roma	1	3	2	6
St. Mary's	3	5	9	17
TOTAL	52	75	53	180

**Source: School Records/Head Teachers/Guidance Teachers/Grade Teachers/Pupils/Teenage mothers through chain sampling.*

Findings of the study on cases of pregnancy in schools that participated revealed that there were 180 cases recorded from 1997 to 1999. Fifty-two (29%) cases were recorded in 1997. In the year, 1998, there were 75 (42%) cases while 53 (29%) cases were recorded in 1999.

Looking at individual schools for the period between 1997 and 1999, Arakan had the highest number of pupil pregnancies at (33) and David Kaunda had the lowest with (three) cases only.

The findings revealed that school girl pregnancy was a problem that cut across all types of schools whether government or mission, co-education or girls-only, day or boarding. This being the case, the re-admission policy was applicable to all schools regardless of type directly or indirectly through transfers.

Although the results have indicated that there were 180 cases recorded for all schools in the study in three years, the figure could be more because all the school heads indicated that some of the girls were secretly leaving school immediately they discovered that they were pregnant. The researcher, for instance, discovered four cases in the field, through chain sampling, which were not revealed by school authorities. These four were included in the table. Some pregnant girls did not want other people to know, as they believed that it was embarrassing and it would tarnish their names and those of their families. Even schools were reluctant to provide statistics for the same reasons. Heads feared that people would start shunning their schools. The underlying problem could be the negative attitude society in general had towards teenage pregnancy. Society condemned teenage school pregnancy. The girls were looked at as misfits in society. Other scholars such as Njau and Wamahiu (1994) and Cotton and Synge (1998)

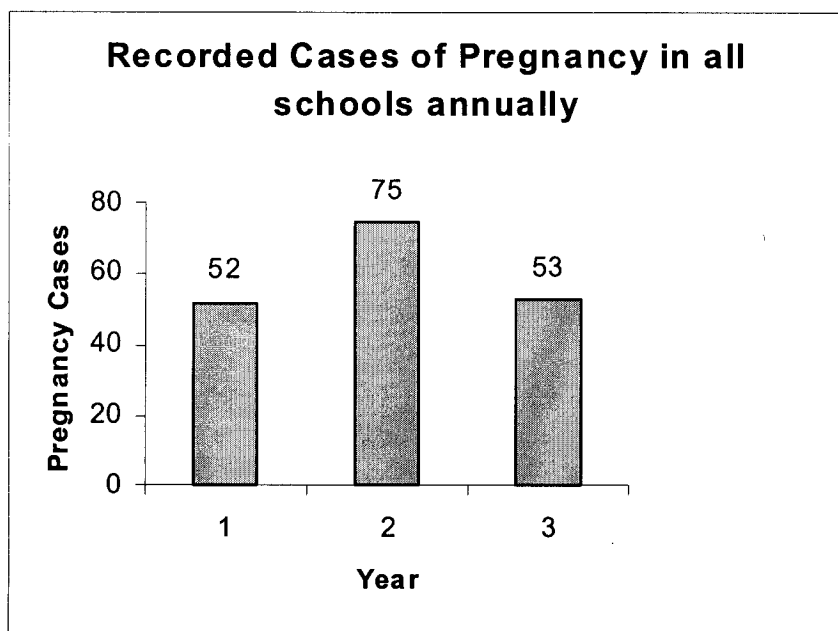
also highlighted the negative attitude of society and teachers in particular. They found that society looked at teenage pregnancies with contempt and always blamed the girls. Besides, adults never liked to be identified with girls that fell pregnant because it was shameful. To run away from shame, some parents forced girls that fell pregnant into marriage to legitimise the pregnancy.

Extent of Pregnancy in Government and Mission Schools

Looking at the situation between government co-educational and girls-only and mission schools the findings revealed that there was not much difference in terms of pregnancy cases. Many schools whether co-educational or girls-only, government or mission had quite a large number of pregnancy cases. For instance, Arakan had 33, Kabulonga 31, St. Marys 17. The reason could be that all the schools were day schools and girls were exposed to men on their way to and from school, and in their communities. Usually the majority of school girls were impregnated by older men who were already out of school (see chapter seven).

Looking at the impact of the policy on cases of pregnancy, the findings revealed that from the time the re-admission policy was introduced in 1997, pregnancy cases had not increased by a large margin. In 1997, there were 52 recorded cases of pregnancy. In 1998, the number of cases went up to 75 and reduced to 53 in 1999 (see fig 1 below). The cases went up in 1998. The increase in the cases of pregnancy in many schools led to teachers' concern that re-admission was going to accelerate the number of pregnancy cases.

Figure 1



Key

Year 1 stands for 1997

Year 2 stands for 1998

Year 3 stands for 1999

According to the girls interviewed, the decrease to 53 cases in 1999 indicates that girls realized that it was not easy to get back to school after falling pregnant. Girls that were interviewed said even with the policy being in place, it was not easy to get back to school. Attending school and taking care of a baby at the same time was very difficult. They also said it was still embarrassing to get pregnant while in school although the policy allowed them to return to school after giving birth. People should not fear that the policy might increase the number of pregnancy cases because girls know that it is not automatic that they could return to

school as some parents would withdraw sponsorship. Many girls still fell pregnant by mistake. This actually showed that the policy could probably not increase cases of pregnancy in schools and that it should be implemented to allow the few girls that get pregnant to return to school as a means to close the gender gap in academic education.

The summary of pregnancy cases and the extent to which teenage mothers have returned and not returned to school is shown in table 5.2 below.

Table 5.2. Pregnancy Cases and Teenage Mothers Returned/Not Returned

School	P/Cases	T.M. Returned				T.M. Not/Returned		TOTAL
		Same School		Transfer		F	%	
		F	%	F	%			
Arakan	33	2	6	0	0	31	94	100
David Kaunda	3	0	0	0	0	3	100	100
Kabulonga Girls	31	9	29	2	6	20	65	100
Kamwala	4	2	50	0	0	2	50	100
Libala	21	8	38	1	5	12	57	100
Matero Girls	29	17	59	0	0	12	41	100
Munali Junior	20	2	10	0	0	18	90	100
Munali Senior	16	7	44	1	6	8	50	100
Roma Girls	6	0	0	1	17	5	83	100
St. Mary's	17	8	47	9	53	0	0	100
TOTAL	180	56	31	14	8	110	61	100

The summary in table 5.2 on pregnancy cases in all schools shows that in total, there were 180 girls who fell pregnant from 1997 to 1999 in ten Lusaka secondary schools that took part in the study. Out of these 180 girls, only 56 (31%) had returned to the same schools and 14 (8%) got transfer letters to other schools. Cumulatively, only 70 (39%) out of 180 teenage mothers were re-admitted to school. Those that were not re-admitted to school were 109 (61%).

Looking at individual schools, Arakan had re-admitted only two (6%) teenage mothers out of 33 that fell pregnant in three years, 31 (94%) girls were not taken back. David Kaunda had neither re-admitted nor transferred any girl out of the three that fell pregnant in three years. It had zero percent re-admission. Kabulonga had taken back nine (29%) and transferred two (6%) out of 31 cases, 20 (65%) were not re-admitted. Kamwala had re-admitted two (50%) out of the four cases, the other two (50%) had not been re-admitted. Libala had taken back eight (38%) and transferred one (5%) out of 21 cases, 12 (57%) had not been re-admitted. Matero had re-admitted 17 (59%) out of 29 cases, 12 (41%) were not re-admitted. Munali Junior had 20 recorded cases but only re-admitted two (10%) and not re-admitted 18 (90%). Munali Senior had recorded 16 cases from which it re-admitted seven (44%), transferred one (6%) and eight (50%) were not re-admitted. Roma Girls had six cases of pregnancy but did not re-admit any back to school. Only one (17%) girl was given a transfer letter to another school while the other five (83%) were not re-admitted. St. Mary's had re-admitted eight (all grade twelve), who were just allowed to return and write examinations, and transferred all the nine girls that fell pregnant in other grades. In short St. Mary's was the only school that had 100% re-admission.

From the results, we could infer that although there were quite a lot of girls who fell pregnant in schools, these girls had not gone back to school in large numbers. This reveals that in practice the response to re-admission of teenage mothers had not been very positive. The general response towards re-admission was still below fifty percent. Problems that have led to this situation are lack of written guidelines to follow in policy implementation, early marriages, economic constraints, girls' fear of torment from peers and parents' unwillingness to send the girls back to school as is established in chapter six.

Extent of Re-admission in Government Schools

Although the practical response to re-admission in many schools was far below 50%, government girls-only and one girls-only mission school had the highest number of girls that were re-admitted to the same schools. Matero girls had 59% re-admitted teenage mothers, St. Mary's had 47% and Kabulonga Girls had thirty-five percent. These schools were also accepting teenage mothers that came with transfer letters from other schools.

Girls-only schools were re-admitting a good number of teenage mothers to the same school probably because girls in girls-only schools felt free to return. There was less teasing and harassment at these schools than at co-educational schools. The girls at the girls-only schools gave the teenage mothers the support they needed. Moreover, the study established that head teachers at these schools often counselled both the girls and their parents when pregnancies were discovered to ensure that hope for continuing schooling was not lost. The counselling that was given to the affected girls helped them a lot because it encouraged them to return to

school without having a feeling of being rejected. It also helped them maintain their positive self-image and confidence, which matter a lot for labelled and stigmatised girls. In fact, two of the girls from one of these schools expressed happiness with the positive manner the head teacher handled their cases when they fell pregnant.

Co-educational schools that had quite large numbers of pregnancies had not re-admitted a good number of teenage mothers to the same schools. According to the school heads, the girls were afraid of being harassed by their peers. They felt ashamed to return to the same schools. The heads also said the fact that there were boys in the schools may have had a direct impact on the teenage mothers' non-return to school. A school that had boys made the affected girls feel more out of place than at a girls-only school. Two of the girls that had not returned to school confirmed that boys tended to taunt girls with babies more than girls did. These said that if they had to return to school they would rather go to schools where other pupils did not know them to avoid being taunted. The other reason probably was that school authorities at these schools expressed negative attitudes towards the re-admission of teenage mothers. They argued that the government had imposed the policy on them. In fact, one head stated that if it were not a government directive he would not have re-admitted any teenage mother.

The positive self-image and confidence, which teenage mothers maintain when they were in schools for teenage mothers only, was what FAWE (1995) discovered in Botswana. FAWE found that in Botswana, at a school that had teenage mothers only, the young mothers enjoyed more freedom than those who were integrated into other schools. For instance, teenage

mothers who were re-admitted to co-educational schools experienced a lot of mockery and harassment from the boys, which made some of them pull out or get poor academic results. The trend nowadays the world over, however, was to build an inclusive education that celebrated diversity, so having teenage mothers secluded in special schools like in the case of Botswana was not a positive move, and would be very costly for a country like Zambia.

Extent of Re-admission in Mission Schools

It was found that the two mission schools in the sample handled pregnant girls and teenage mothers differently. St. Mary's was allowing girls that fell pregnant in examination classes to return and write examinations while Roma was not. St. Mary's had allowed eight (47%) girls to sit for their examinations while pregnant and transferred the nine (53%) girls who were in other grades to other schools. Actually, the policy allowed girls who become pregnant in examination classes to stay on and those with advanced pregnancies to take temporary leave before going back to write their examinations. Roma on the other hand, had not re-admitted or allowed any pregnant girl to write exams. During the study, one girl who fell pregnant in grade nine at Roma was interviewed. The girl said that she had not returned to school because the head teacher had refused to take her back. This was notwithstanding the fact that she had already paid her examination fees. This particular girl was denied a chance to write her examinations. The school as pointed out in the previous chapter, did not re-integrate teenage mothers into school because it was feared that they would influence other girls into engaging into pre-marital sex. Fear of a breakdown of morals among pupils was the major reason that

made re-admission to school of girls that became pregnant while at school not to be welcomed at Roma Girls School.

The moral compliance nature of religious organizations would be the reason why mission schools would not re-admit girls known to have been pregnant. Girls in examination classes rather than those in non-examination classes were re-admitted because they would not return to school for long periods of time and would therefore not create problems of being inappropriate role models. Those in non-examination classes if re-admitted would be in school long enough to be known by other, 'younger' girls. As much as meeting the needs of teenage mothers is important, preventing the moral corruption of those yet unaffected would be just as important to mission schools thus the reason for not allowing teenage mothers in non-examination classes to return to the same schools.

On the other hand, the head at St. Mary's had even re-admitted teenage mothers from sister schools. The school had accepted seven teenage mothers from other sister Catholic Mission schools such as Kasisi, Fatima, and others. Nevertheless, she could not disclose the names of the seven re-admitted girls from other schools to avoid tarnishing the name of the school and the girls themselves. The school heads said they were directed by the Catholic Secretariat, their Governing body, that no girls should be re-admitted to the same school, but those who wished to return should be given transfer letters to other schools. Differences may have existed between the two sister schools probably because a nun headed Roma Girls School



while a lay person headed St. Mary's school. A Catholic nun was less flexible probably due to the religious beliefs and practices the Roman Catholic Church abides by.

Comparing the results of this study to similar studies done in other countries, it was found that although this study's 39% re-admission was based on school records which were not complete, it was better than those reported by FAWE (1995) in Botswana, Cote d' Ivoire and Kenya. FAWE reported that in some parts of Kenya, only 10% of teenage mothers had returned to school. As for Cote d' Ivoire and Botswana, FAWE found that between 20% and 30% of teenage mothers were returning to school respectively. It is, however, not clear in the studies in Cote d' Ivoire and Botswana as to whether the studies were conducted in urban areas or not. The practical response towards re-admission in Zambia was relatively better than that of other countries probably because the policy was introduced at the time the need for girls' equal participation with boys in education was being actively promoted. For instance, the Programme for the Advancement of Girls' Education (PAGE) had been campaigning actively for the advancement of girls' education including teenage mothers. This was due to the influence of the 1995 Beijing Platform for Action which was translated into the Strategic Plan for the Advancement of Women in Zambia and the 1995 FAWE Consultative Conference on Adolescent Pregnancy and School Drop-outs in Sub-Sahara countries which was attended by Zambian ministry of education officials.

Conclusion

This chapter examined the extent to which girls who fell pregnant while schooling from 1997 to 1999 were returning to school after giving birth. This was done by establishing how many girls had fallen pregnant in all the schools that participated in the study and examining how many of these girls had returned to school. The study revealed that pregnancy was a problem that cut across both types of schools- government and mission as well as co-educational and girls-only. It was also established in the study that quite a big number (180) of girls had fallen pregnant but only 70(39%) returned to school. Moreover, it was also found that girls-only schools were re-admitting more teenage mothers than co-educational schools perhaps because they were committed to girls' education. The other reason could be that girls were more accommodating than boys because they feel they may also be found in a similar situation.

CHAPTER SIX

TEENAGE MOTHERS' SOCIO-ECONOMIC BACKGROUNDS

This chapter examines the socio-economic backgrounds of teenage mothers to establish whether or not they had a direct link to their return or non-return to school. This general variable was based on the categorization of people teenage mothers were staying with (parents or guardians) by their education, household income as well as areas of residence. There were 30 teenage mothers that participated in the study. Twenty (67%) of them had returned to school while 10 (33%) had not returned to school.

The first variable looks at the persons (parents/guardians) with whom teenage mothers were staying. This was done to examine whether these people had an influence on teenage mothers' return to school or vice versa. Frequency and percentage distribution of teenage mothers who returned and not returned to school and whom they were staying with are presented in table 6.1 below (see next page).

Table 6.1.**Frequency Distribution of Teenage Mothers Returned/ Not Returned to School**

Person Staying With	T.M. Returned	T.M. not Returned	Total
Both Parents	10	1	11
Mother Only	5	0	5
Father Only	0	2	2
Female Guardian	4	0	4
Male Guardian	0	2	2
Husband	1	3	4
Alone (Orphan)	0	2	2
TOTAL	20	10	30

Table 6.1 shows that 11 (37%) out of 30 teenage mothers were staying with both parents (mother and father). Five (17%) were staying with their mothers-only, two (7%) with their fathers-only, four (13%) with female guardians and two (7%) with male guardians. Four (13%) were staying with their husbands while two (7%) were orphans. These results revealed that all teenage mothers 5 (100%) from female-headed households returned to school and the majority (10 (90%)) of the teenage mothers from homes with both parents also returned to school.

The majority of teenage mothers from homes of both parents returned to school because parents might have felt obliged to send their daughters back to school. This was because in the interviews, parents said they knew that by sending their daughters back to school, they were reducing on future expenses on these girls and their children. Voydanoff and Donnelly (1991) also observed that teenage mothers who were staying with their parents were more likely to return to school than those who were staying with guardians or their own husbands. As for those teenage mothers who were coming from female-headed households, it was discovered that all of them had returned to school perhaps because female guardians are more concerned about girls' future than male guardians.

Educational Background of Parents/Guardians

Parents and guardians were asked about their highest education level attained. Table 6.2 shows the educational background of parents and guardians of teenage mothers.

Table 6.2 Parents'/ Guardian's Educational Attainment Level

Educational level	Girls Re-admitted	Girls Not Re-admitted	TOTAL
College	10	2	12
Secondary	8	1	9
Primary School	2	4	6
Nil/Not Known	0	3	3
TOTAL	20	10	30

The results in table 6.2 show that only two (10%) out of 20 teenage mothers who returned to school had parents who only went as far as primary school. Eight had parents with secondary education, 10 had at least one of the parents with college education and none with parents that had no formal education. About the 10 teenage mothers that had not returned to school, it was found that three had parents who had no formal education, four had parents who only had primary education, one had parents with secondary education, two with college education. Altogether, cumulative figures show that 18 (90%) of girls who returned to school had parents who went as far as secondary and college education compared to two (10%) of those who attained primary education and below. The cumulative figures of those girl-mothers who did not go back to school show that seven (70%) had parents who only attained primary education and below compared to three (30%) of parents who had gone as far as secondary and college level education.

The findings revealed that more teenage mothers with parents that had attained secondary and college education had returned to school than those whose parents had no or little education. Teenage mothers with parents who attained higher education could have had an advantage because their parents understood the importance and benefit of education to the girl-mothers and the family as a whole. The opposite could also have been true for those teenage mothers who did not return to school. Similarly, Voydanoff and Donnelly (1990), Mwansa (1995) argued that the educational levels of parents determine their attitudes and values which in turn influence their families' education. In fact, these arguments are largely true because the majority of parents whose daughters had returned to school took it upon themselves to go to

schools where their daughters were and find out more about the re-admission policy, which they had just heard about from the media. Probably because the parents of teenage mothers who did not return to school did not make any investigations about the re-admission policy, the result was that their daughters did not return to school. However, there were two parents with college education in the sample who had not sent their ex-pregnant daughters back to school. One had fallen pregnant twice and the parents refused to send her back to school. The other girl was being punished for falling pregnant thus not sent back to school.

Parents with little or no education could not send their daughters back to school because of lower socio-economic status. Parents could not afford both financially, socially and psychologically. As one parent put it, “ I would like to send my daughter back to school but it will not be possible because I cannot afford to buy baby’s milk and pay someone to look after the baby”. This parent also said it was believed that a girl who already had an experience with a man and fallen pregnant was most likely to fall pregnant again. He also said once pregnant, a girl was looked at as an adult who should not go back to school meant for ‘children’. It was therefore better to marry such a girl off than send her back to school to avoid further waste of money. Such expressions imply that teenage mothers from low educational background families were more likely not to return to school than girl-mothers from parents with higher educational attainment. This is because according to Kabira (1994), lower educational attainments imply the continuity of traditional and cultural practices and beliefs, which have perpetuated the marginalisation of women while higher education is instrumental in changing attitudes to traditional and cultural beliefs and practices. The point by Kabira sheds some light

on the importance of education to girls. It is a vehicle to the creation of a gender equitable society through changing the male formulated traditional values and practices.

Household Income/Areas of Residence

The household income of 1999 and areas of residence variables were examined together to establish whether or not they had any impact on the girl-mothers' return or non-return to school. These variables were combined because they were highly related. In Zambia, people with high incomes usually lived in low-density residential areas. Those that earned middle and low incomes lived in middle and high-density areas respectively. The income and areas of residence status of parents were categorised in the following manner; the high-income/low-density category with parents earning K400,000.00 or more per month, the middle-income/middle-density group were earning K 200,000.00 and above but less than K 400,000.00., the lower-income/high-density group was earning less than K 200,000.00. All the earnings were based on household average monthly incomes. Table 6.3 shows the results.

Table 6.3. Percentage Distribution of Family Incomes/Areas of Residence of Teenage Mothers who Returned/Not Returned

Parental Monthly Incomes	T.M. Returned	T.M. Not Returned
High-income/Low-density	7 (35%)	0 (0%)
Middle-income/Middle-density	10 (50%)	3 (30%)
Low-income/High-density	3 (15%)	7 (70%)
TOTAL %	20 (100%)	10 (100%)

The results in the table showed that seven (35%) of teenage mothers who had returned to school had parents who fell in the high-income/low-density group. Ten (50%) of the girl-mothers belonged to parents of the middle-income/middle-density group while the remaining three (15%) were from lower-income/High-density group. Concerning the teenage mothers who had not returned to school, the findings revealed that the majority of them, seven (70%) out of ten were from lower-income/high-density group. The remaining three (30%) were from middle-income/density backgrounds while none or zero percent were from higher income families.

The differences in income levels and areas of residence of teenage mothers' families probably had impacted on the teenage mothers' return or non-return to school. This was because from the findings, one could infer that cumulatively the majority 18 (90%) out of 20 of the young mothers who returned to school after giving birth were from middle and higher income families. Also for teenage mothers who did not go back to school, it was clear that the majority seven (70%) out of ten were from lower-income/high density backgrounds. Financial strength and problems may have impacted on the return and non-return to school of teenage mothers respectively. Those from high and middle-income background were returning to school because their parents/guardians could afford to pay a person to care for the baby and to buy baby food.

On the other hand, those girls from low-income backgrounds did not return to school because their parents/guardians could not afford to pay for help and to buy baby food. Three of the

parents, for example, confirmed after learning about the policy from the researcher that they were not going to send the girls back to school because of lack of money to buy baby's food and meet educational expenses for the mother at the same time. The other three of the parents who were interviewed said they could not send their daughters back to school because of financial difficulties. They even thought that the researcher was from a donor group and was there to help them financially to send their daughters back to school. The girls also said they could not return to school because their parents could not afford to buy baby's food. Parents in the lower income category depended on their small incomes they earned as guards, housemaids and from other petty businesses.

Ten of the girl-mothers from the low-income group said they were engaged in sexual relationships, which resulted in unwanted pregnancies, for financial gain usually with older men. Two girls for instance, were made pregnant by businesspersons one from the Middle East and the other from Mozambique. Poverty is a factor most strongly related to teenage pregnancies. The harsh effects of the structural adjustment program, which had severely reduced family incomes, affected most people in Zambia. Others were pruned and left with no income at all. FAWE (1995), Synge and Cotton (1998), also observed that many girls from lower income families were forced into relations with men for financial support but ended up with unplanned pregnancies, which made their going back to school even more difficult.

Conclusion

In this chapter, we have examined the socio-economic background of teenage mothers and their re-admission to school. The data revealed that socio-economic backgrounds of teenage mothers regarding educational level of parents, income and areas of residence were issues in teenage mothers' return or non-return. The analysis of the parents' education and income-levels /residential areas revealed that there were more (85%) teenage mothers from higher/middle socio-economic background who returned to school than those from lower socio-economic background at 15%. Similarly, the majority (70%) of those that had not returned to school were from lower socio-economic background while 30% were from higher/middle socio-economic background. Financial constraints made it difficult for these teenage mothers from poor homes to return to school. It was also found that social relations of teenage mothers to the people whom they were staying with had an influence on their re-admission or non-re-admission. Those who were staying with both parents, and in female-headed household had a greater opportunity of returning to school than others.

CHAPTER SEVEN

TEENAGE MOTHERS' EXPERIENCES AND PROBLEMS

This chapter deals with teenage mothers' problems and experiences both in social and academic life. An investigation and examination was done on their knowledge of contraceptives and other pregnancy prevention methods and social pressures both at home and at school. Interviews were conducted with teenage mothers who had returned to school and those who had not. Teenage mothers who had not returned to school were interviewed to find out reasons why they were not returning to school.

Age and Factors that Lead to Pregnancy

The researcher observed that girls who fell pregnant were in the age range of 14 to 20. The majority (78%) were in the age range of 15 to 18. There was a lot of sexual activity among these but little use of pregnancy, STIs and HIV/AIDS prevention measures. This exposed them to great risks of unwanted pregnancies and contraction of the deadly HIV/AIDS. This point came out in the interviews with the girls and other pupils. From the interviews, it was discovered that girls in this age group had very little information on reproductive health, how to control sexuality and on pregnancy prevention methods. In fact, some of those interviewed said that they doubted that by having sex, even once, they would become pregnant. These findings agreed with those of the Zambia Demographic Health Survey (ZDHS) (1996). ZDHS found that there was a lot of sexual initiation amongst adolescent girls of 16,17,18,and 19

years old, but little knowledge of contraceptive methods. Single women particularly school girls found it difficult to obtain family planning information because they were viewed suspiciously by family planning officers who saw them as promiscuous. This made the girls withdraw leading to increased pregnancy rates.

Lack of adequate information on reproductive health and methods of preventing pregnancy was the major problem. The girls blamed the adults, the school system, and medical centres for not providing the required information and services. A large number of them, 25 (84%) out of 30 girls that took part in the study, fell pregnant due to ignorance and misinformation. Only one (3%) got pregnant as a result of being raped, while four (13%) were due to miscalculations on their safe and fertile periods of their menstrual cycle. Twenty-four of the girls stated that the only information they had about pregnancy prevention was about condoms and abstinence. This, they said was learnt from friends, and the media. They went on to say that parents and schoolteachers usually only stressed on good behaviour, especially abstinence, as a way of preventing pregnancy and STIs including HIV/AIDS. In addition, they stated that when they tried to visit medical centres for family planning services, they were told that family planning services were only for adults, not school girls.

The arguments of the girls were counterchecked with those of their parents and school teachers. From the interviews that were conducted with parents and some of the teachers, it was discovered that the arguments given by the girls were true. Parents rarely communicated with their children on matters of sex and pregnancy and HIV/AIDS prevention. All the 20

parents interviewed felt that it was not proper to discuss sexual matters with children who were still young and in school. Five of them even said that it was a taboo and against tradition. They further said that if children were informed about sex and other related issues, they would want to experiment and end up with pregnancies. The majority 12 (60%) stated that they only told their daughters to abstain from sex until marriage. Five (25%) said they never said anything relating to sex to their children while only three (15%) mentioned that they communicated to their children on family planning methods. The problem is that adults are still influenced by traditional beliefs on matters of sex. They believe that it is taboo to discuss sex matters with children. Even with the advent of HIV/AIDS some parents are strongly against discussing sex with children. Some of the reasons that parents gave for not discussing sexual matters with their children, in this case daughters, are shown in table 7.2 (see next page).

Teachers, just like parents, said they were reluctant and inhibited to talk to pupils about sex and family planning methods because of traditional norms and fear of being criticised by parents. These teachers felt that if they taught pupils about sex, parents would feel they were encouraging pupils to have sex. Besides, teachers felt that if sexual matters were taught to pupils, there would be a breakdown of morals among pupils. Matters of sex, they said, were supposed to be taught in traditional circles and only when one was about to marry. They, however, indicated that change was coming in because of the advent of the deadly HIV/AIDS. In subjects like Biology and in Anti-AIDS clubs pupils were taught reproductive health and how to practice safe sex to avoid contracting the deadly HIV/AIDS.

TABLE 7.1 Some Reasons some Parents gave for not Discussing Sexual Matters

Female Parents	Male Parents
<p>Parent 5: "Sexual matters are not necessary to children who are still young. They will learn when they are mature."</p> <p>Parent 8: "Discussions about sexual relations might raise undesirable feelings in the child."</p> <p>Parent 12: "It would encourage her to have sex and end up with HIV/AIDS, STIs, or pregnancy. But now that pregnancy has already occurred I have opened up to avoid another one from occurring."</p> <p>Parent 17: " I trusted her because she was a Christian and I thought she had learnt from books. I also used to take her for counselling to learn about HIV/AIDS."</p> <p>Parent 18: "I thought it was not yet time for her to learn about sex."</p> <p>Parent 20: "I had sent her to the grandmother to learn just after she started menstruation. She was taught how to keep herself clean and how to look after and please a man in marriage".</p>	<p>Parent 1: "I find it difficult to talk about sex due to traditional and cultural limitations."</p> <p>Parent 6: "It is not proper to talk about sex with children because it is against our tradition."</p> <p>Parent 11: " It is the mother who is supposed to talk to the girls about matters of sex. As a man I cannot express myself well because it is a taboo to do so."</p> <p>Parent 13: " The mother should have done her home work. And because she did not do it, I chased her together with the girl from my home when the girl became pregnant."</p> <p>Parent 14: "Whenever there was an advert on T.V. about condoms and HIV/AIDS I used to take advantage and tell all the children in the house that if they could not abstain condoms were there to be used to avoid pregnancy, HIV/AIDS and other STIs."</p> <p>Parent 15: "Discussing sexuality with children is a taboo. As a parent I am not free to talk about it."</p>

Parents and teachers' sentiments about their reluctance to talk about sexual matters to their daughters and pupils respectively imply that they contributed to the problem of girls falling

pregnant. Many young girls were completely ignorant when they had their first sexual contacts and very often become child mothers. Ng'weno (1994), also made similar arguments. He stressed that family planning methods and contraceptives should be made available to teenagers to prevent unwanted pregnancies.

Most of the girls indicated that they tried to refuse to have sex because they were afraid of getting pregnant. However, they gave in to the demands of boy-friends due to peer pressure, fear of losing the relationship as well as financial and material support provided by the man. Some of the girls stated that they had to agree to demands for sex because it was the only way of expressing and proving their love and affection for their partners. This was an indication that girls were irresponsible and did not care much about what would happen to them. Furthermore, some of them said they had to give in because their boy-friends used to give them money for educational expenses and home use. One orphaned girl, for instance, said, “ I agreed to have sex with him due to fear of withdrawal of the financial and material support he gives me and my sister who is at a boarding school.” Similarly, another one said, “I agreed to have sex because I love the man and he gives me and my younger brother and sister money for school and home use.” This actually indicates that for the orphaned girls, poverty and lack of support are major factors in girls falling pregnant and consequently their failure to return to school. Other scholars such as Chung; Kanji; Nyangura; Sampa in Cotton and Synge (1998), made similar observations. These found that some girls from financially constrained homes found it difficult to advance in education because some ended-up with unplanned pregnancies

while others were forced by parents to leave school to pave the way for their brothers due to limited resources.

The findings revealed that many girls were forced into unprotected sex by their boy-friends. Others gave in due to economic gain. Girls have been vulnerable to unwanted pregnancies and contracting HIV/AIDS because of these factors as well as the influence of socialisation. Society did not only perceive girls as sexual objects (Mabula-Kankasa and Chondoka 1996), but also demanded that they should submit to their partners (men) in a relationship. It also required male partners to give financial and material support to their female partners in exchange for sex. Due to this, most girls tended to give in to demands of sex. The low social status of girls made it very difficult for them to negotiate safe sex and to take steps to protect themselves from STIs or HIV/AIDS infection.

Men Responsible for Girls' Pregnancies

The findings of the study revealed that much older men—"sugar daddies" (one of them was 66 years old) already in employment made the majority of girls in the study pregnant, 27 (90%) out of 30 while 3(10%) were made pregnant by fellow pupils. Teachers in fact made three (11%) of the 27 girls made pregnant by older men. Older men continued to exploit and abuse young girls with offers of money and other material resources in exchange for sex. Besides, older men tended to go for young girls probably because they believed that young girls were not infected with the deadly HIV/AIDS. Njau and Wamahiu (1994), made a similar observation. They observed that older men tended to have sexual relations with young girls

because they believed that the girls were free from HIV/AIDS infection. The assumption that young girls were not infected by HIV/AIDS was unfounded because HIV/AIDS infection cut across all ages. The tendency by older men to go for younger girls had even increased the level of infection among girls, which according to local reports was five times higher than for boys.

As for teachers, even when they knew that education practice demanded an immediate dismissal of a teacher who was found guilty of making a school girl pregnant, they went ahead and abused the young girls. It was unfortunate to find that teachers who were entrusted with the care of school children had also been found to impregnate school girls. In this study the teachers who made three (11%) of the girls pregnant actually used threats to intimidate the girls and force them into sex, but got away with it. One teacher at a certain school in this study, for instance, was reported to the head teacher for having raped and impregnated a schoolgirl but instead of firing him he was transferred to another school in a different province. This implied that teachers would continue to sexually harass and abuse school girls as they were not given any punishment. Adults with the responsibility for caring for children were the ones in the lead of abusing the children. They used their power and status to compel girls to comply, underscored with threats of violence or abandonment if they refused.

The study revealed that school boys who made school girls pregnant were not sent away from school together with the girls before going back after childbirth. The boys continue schooling while the girls go on temporary, sometimes, permanent leave. The policy statement did not mention anything about school boys that impregnate fellow pupils. In fact, in the study it was

discovered that the three school boys that impregnated school girls continued learning while the girls had to leave school.

Another major problem related to the issue of pregnancies was the behaviour of men after occurrence of pregnancy. Twenty-four (80%) of the teenage mothers complained that the men responsible for their pregnancies denied having had relationships with them and deserted them immediately pregnancies were discovered. Some of the comments made by some teenage mothers about the behaviour of men who made them pregnant are in Table 7.3. below.

Table 7.2 Some of the Comments made by some Teenage Mothers about Men who Impregnated Them .

T.M.1	“ Immediately I told him that I had missed my period, he shifted from where he used to stay to another place which I do not know.”
T.M.4.	“From the time I told him that I was pregnant, I have never seen him.”
T.M.7.	“He changed his behaviour negatively. He even denied having made me pregnant. He stopped seeing me.”
T.M.10.	“We lost contact. I just know that he now lives in Livingstone.”
T.M.13.	“He says he cannot afford to support his child because he pays for his course.”
T.M.21.	‘He is just irresponsible. He just works nearby but he does not come to see the child, provide financial or material support.’

The behaviour of men after the occurrence of pregnancy left much to be desired. It in fact this revealed the fact that men were just after using the young girls. The behaviour had negative

implications on the girls regarding financial, material and psychological support. The burden of raising and supporting the children born out of the unwanted pregnancies became the girls' and their parents'. Low-income families suffered greater consequences including failure to send teenage mothers back to school than higher-income families. In fact six out of ten teenage mothers who had not returned to school said lack of money for babys' food and to pay a nanny among others stopped them from returning to school.

The study also revealed that the girls did not only suffer the consequences of rejection from their boy friends but also faced a lot of ridicule from their families, school mates and the community. Society stigmatized and looked at school girl pregnancy as a disgrace and a great embarrassment to the family. A family lost honour and prestige. It also perceived such girls as immoral and failures. Society blamed and condemned girls that fall pregnant while still at school and unmarried. Because these girls knew society condemned school girl pregnancy and that it was an embarrassment to the family, 18 (60%) attempted to terminate the pregnancies using unconventional and dangerous methods while two (6.7%) attempted to commit suicide. These girls, however, were aware of the complications of self-induced "backstreet" abortions such as death and infertility but risked their lives in an endeavour to escape the ridicule, being labelled, stigmatised as well as maintain their reputation in the family, school and community.

Truly, when their families discovered the girls' pregnancies, a large number of them received punishment of some kind. Eight received beatings, five were chased away from home to grandmothers where they stayed until they gave birth, four were forced to marry the men

responsible for the pregnancies, three were pulled out of school and the rest were 'showered' with insults. In an interview with one of the teenage mothers, it was discovered that her parents (biological mother and step father) forced this girl out of school as a punishment for falling pregnant after she had returned. According to the girl the mother was in the lead in trying to remove her from school because she wanted to punish her for having fallen pregnant. This particular girl went and complained to Young Women Christian Association (YWCA) an organisation that supports victimised women and girls, which came in to assist by finding a place for her at a different school. Still, the mother of the girl went and informed the school authorities at this school that the girl they had accepted was a mother, who should not be allowed in school. These findings revealed that the problem of having negative attitude towards teenage pregnancies stemmed from society and had been internalized by many. The girl refused to have her mother interviewed because she thought the mother would become violent for taking the researcher there. Due to the negative attitude society exerted on teenage schoolgirl pregnancy as well as the ridicule the affected girls faced, these girls internalised low self-images and lost confidence. This had negative implications on their progress in education.

Teenage Mothers' Experiences and Problems in Relation to School Life

To establish and examine what problems and experiences teenage mothers encountered in relation to school life, interviews were conducted with the 30 teenage mothers in the study. During the interviews, issues that impacted on teenage mothers' progress and good academic performance were brought to light. Twenty-seven out of 30 said they had to stop attending lessons just after peers learnt of their pregnancies before pregnancies were even visible. This

they did because, according to them, peers tended to tease pregnant girls at school. For instance, such girls were called names such as “girl-child” referring to the Programme for the Advancement of Girls’ Education (PAGE) that was going on at the time, “mother”, “prostitute” and in certain cases some pupils would draw pictures of pregnant persons on the chalk-boards. Because of fear of taunts, 24 (80%) out of 30 of the teenage mothers interviewed indicated that they would prefer going to another school to returning to their previous schools while only three (10%) said they would not mind returning to the same schools. The remaining three (10%) said they never wanted to return to school at all because of fear of being tormented by peers and teachers. This clearly implied that almost all the girls that fell pregnant while at school felt unfit to mix freely with peers that knew their status.

This mockery culture in school and classroom had a lot of psychological repercussions on the affected girls. Mockery made these young mothers feel out of place and unwanted and so they lost their confidence and internalised negative self-images. Njau and Wamahiu (1994), made a similar observation in a Kenyan experience. Njau and Wamahiu argued that it was not pregnancy per se that pushed girls out of school but social pressures from both the school and the community. In fact, as one girl said, peers needed to understand that school pregnancies are mistakes, which anyone else was liable to make.

Apart from the mockery and ridicule teenage mothers went through, it was also discovered that there were other factors that affected their academic performance. All the teenage mothers who returned to school indicated that their academic achievement had gone down because of

their condition. Seventeen (85%) lamented that the workload at home had increased because of the babies. Before and after school time, these young mothers had to attend to household chores including taking care of their own babies. This, they said, left them with no or little time to study. In certain cases, some teenage mothers had to miss lessons in order to take their babies for under five medical check-ups or treatment. Having a child added to the workload of most young mothers, who were already overburdened with household chores as females. The findings of this study were similar to the findings of Odaga and Heneveld (1995), who found that having a child made it difficult for teenage mothers to study because they tended to have divided attention.

The aspect of counselling was also looked at in this study. Teenage mothers were asked as to whether or not they were receiving any counselling services from school counselling and guidance departments. The majority (16 out of 20) stated that they were not. School heads as well as some guidance and counseling teachers who were interviewed were also asked the same question. Eighteen out of 20 (10 heads and 10 counselling teachers) said no counselling was given to the affected girls. These teachers said this was not done because they had not thought of doing it. This showed the lack of interest school authorities had towards having teenage mothers back into school. There was actually a general exhibition of a negative attitude among teachers about allowing affected girls to return to school as indicated earlier. Lack of the provision of counselling contributed to teenage mothers' failure to maintain their positive self-images and confidence. Counselling helped a great deal in psychological problems.

Conclusion

It has been observed from the presented results that the majority 29 (97%) of the girls, fell pregnant from a girlfriend-boyfriend relationship while only one (3%) was raped. Much older men made 27 (90%) of the girls pregnant while only three 10% were impregnated by fellow pupils. Most of the girls indicated that lack of adequate information on their sexuality, menstrual cycle and contraceptive methods contributed to their falling pregnant. The blame for their ignorance was largely put on parents and schoolteachers. Another major factor was that male partners put a lot of pressure on the girls by demanding and forcing them into unprotected sex. Girls had to give in because society demands that they have to submit to males and give sex in exchange for material things. Peer pressure, fear of losing love relationships as well as financial and material gain also contributed to their agreeing to have sex. After the occurrence of pregnancy, most girls were deserted by the men responsible for pregnancy, an indication that most men lack seriousness and commitment in their relationship with young girls. Eighteen (60%) attempted to terminate the pregnancies while two (6.7%) attempted suicide to avoid the blame and ridicule from their families, schools and the community. When pregnancies were discovered many girls received various forms of punishment. Eight received beatings, five were chased away from homes to their grandmothers, three pulled out of school, four were forced into marriages and the rest insulted. Results on teenage mothers' experiences and problems in relation to school life revealed that almost all girls felt unfit and unwanted in the school and classroom immediately pregnancies were discovered. Negative utterances from peers, teachers and school authorities in terms of

disturbing references, nick names, degrading pictures of pregnant persons on chalk boards as well as disturbing comments forced them to withdraw for a while or pull out completely.

CHAPTER EIGHT

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This constitutes the final chapter of the study. Its purpose is to present a summary and conclusion of the main findings highlighted in the four chapters under Presentation and Discussion of Results. Recommendations based on the findings of the study with regard to re-admission of teenage mothers to school are made. Further research is also recommendation to examine the situation of re-admission in the whole country.

Summary and Conclusion

The general objective of the study was to examine whether or not the re-admission policy for teenage mothers was achieving the objective for which it was created in secondary schools in Lusaka Urban District two years after its introduction in 1997. Specific objectives that helped to accomplish the purpose of the whole study were; to examine the extent of head teachers, teachers, pupils, teenage mothers and their parents/guardians' awareness about the re-admission policy and their opinions about the policy. The study also found out the extent to which the policy was being implemented. In addition, the study sought to examine the extent of pregnancy in government and Catholic Mission schools, and how the two different school environments impact on teenage mother numbers and their return to school. Also the study sought to analyse the relationship between teenage mothers' socio-economic background and

their going back to school and vice-versa. The last specific objective was to examine problems and experiences teenage mothers encountered both at home and at school.

The study established that the majority of respondents (head teachers 100%, teachers 94%, pupils 80%, teenage mothers 89% and parents 85%) were aware of the policy. But there was a problem with the way the policy was publicised to the policy implementers (school authorities) and the beneficiaries (pupils, parents and teenage mothers). Most of them came to know about the policy through the media only and so they were not aware of the formalities and procedures to follow in policy implementation. Lack of dissemination of information concerning procedures, especially to the affected, had serious implications on the return of teenage mothers to school. Some of the affected girls had not re-entered school due to ignorance about the policy.

It was observed that all schools were implementing the re-admission policy. Government schools were allowing teenage mothers to return to the same school and gave those who wanted to go to other schools transfer letters. Mission schools were giving teenage mothers transfer letters. At one mission school only teenage mothers who were in examination class were allowed back to the same school. Those from other classes were transferred to other schools. Mission schools were doing this due to fear of break down of morals among school girls. All schools were implementing the policy directly or indirectly through issuance of transfer.

Even if the policy was being implemented, 50% heads and 42% teachers and 35% parents were afraid that the practice would indirectly increase pregnancy cases among school girls. The majority of pupils 80%, parents 65%, teachers 54% and teenage mothers 93%, however, were in support of the policy because it gave the affected girls an opportunity to complete their schooling and the prospect of future employment.

It was discovered in the study that pregnancy was a problem that cut across all types of schools whether government or mission, co-education or girls-only. On the overall, 180 cases of pregnancy were recorded in three years in the participating schools. The problem of pregnancy was a result of many factors such as poverty, peer pressure, pressure from elderly men who usually force girls into unprotected sex in exchange for material things or money, lack of supervision and knowledge on pregnancy prevention, all of which worked in a complex way in causing the problem. Adults were reluctant to share information about sex with adolescents. The problem was that in the Zambian context, discussing sex and related matters with 'children' was perceived as untraditional and a taboo. This perception extended to schools and family planning providers. The reluctance of adults to talk about sex with teenagers left adolescents on their own as they ventured into the experimental discovery stage of sexuality.

From the 180 girls that fell pregnant, it was found that only 70 (39%) had returned to school. Only a minority were re-admitted for various reasons, some of which were related to parents' socio-economic status (education and income levels, area of residence), inadequate

information about the policy and implementation procedures, negative attitudes on the part of some school heads and some parents. Girls from higher socio-economic background, for instance, were returning to school more than those from the low socio-economic background because their parents could afford paying helpers to take care of the babies, and buying babies' food. In certain cases like those that involved orphans, the study found that poverty had contributed to girls' exposure to sex from which unplanned pregnancies resulted. Fear of being mocked, harassed, and ridiculed by peers and teachers were also issues that discourage teenage mothers from going back to school, particularly to their former schools. Some peers and teachers tended to pass negative comments, which made the affected girls internalise negative self-image. It was clear that unless teachers and peers supported the affected girls re-admission to same schools would not succeed. Teachers and pupils played a big role in the process and they could affect re-admission positively or negatively.

It was discovered in the study that older men already in employment were the majority that caused pregnancies among school girls in the sample, but 80% of them denied responsibility and never rendered any support to the children born out of the unplanned pregnancies. The burden of caring for the baby became entirely the girl's and her parents', which added to the family expenses hence reducing the chance for the teenage mother, particularly those from low socio-economic background, to return to school.

It will not be until all factors that stand in the way of teenage mothers' returning to school are addressed that all teenage mothers will be able to return to school. Education is the key to

individual, family and national development. Girls, however, should be cautioned to avoid sex before marriage as it had a lot of implications such as unwanted pregnancy, loss of academic career and contraction of HIV/AIDS.

Recommendations

The participants in the study suggested the following recommendations about the re-admission policy for teenage mothers and to help reduce the occurrence of pregnancy among school girls and risks of contracting HIV/AIDS. The researcher also made recommendations for further research on the subject.

Publicity of the Re-admission Policy through Schools

The study established that the re-admission policy was not properly publicized. Most participants learnt about it through the media. This did not give them much information on the formalities that were to be followed. There is need therefore to publicise the policy through schools to ensure that all pupils and parents have adequate information. However, it was suggested that when informing pupils and parents about the policy, there should also be caution to pupils that re-admission was not automatic and did not make it mandatory for them to engage in pre-marital sex because sex outside marriage has other terrible consequences like contraction of HIV/AIDS.

Policy Implementation Guidelines and Procedures

It was discovered in the study that there were no guidelines issued to schools to follow in the implementation of the re-admission policy. As a result school heads did not know at what stage they were supposed to send the pregnant girls on leave and when to allow them to come back. This created a gap in the implementation process. The head teachers suggested that the Ministry of Education should come up with a document with adequate and explicit guidelines and procedures that policy implementers and beneficiaries should follow in the process of re-admitting teenage mothers to school. This would give authority to school authorities to disseminate the procedures to parents and the affected girls through Parents-Teachers Association (PTA) meetings and Open-Days (when parents visit schools to collect their children's results). It was suggested that the guidelines document should be circulated to all schools in urban and rural areas.

Policy Implementation through Transfers

The study established that teachers were afraid that re-admitting teenage mothers to school was not being progressive because ex-pregnant girls would act as bad role models to other girls. It was also found that teenage mothers were not willing to go back to their former schools because of fear of mockery from fellow pupils. This had a negative effect on re-admission. It was therefore suggested that teenage mothers who still wanted to continue schooling should be given transfer letters to other schools where they were not known both for their own sake and that of the pupils.

Schools should improve Records Keeping for easier Monitoring and Evaluation

It was discovered in the study that some cases of pregnancy were not recorded in the school records. Some of the teenage mothers were discovered through chain sampling not from school records. This made it difficult to establish the exact number of girls who fell pregnant in schools in the study period. Schools should ensure that they have the information about their pupils who fell pregnant. This will help a lot in the monitoring of pregnancy cases over the years and the evaluation of the impact on the policy on pregnancy among pupils for better interventions.

Sex / HIV/AIDS/Reproductive Health and Pregnancy prevention Education

It was established from this study that most of the girls fell pregnant due to lack of adequate knowledge on matters of sex and pregnancy prevention methods. Adults and the school system were blamed for the girls' ignorance. Girls and boys alike required comprehensive information on the functions of their bodies in reproduction, how to practice safe sex, methods of pregnancy prevention and how they could delay sexual activity. This would help prevent the occurrence of unwanted pregnancies and contraction of HIV/AIDS. It was recommended by parents and pupils that the school system should incorporate sex education, pregnancy and HIV/AIDS prevention methods in the lessons particularly extra-curricula activities such as clubs to ensure that pupils were well informed on the subject to enable them make informed decisions on matters of sex. Experts on the subject could be called to provide the required information. Parents said it was easier for the school to teach the pupils than parents teaching their children.

The study established that family planning service providers were denying teenagers contraceptives and other pregnancy prevention services because they viewed them as young people who should not be engaging in sexual activities. This made the teenagers refrain from visiting the service centers and ended up being involved in sex without any kind of protection against pregnancy. It was on this basis that girls suggested that contraceptives and knowledge of other means of pregnancy prevention should be made available to school girls. Providers of such services should not deny teenagers the services because lack of services plunges the girls into unwanted pregnancies and sexual transmitted infections.

Formation of Groups that will Focus on Adolescent Sexuality and Peer Counselling

Since adults were uncomfortable to discuss sex matters with children a situation that leaves the children vulnerable to many risks such as pregnancy, contraction of HIV/AIDS, some of the participants suggested the formation of community and school peer counselling groups that would look into adolescent's issues and equip the young with information on sexuality, family planning and HIV/AIDS to ensure that they had adequate information to make informed decisions. These groups would also provide support for each other.

Counselling Interventions in Schools

The study established that girls internalized negative self-images when they discovered that they were pregnant because of the way society looked at pregnancy outside marriage. They felt so much embarrassed that they stopped attending school immediately they realized that the peers were suspecting them of being pregnant. It was on this basis that some of the

peers were suspecting them of being pregnant. It was on this basis that some of the participants suggested that there was need to counsel such girls to help them deal with social and psychological pressure, school work and family issues that might draw them out of school. Counselling assisted a lot in instilling lost images and confidence among teenage mothers. At one school, for instance, where counseling was done just after discovering the pregnancy, many girls returned to school after giving birth.

Punishment for Teachers who Impregnant School Girls

The study established that teachers impregnated some of the girls. The punishment of dismissal should be enforced to regulate teachers' behaviour. There is need, therefore, to sensitise parents and the girls themselves so that they must report such acts of teachers to their head teachers and the Ministry of Education. These would ensure that teachers who abuse girls are punished to discourage them from having sexual relations with pupils.

Further Research

Since this study only looked at re-admission in Lusaka Urban Secondary schools, the results could not be generalized to other schools in the whole country. There was need to conduct further research to examine the situation of re-admission in the whole country focusing on both urban and rural schools, over a longer period of assumed policy knowledge and implementation. Different research methodologies could be used and different people studied, such as those whose daughters did not get pregnant, boys in boys-only schools, men responsible for making girls pregnant, family planning service providers, and many more.

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APPENDIX A

Date.....No.....

QUESTIONNAIRE FOR HEAD TEACHERS,

Study title: "Teenage Mothers and their Re-admission to School. The main aim of the study is to establish the extent to which pregnant girls are returning to school after they have had their babies, their problems and experiences.

Please Tick (✓) the appropriate response beside your answer or fill in the appropriate responses in the spaces provided.

SECTION A (SCHOOL INFORMATION AND PERSONAL BACKGROUND)

1. Name of School:
2. Type of School: (a) (1) Co-education (2) Single Sex
(b) (1) Boarding (2) Day
3. Who are running the school?
(1) Government (2) Government Aided Mission School
4. How long have you been at this school?
5. Your Position: (1) Head Teacher (2) Deputy Head
6. How long have you been in this position?
7. Your Age: (1) Less than 30 years (2) 30 - 40 years
(3) 41 - 50 years (4) 51 - 60 years
(5) Above 60 years
8. Sex: (1) Male (2) Female
9. Marital status: (1) Single (2) Married
(3) Separated (4) Divorced (5) Widowed

(6) Other:

10. Highest Education Level attained:

(1) Secondary (2) College (3) University

11. Professional qualification obtained:

Details of the Head or Deputy Head:

12. Sex of the deputy-head teacher: (1) Male (2) Female

13. Highest education level of the Deputy Head:

14. Professional qualification of the Deputy Head:

15. Details of your children and dependants:

Number of Children		Number of Dependants		Those that go to School		Completed School		Not yet in School Because Young		Dropped out of School and Reason	
Girls	Age	Boys	Age	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1		1									
2		2									
3		3									
4		4									
5		5									
6		6									

SECTION B (POLICY, EXPERIENCES, PROBLEMS)

16. (a) Do you think boys and girls have equal progression opportunities in education?

(1) Yes (2) No

(b) Explain your answer:

17. Are you aware of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies?

(1) Yes (2) No

18. If Yes, How did you get the information on the policy? (1)Media (TV, Radio, Newspaper)

(2) Ministry communicated to us (3) Other:

19. (a) Is the re-admission policy being implemented in your school?

(1) Yes (2) No

(b) If No why?

(c) If Yes, have you got information/guidelines on how girls should be re-admitted ?

(1) Yes (2) No

20. If yes, to question 19c, which year did you receive it?

21. (a) Has the information been disseminated to: (1) Teachers

(2) Counsellors (3) Pupils

(4) Parents/guardians (5) All four groups

(b) How was it done?

22. (a) Do you agree that pregnant girls should be re-admitted to school after they have had their babies?

(1) Strongly agree (2) Agree

(3) Disagree (4) Strongly disagree

(5) No opinion

(b) Give reasons for your opinion:

23. Are there incidences of pregnancy in your school?

(1) Yes (2) No

24. If Yes, how many girls became pregnant in your school in the following years?

(1) 1995: (2) 1996:

(3) 1997: (4) 1998:

(5) 1999:

25. How many girls became pregnant since October 1997 by Grade:

(1) 1997	(2) 1998	(3) 1999
Grade 12:	Grade 12:	Grade 12:
Grade 11:	Grade 11:	Grade 11:
Grade 10:	Grade 10:	Grade 10:
Grade 9:	Grade 9:	Grade 9:
Grade 8:	Grade 8:	Grade 8:

26. How many of these have come back or got transfer letters?

(1) 1997		(2) 1998	
Returned	Transfer	Returned	Transfer
Grade 12:	Grade 12:	Grade 12:	Grade 12:
Grade 11:	Grade 11:	Grade 11:	Grade 11:
Grade 10:	Grade 10:	Grade 10:	Grade 10:
Grade 9:	Grade 9:	Grade 9:	Grade 9:
Grade 8:	Grade 8:	Grade 8:	Grade 8:

(3) 1999	
Returned	Transfer
Grade 12:	Grade 12:
Grade 11:	Grade 11:
Grade 10:	Grade 10:
Grade 9:	Grade 9:
Grade 8:	Grade 8:

26. On average, how long is leave of absence(maternity leave) before girls can come back to school?.....
27. How is the performance of girls who have come back to school?
 (1) Above average (2) Average (3) Below average
28. Why do you think their performance is the way it is?.....
29. How do you find teaching these girls and controlling them?.....
30. Why?
31. Do you counsel pregnant girls or teenage mothers who are in school?
 (1) Yes (2) No
32. If some of the girls have not come back to school or got transfer letters, why?

33. Do you make follow-ups on these girls who do not come back?
 (1) Yes (2) No
34. If No, why?.....
35. Do you have any idea of what the girls who have not come back to school are doing?
 (1) Yes (2) No
36. If Yes, what are they doing?.....
37. What should be done to encourage all girls to return to school after giving birth?.....
38. Do you have counselling services in the school?
 (1) Yes (2) No
39. If Yes, who is doing it? (1) Trained counsellor
 (2) Appointed teacher (3) Other, specify:
40. Who are responsible for pregnancies? (Rank them starting with the most responsible)
 (1) Teachers (2) Fellow pupils (3) Sugar daddies (4) Rapists (5) Other,.....

41. From which background are most of the girls who fall pregnant (e.g. low income families)?

(Rank them starting with the group with the highest cases to one with the lowest)

(a) Income level of parents (1) High (2) Middle (3) Low

(b) Education level of parents (1) Tertiary (2) Secondary (3) Primary or illiterate

42. Does the policy mention anything on what to do to the boys?

(1) Yes (2) No

(b) If Yes, what is it?

43. What happens to school boys who impregnate girls?.....

44. Are pupils given any sex education? (1) Yes (2) No

45. If yes, what is discussed?

(1) Pregnancy (2) HIV/AIDS

(3) STDs (4) Safe Sex

(5) Family Planning (6) Others specify.....

46. If No, why?.....

47. Have you ever attended any gender awareness training (seminar, workshop, formal discuss(staff meeting) etc.)?

(1) Yes (2) No

48. If Yes, what have you gained out of it?

49. Has the gender training affected you in your work? (1) Yes (2) No

50. If yes how?.....

51. If no why?.....

52. Do you think the move by government to allow pregnant girls to return to school after giving birth is fair?

(1) Yes (2) No

- 53. Why?
- 54. What has been the impact of the policy on pregnancy in your school?
.....
- 55. Any other comments on re-admission of teenage mothers to school;
.....
- 56. Recommendations:

Thank you for your time and co-operation.

APPENDIX B

Date;....., No.....

INTERVIEW GUIDE FOR TEENAGE MOTHERS

SECTION A . (Background information)

1. Name
2. Age
3. Marital status.....
4. Residential area
5. District
6. Name of Parents/Guardian
7. Relationship: (1) Both Parents (2) Father
(3) Mother (4) Guardian
8. If you are living with your guardian: Sex of this person:
(1) Male (2) Female
9. Highest Educational level of the parents or guardian you are staying with (eg. Primary, Secondary, College, University or None)
 - (a) mother
 - (b) father
 - (c) guardian
10. What do your parents or guardians do? (eg. Teacher, Banker, Businessperson)
 - (a) mother
 - (b) Father
 - (c) Guardian
11. What is the income level of parents or guardian per month? (e.g K50,000.00 – K100,000.00)
 - (a) mother

(b) Father

(c) Guardian

SECTION B (Experiences and problems faced by teenage mothers)

12. School at which you were when you got pregnant.....

13. (a) Type of school, 1. co-education 2. single sex
(b) 1. boarding 2. day

14. Who are running the school? 1. Government 2. Catholic Mission

15. What grade were you doing when you got pregnant?

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

16.. What year was that? 1. 1996 2. 1997 3. 1998 4. 1999

5. Other

17. What was your first reaction when you discovered that you were pregnant?
.....

18. What was the reaction of your parents or guardian?
.....

19. Who was responsible for your pregnancy (eg fellow pupil , teacher, working person, etc)
.....

20. Did this person force you into having sex or you also agreed?

1. Forced me 2. I agreed to do it.

21. If you agreed, why?

22. What did you use to protect yourself from getting pregnant?.....

23. If you did not use any means, why?

24. (a). Do you have a live baby? 1. Yes 2. No

- (b) If No, what happened? 1. Aborted 2. Miscarried
 3. Baby died at birth (still birth) 4. Baby died
25. How old is the child?.....
26. Does the father of the child give you and the baby support? 1. Yes
 2. No
27. If yes, what type of support is it?
28. Do you have any future plans with the father of your child? 1. Yes
 2. No.
29. If yes, what plans are these?
30. If no, why
31. What are your plans as an individual?

SECTION C (Readmission policy)

32. Are you aware of the policy that allows re-admission of teenage mothers school after they have delivered? 1. Yes 2. No
33. If yes, how were you informed of this policy? (eg friends, teachers, radio, T.V, newspaper etc)
34. What do you think about the re-admission policy (a) Good (b) bad
35. Why?
36. What are the advantages of the policy to the girls?
37. What are the disadvantages of the policy?
38. (a) Have you gone back to school? 1. Yes 2. No
 (b) If No, why?
39. (a) Do you want to go back to school? 1. Yes 2. No
 (b) Why?
40. If the answer is yes to question 38, what grade are you doing now and why have you gone back to school
1. Grade.....

2 Reason

41. Are you at the school you were at when you fell pregnant? (1) Yes
(2) No

42. If not, name of the school at which you are now

43. Type of school (a) 1. Co-education 2. Single sex

(b) 1. Boarding 2. Day

44. Who are running this school? 1. Government 2. Mission
3. Private

45 (a) Do the school authorities (head, teachers) know that you have a child?

1. Yes 2. No

(b) If yes, how did they know?

(c) If No, why don't they know.....

46. How long was your leave before you returned to school after giving birth?

47. Who encouraged you to go back to school?.....

48. Who takes care of your child when you are at School?

49. Who pays your school expenses

50. What problems do you experience at home as a result of having a child?
.....

51. What problems are you facing at school as a result of having a child?
.....

52. How are you dealing with them?.....

53. How do your classmates, other pupils, friends and teachers treat you?
.....

54. (a) Which in your view is better for one, to return to previous school or go to another school?

1. Return to previous school 2. Go to a different school

(b) Why

55. (a) Did you receive any education on how to prevent pregnancy before you fell pregnant?

1. Yes 2. No

(b) If yes, why didn't you apply your knowledge to prevent pregnancy?

.....
56. Who did you receive this knowledge from?

57. Would you want to have another child in the near future? 1. Yes

2. No

58. If No, what measures are you taking now so that you do not become pregnant while still in school?

.....
59. If you were to go through this experience again what would you do differently?

.....
60. What advice can you give to other girls?.....

Thank you very much for your time and co-operation.

APPENDIX C

Date:....., No.....

INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS OF TEENAGE

MOTHERS

SECTION A

1. Name
2. Who is this girl to you? (1) Daughter (2) Dependant
3. Age: (1) Less than 30 yrs. (2) 30-40 yrs (3) 41-50 yrs
(4) 51 - 60 yrs (5) Above 60 yrs
- 4.. Sex: (1) Male (2) Female
5. Marital status: (1) Single (2) Married (3) Separated
(4) Divorced (5) Widowed
- 6.(a) Educational level attained :
(1) Primary (2) Secondary (3) College
(4) University (5) None
- (b) Education level of your partner if married .
(1) Primary (2) Secondary (3) College
(4) University (5) None
- 7.(a) Professional qualification
- (b) Professional qualifications of your partner
- 8.(a) Present occupation
- (b) Present occupation of your partner

9.(a) Income level per month

- 1. Below K50,000.00
- 2. K51,000.00 – K100,000.00
- 3. K101,000.00 – K150,000.00
- 4. K151,000.00 – K200,000.00
- 5. K201,000.00 – K250,000.00
- 6. K251,000.00 – K300,000.00
- 7. Over K300,000.00

(b) Income level of your partner

- 1. Below K50,000.00
- 2. K51,000.00 – K100,000.00
- 3. K101,000.00 – K150,000.00
- 4. K151,000.00 – K200,000.00
- 5. K201,000.00 – K250,000.00
- 6. K251,000.00 – K300,000.00
- 7. Over K300,000.00

10. Details of your children and dependants:

Names of Children				Names of Dependants				Those that go to School		Completed School		Not yet in School Because Young		Dropped out of School and Reason	
Girls	Age	Boys	Age	Girls	Age	Boys	Age	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1		1		1		1									
2		2		2		2									
3		3		3		3									
4		4		4		4									
5		5		5		5									
6		6													

11. Residential area.....

SECTION B (Experiences and Problems)

12. At what school was your daughter/dependant when she became pregnant?
.....

13. Type of school: (a) (1) Co-education (2) Single sex
(b) (1) Boarding (2) Day

14. Who are running this school? (1) Government (2) Mission
(3) Private

15. What Grade was she doing when she became pregnant?

16. What year was that? (1) 1997 (2). 1998 (3) 1999
(4) Other, specify.....

17. What was your first reaction when you discovered that your daughter/dependant was pregnant? Who was responsible for her pregnancy? (1) Fellow pupil (2) Teacher
(3) Uncle (4) Cousin (5) Rapist (6) Brother-in-law

(7) Other (specify -----)

18. Does your daughter/dependant have a live baby? (1) Yes (2) No

19. If No, what happened?

(1) Miscarried (2) Aborted

(3) Still birth (4) Baby died

20. How old is the baby? (1) 0-5 months (2) 6 – 12 months

(3) 1-1½ years (4) 1 year 7 months – 2 years.

(5) Other(specify)

21.(a) Does the father of the child give the child and the mother support?

(1) Yes (2) No

(b) If Yes, what kind of support is it?
.....

(c) If No, why?

22.(a) Are there any future plans between these two people?

1. Yes 2. No .

23. If yes, what plans are these?

(b) If no why?.....

23. Whom is this girl staying with now?

(1) Myself (2) Father of her child (3) Husband

(4) Other (specify).....

24. If not with you, why?

SECTION C (Readmission Policy)

25. Are you aware of the policy statement by government that allows re-admission of pregnant girls to school?

(1) Yes (2) No

26. If yes, how were you informed?

(1) Media (radio, Newspaper, Television)

(2) Parents Teachers Association (PTA) Meeting

(3) Friends (4) Other , specify

27. (a) What is your opinion about the re-admission of teenage mothers to school?

.....

(b) Give reasons for your answer

.....

28.(a) What are the advantages of the re-admission policy to the girl and family?

(b) Girls.....

(c) Family:.....

29. What are the disadvantages of the policy?.....

30. Has your daughter/dependant gone back to school? (1) Yes (2) No

. If no why?

32. Questions 31 to 36 are for parents/guardians whose daughter/dependants have not gone back to school.

31 Does this girl want to go back to school? (1) Yes (2) No

33.If yes, why hasn't she gone back?

.....

34.If No, why doesn't she want to go back to school?

.....

35.What is she doing ? (1) Nothing (2) Married

(3) Business (4) Other, specify

36.If she is doing nothing, do you have any future plans for her?

(1) Yes (2) No

37 If Yes, what plans are these?

.....

(Questions 38 to 50 are for parents/guardians whose daughters or dependants have gone back to school)

38.If your answer is yes, to question 34, why did you send her back to school?

.....

39. Who takes care of the child while she is at school?

40. Who is sponsoring her school expenses? (1) Myself

(2) Father of her child (3) Uncle

4. Other, specify.....

41. What Grade is she doing now?

(1) G. 8 (2) G.9 (3) G.10

(4) G.11 (5) G.12

42. Name of the school at which she is now?

.....

43. Type of school. (a) (1) Co-education (2) Single sex

(b) (1) Boarding (2) Day

44. Who are running this school ?

(1) Government (2) Catholic Mission (3) Private

45.(a) Do school authorities (headteacher, teachers) know that she has a child?

(1) Yes (2) No

(b) If yes, how? (1) This was her previous school (2) They were told

(3) Other, specify:

46. How long was her leave of absence or maternity leave before she went back to school after

giving birth?

(1) 0 – 6 months (2) 7 months – 1 year (3) 1½ to 2 years

(4) More than 2 years Other, specify.....

47. Who encouraged her to go back to school ?.....
48. How is she coping with school as well as looking after the child?.....
49. Is she happy with her return to school?.....
50. How do her school mates, other friends and teachers treat her?
51. (a) Which in your view is better for one, to go back to former school or go to another

school.

(1) former school

(2) Another school

(b) Give reasons for your answer

.....

52.(a)Did you ever teach your daughter/dependant how to prevent pregnancy?

(1) Yes

(2) No

(b) If yes, what methods did you tell her to use?

.....

(1) Abstinence

(2) Condoms

(3) Pills

(4) Traditional medicine

(5) Other, specify:

(c) If no why?.....

53.(a) In your view, is the policy a fair move by government?

(1) Yes

(2) No

(b) If yes, why

(c) If No, why

54. Any other comments on the policy and suggestions?.....

Thank you for your time and co-operation

APPENDIX D

Date:.....No:

QUESTIONNAIRE FOR TEACHERS

Study title: "Teenage Mothers and their Re-admission to School." The main aim of the study is to establish the extent to which pregnant girls are returning to school after they have had their babies, their problems and experiences.

Please Tick (✓) the appropriate response in the space provided beside your answer or fill in your response in the space provided.

SECTION A. (SCHOOL INFORMATION AND PERSONAL BACKGROUND)

1. Name of School:.....
2. Type of School: (a) 1. Co-education 2. Single Sex
(b) 1. Boarding 2. Day
3. Who are running the school?
1. Government 2. Government Aided Mission School
4. How long have you been at this School?
5. Your Position: 1. Teacher 2. Other, specify :.....
6. How long have you been in this position?
7. Your Age: 1. Less than 30 years 2. 30-40 years
3. 41 - 50 years 4. 51-60 years
5. Above 60 years
8. Sex: 1. Male 2. Female
9. Marital status: 1. Single 2. Married
3. Separated 4. Divorced
5. Widowed 6. Other, specify:.....
10. Highest Education level attained: 1. Secondary 3. University
2. College

11. Professional qualification obtained:

12. Details of your children and dependants if any:

Names of Children		Names of Dependants		Those the go to School	Those Completed School	Not in School because under age
Girls Age	Boys Age	Girls Age	Boys Age			
1	1	1	1			
2	2	2	2			
3	3	3	3			
4	4	4	4			
5	5	5	5			
6	6	6	6			
7	7	7	7			

Those that dropped out of school and reason:

Girls:

Boys:

SECTION B: (POLICY, EXPERIENCES, PROBLEMS)

13. (a) Do you think boys and girls have equal progression opportunities in education ?

1. Yes

2. No

(b) Explain your answer:

14. Are you aware of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies?

1. Yes

2. No

15. If Yes, how did you get the information on the policy?

1. Media (TV, Radio, Newspaper)

2. The Head Teacher informed us

3. Other, specify:

16. Do you agree that girls who become pregnant while schooling should be re-admitted to school after they have had their babies?

1. Strongly agree 2. Agree
3. Disagree 4. Strongly disagree
5. No opinion

17. Give reasons for your opinion:

18. What are the advantages of the re-admission policy to the girls and families?

(a) Girls:

(b) Families:

19. What are the disadvantages of the policy?

20. Are there incidences of pregnancy in your school?

1. Yes 2. No

21. If No, are there girls who have stopped school without any good reasons in your classes, if so, how many?.....

22. If Yes to question 20, have some of these girls or girls from elsewhere been re-admitted to school?

1. Yes 2. No 3. Don't know

23. If Yes, do you teach any of such girls?

1. Yes 2. No

24. If Yes, how do you find teaching and controlling these girls?

(a) Teaching:

(b) Controlling:

25. How is the performance of girls who have come back to school?

1. Above average 2. Average Below average

APPENDIX E

Date:.....No:.....

QUESTIONNAIRE FOR PUPILS

Please tick (✓) the appropriate response in the space provided beside your answer or fill in the appropriate response in the space provided.

SECTION A

1. Name of school at which you are-----
2. Type of school (a) (1). Co-education (2). Single-sex(girls only)
(b). (1). Boarding (2). Day
3. Who are running the school? (1). Government (2). Mission
4. District.....
5. Age (1) below 15 yrs (2) 15-16 yrs (3) 17-18 yrs (4). 19-20 yrs
(5). above 20 yrs
7. Grade (1). 8 (2). 9 (3). 10 (4). 11 (5). 12
8. Sex (1). Male (2). Female
9. Where do you stay (Residential Area)?.....
10. Indicate whether it is (1). Urban (2). Rural
11. How many are you in the family? (1). Girls..... (2). Boys.....
12. Your position in the family (e.g. first born, etc,).....
13. Whom are you staying with?
(I) Mother (4). Guardian.....

(2) father

(3). Both parents.....

14. If it is a guardian , sex of this person, (1). Male..... (2). Female.....

15. Parents or guardian's highest education level (e.g. primary, secondary, college, university, none)

(1). Mother.....

(2). Father.....

(3). guardian.....

16. What is the occupation of your parents or guardian (e.g. teacher, secretary , business-person, farmer, etc)?.....

17. Income level of parents or guardian

(1). Below K50,000.00

(2). K 51,000.00- K100,000.00

(3). K 101,000.00- K150,000.00

(4). K 151,000.00- K200,000.00

(5) K201,000.00- K 250,000,00

(6). K251,000.00- K300,000.00

(7). Above K300,000.00

(1). Mother.....

(2). Father.....

(3). Guardian.....

SECTION B (policy and views)

18. Are you aware of the policy that allows re-admission of pregnant girls/teenage mothers to school? (1) Yes { } (2) No { }

19. If Yes, Who informed you about the re-admission policy?

- | | |
|---------------------------------------|----------------------------|
| (1) Media (TV, Radio, Newspaper) { } | (2) School Headteacher { } |
| (3) Class Teacher { } | (4) Friends { } |
| (5). parents () | (6) Other, specify ----- |

20. What is your opinion about the policy?.....

21. Do you agree that girls who become pregnant while schooling should be re-admitted to school after they have given birth?

- | | |
|-----------------------------|----------------------|
| (1). Strongly Agree..... | (4). Disagree..... |
| (2). Agree..... | (5). No Opinion..... |
| (3). Strongly Disagree..... | |

22. Give reasons for your answer -----

23. In your own view, do you think the policy is beneficial to the girls?

- | | |
|-------------|------------|
| (1) Yes { } | (2) No { } |
|-------------|------------|

24. What are the advantages of the re-admission policy?.....

25. What are the disadvantages of the re-admission policy?.....

26. Are there any pregnant girls or those that have come back after giving birth in your school or class? (1) Yes { } (2) No { }

27. If yes, how do you treat her or them?

(1) Like any other pupil (same as others pupil) () (2) Differently ()

28. Why do you treat them the way you do?.....

29. Are these girls happy that they have returned to school?

(1) Yes (2) No (3) I don't know

30. If Yes, why?.....

30. If NO, why?.....

31. How do teachers treat them ?.....

32. How is their relationship with other pupils?

33. How is their performance in class?

(1). Above Average (2) Average (3) Below average (4) I don't know

34. What do you think is better for one to do?

(1) To return to same school (2) To go to a different school

35. Give reasons for your opinion.....

QUESTIONS 36- 39 ARE FOR GIRLS ONLY

36. Do you have a boy-friend whom you have sex with? (1) Yes (2) NO

37. If Yes, what measures are you taking so that you do not become pregnant?.....

38. If you became pregnant while schooling, would you go back to school or not?

(1) Go back to SAME school (2) Go back to a DIFFERENT school

(3) Don't go back to school

39. Give reasons for your response to Q.38.....

QUESTIONS 40 - 47 FOR BOYS ONLY

40. Do you have a girl-friend who is a school girl? (1) Yes (2) NO

41. If Yes, what measures are you taking so that your girl-friend does not become pregnant?.....
42. IF your girl-friend became pregnant, would she go back to school after giving birth?
 (1) YES (2) NO (3) I DON'T KNOW
43. If your response is NO, why.....
44. If YES to 42, why?.....
45. Would you also get leave so that you can go back to school at the same time with your girl-friend? (1) YES (2) NO (3) I DON'T KNOW
46. Give reasons for your answer.....
47. Who would be looking after the baby while she is at school?.....
48. Are pupils in the school aware of the re-admission policy?
 (1) Yes (2) No (3) I don't know
49. If Yes, how have they received it?.....
50. Are your parents or guardian aware of the re-admission policy?
 (1) Yes (2) No (3) I don't know
51. If yes, what are their comments about it?.....
52. What has been the impact of the re-admission policy on pregnancy in your school?
 (1) Pregnancy cases have increased (2) No difference (3) I don't know
51. Any other comments on the re-admission policy?.....
- 52.Recommendations.....

Thank you for your time and cooperation.

APPENDIX F
Re-admission Policy Circular

All communications should be addressed to
to the Permanent Secretary to the Ministry
of Education and not to any individual by name

Telephone: 250855/251293/251315
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12 OCT 1997

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

P.O. BOX 50093
LUSAKA

Secretary

Please on 3rd copy file

ME/101/1/208 CONF.

October 23, 1997

ALL: PROVINCIAL EDUCATION OFFICERS
DISTRICT EDUCATION OFFICERS
HEADS OF SCHOOLS

CIRCULAR NO. 13 OF 1997

RE: RE-ADMISSION OF GIRLS WHO LEAVE SCHOOL DUE TO PREGNANCY

Recently the Honourable Minister of Education made an important policy pronouncement concerning re-admission to school of girls who have been expelled from school on account of pregnancy.

The Ministry has taken this move upon realising that expulsion of these girls from school has had an adverse effect on retention rates for girls which have remained lower than for boys. The country has thus encountered a lot of wastage in potential human resources, notably among girls.

The full modalities of implementing this new policy should be worked out by each Provincial Education Officer. However, the following guidelines should be followed:-

- (i) Girls who had already registered for grades 7, 9 and 12 examinations at the time of leaving school should be allowed to take the 1997 examinations;
- (ii) Girls who were in non-examination grades should be allowed to return to school unconditionally to continue where they had left off;
- (iii) Where the girls' period of absence has been too long for them to catch up with the rest of the class, they should be allowed to start the same grade at the beginning of the next academic year.

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