

**RELEVANCE OF COUNSELLING SERVICES PROVIDED
TO RE-ENTERED PUPILS IN SELECTED SECONDARY
SCHOOLS IN LUSAKA DISTRICT, ZAMBIA**

**BY
MWAKA ZIWA**

**A dissertation submitted in partial fulfilment of the requirements for the
award of the degree of Master of Education in Guidance and Counselling
of the University of Zambia**

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DECLARATION

I, **Ziwa Mwaka**, hereby declare that the work herein is my own, and that all the works of other persons used have been duly acknowledged, and that the work has not been presented at this University or indeed another institution other than that for which I am now a candidate.

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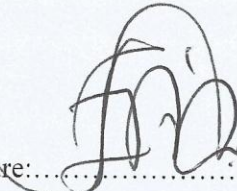
CERTIFICATE OF APPROVAL

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DEDICATION

To my beloved mother, Dr. J.L. Ilubala-Ziwa, my late father Mr. Stephen Ziwa and my daughters Thabo and Thabiso Ndafikumbwa.

Mom, your encouragement and full support is worth a thousand words of appreciation. You believed in me and kept pushing me to work hard and forge ahead. Dad, though departed, your wisdom, love and belief in pursuit of academic excellence are fondly remembered.

To my daughters Thabiso and Thabo Ndafikumbwa, true to the meaning of your names, you bring joy and happiness in my life. I am grateful for your patience and support during my pursuit of this course. I will forever endeavor to make you proud.

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ABSTRACT

The purpose of the study was to investigate how relevant the counselling services offered to re-entered pupils in four selected secondary schools of Lusaka District have been. Sixteen (16) re-entered pupils and four (4) school counsellors participated in the study.

The study employed the Phenomenological research design as the researcher relied heavily on the participants' own perspectives in order to describe the phenomena under study. Through the use of qualitative methods of data collection (interviews and observation) and thematic analysis, it was found that despite re-entered pupils in public secondary schools in Lusaka district having a number of counselling needs which ranged from emotional, financial and psychological, the counselling services offered to them were appreciated and were relevant. It was observed that without relevant counselling services, most re-entered pupils would fail to continue being in school and the benefits of the re-entry policy may not be realized in Zambia. Concerning the type of counselling services provided to the re-entered pupils, the study revealed that all the four secondary schools under study were providing individual and group counselling in which social, educational, guidance and career counselling services were provided even to their parents or guardians. The study also established that school counsellors played a pivotal role in addressing the numerous challenges that re-entered pupils faced, such as offering rehabilitation counselling and carrying out house visitations to the parents of re-entered pupils in order to keep them in school.

It was observed, however, that the number of school counselors was not adequate to cater for the day-to-day teaching responsibilities, provide guidance and counseling services in schools and do home visitations to support the re-entered pupils and their parents. Based on the study findings, it was recommended that guidance and counselling should be taught to all student teachers from all the higher learning institutions in order that as they graduate, they have skills in various guidance and counseling services. Sensitization by the Ministry of General Education and other stakeholders on the re-entry policy and support for re-entered pupils should also be intensified. Further, teachers trained in guidance and counseling should be deployed in public secondary schools by the Ministry of General Education and relevant materials useful in the area of re-entry should be distributed.

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF APPENDICES	xi
ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Chapter Overview	1
1.2 Background of the study.....	1
1.3 Statement of the problem.....	4
1.4 Purpose of the study	4
1.5 Research objectives	5
1.6 Research questions	5
1.7 Scope of the study.....	5
1.8 Significance of the study	5
1.9 Theoretical Framework.....	6
1.10 Definition of Key Terms.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Chapter Overview	8
2.2 School Counselling Services in Africa.....	8
2.3 School Counselling Services in Zambia.....	11
2.4 Counselling Needs of Re-entered Pupils in Schools	13
2.5 Types of Counselling Services Provided to Pupils who are Re-entered into School	16
2.6 Appreciation of Counselling Services Provided to Re-entered Pupils	20
2.7 Role of School Counsellors in Mitigating the Challenges faced by Re-entered Pupils	23
2.8 Summary and knowledge gap identified	27

CHAPTER THREE	28
RESEARCH METHODOLOGY	28
3.1 Chapter Overview.....	28
3.2 Methodology.....	28
3.3 Research design	29
3.4 Study Population.....	29
3.5. Sample and Sample size	30
3.6 Sample Characteristics	30
3.6.1 Inclusion criteria.....	30
3.6.2 Exclusion criteria.....	30
3.7 Sampling Procedure.....	31
3.8 Data Collection Instruments	31
3.8.1 Interview Schedule Guide	31
3.8.2 Non-participant Observation Guide	31
3.9 Data Collection Procedure.....	32
3.10 Data Analysis.....	32
3.11 Ethical considerations.....	32
3.12 Chapter Summary	33
CHAPTER FOUR	34
PRESENTATION OF THE FINDINGS	34
4.1 Chapter Overview	34
4.2 Counselling Needs of Re-entered Pupils	34
4.2.1 Balancing Motherhood and Schooling.....	34
4.2.2 Negative Remarks	36
4.2.3 Financial Constraints.....	37
4.2.4 Emotional and Psychological Instability.....	39
4.3 Types of Counselling Services Provided to the Re-entered Pupils	40
4.3.1 Group and Individual Counselling	41
4.3.2 Rehabilitation and Psychosocial Counselling	42
4.3.3 Guidance and Career Counselling.....	43
4.4 Appreciation of Counselling Services Provided to Re-entered Pupils	44
4.4.1 Focus on Academic Work.....	44

4.4.2 Motivation to Stay in School.....	45
4.4.3 Modification of Behaviour	46
4.5 Role Played by School Counsellors in Mitigating Challenges faced by Re-entered Pupils	47
4.5.1 Offering Encouragement	47
4.5.2 Giving Encouragement and Guidance.....	48
4.5.3 Sensitizing Within and Outside the School Environment.....	49
4.6 Chapter Summary	51
CHAPTER FIVE	52
DISCUSSION OF FINDINGS.....	52
5.1 Introduction	52
5.2 Counselling needs of re-entered pupils in secondary schools in Lusaka district	52
5.2.1 Balancing Motherhood and Education.....	52
5.2.2 Negative Remarks	54
5.2.3 Financial Constraints.....	55
5.2.4 Emotional and Psychological Instability.....	56
5.3 Types of counselling services provided to re-entered pupils in secondary schools in Lusaka district.....	56
5.3.1 Group and Individual Counselling	56
5.3.2 Rehabilitation and Psychosocial Counselling	57
5.3.3 Guidance and Career Counselling.....	58
5.4 Whether counselling services provided to re-entered pupils in secondary schools in Lusaka district been appreciated.	59
5.4.1 Focus on Academic Work.....	59
5.4.2 Ability to Stay in School	59
5.4.3 Modification of Behaviour	60
5.5 Role of school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district	60
5.5.1 Giving Encouragement and Guidance.....	60
5.5.2 Supervising and Being Supportive.....	61
5.5.3 Sensitization Within and Outside the School Environment	61
5.6 Chapter Summary	62
CHAPTER SIX	63
CONCLUSION AND RECOMMENDATIONS.....	63

6.1 Chapter overview.....	63
6.2 Conclusion.....	63
6.3 Recommendations	64
6.4 Suggestions for Further Research.....	65
REFERENCES	66
APPENDICES	71

LIST OF APPENDICES

Appendix I: Consent Form	71
Appendix II: Interview Guide for Pupils	72
Appendix III: Interview Guide for School Counsellors	73
Appendix IV: Observation Checklist	74

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DHS	Demographic and Health Survey
FAWE	Forum for African Women Educationalists
HIV	Human Immunodeficiency Virus
G & C	Guidance and Counselling
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NGO	Non-Governmental Organizations
MDG	Millennium Development Goals
REP	Re-entry Policy
SRH	Sexual and Reproductive Health

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter brings out the introductory information of the study. It gives the background of the study, the statement of the problem, the purpose of the study, research objectives and questions. Further, the significance of the study is discussed, delimitations are brought out, the theoretical framework, and definition of key terms.

1.2 Background of the study

Education is one of the fundamental human rights, as it plays an important role in the social and economic development of any country. This is evidenced by the numerous international human rights instruments, such as the 1948 Universal Declaration of Human Rights, the 1976 International Convention on Economic, Social and Cultural Rights, the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1989 Convention on the Rights of the Child. These instruments specify that gender inequalities in education should be eliminated, wherever they exist (Nkoshala et al., 2013). In sub-Saharan Africa and other developing countries, girls and women are losing the battle for equal access to secondary education. In South Africa, for example, 61 percent of the uneducated adult population are women (Chigona and Chetty, 2007). Despite the substantial progress made through the numerous international instruments, girls remain over-represented among the many children who are out-of school. The 2010 Education For All (EFA) Global Monitoring Report (GMR) indicates that of an estimated 72 million out-of school children, 54% of them are girls (UNESCO, 2010). In many developing countries, teenage pregnancy has been one of the major hindrances to the educational success of girls. In a study about the battle for equal access to education, Meena (2001) blames governments of the sub-Saharan countries for making little effort to eliminate the discrepancies in the area of access to secondary education for girls. One way in which girls are denied access is when they fall pregnant and when they become teen mothers.

Mokgalabone (1996) maintains that pregnancy is among the most serious causes of school disruption among young girls, especially at the secondary school level. In most cases, the birth of a child usually marks the end of schooling for young- mothers. However, the importance of girl-

child education cannot be overemphasised even though girls face different challenges in educational participation. Pregnant schoolgirls and young-mother learners in school face unique challenges in ensuring that their new mothering roles and identities do not translate into premature exit from formal education. Evidence from the Demographic and Health Surveys (DHS, 2008) points to the fact that early child bearing remains pervasive in developing countries, as it continues to constrain girls and young women from participating in education.

In Zambia, the girl-child education campaign started about 1996, soon after the Fourth World Conference on Women held in Beijing in 1995. A situational analysis of Zambia's total population in 1996 was estimated at 9.5 million, of which about 51 percent were females. Despite the predominance of females, gender imbalances which did not favour women existed in Zambia's socio-economic, cultural and political spheres. These imbalances prevented women from effectively contributing to and benefiting from the development process. The Central Statistical Office (2013-14) revealed that approximately 30 percent of the Zambian female population begins child bearing by the age of 19, and secondary school enrollment and graduation rates are consistently lower for female than for male learners (MESVTEE, 2014). For instance, between 2005 and 2012, nearly 100,000 girls dropped out of primary school due to pregnancy. Of these, slightly more than a third (37.7%) returned to school. It was a declared goal of the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) to increase the numbers of girls who completed secondary education because of the well-established benefits of girls' education nationally (MESVTEE, 2011).

In order to facilitate graduation among female students who become pregnant, Zambia instituted a Re-Entry Policy (REP) in 1997, with revised guidelines in 2012, as part of a broader set of initiatives and policies to encourage more girls to start school and complete their education (Mutombu & Muenda, 2010). In contrast to the policy of exclusion that preceded it, the REP advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. The aim of this policy is to find more innovative measures to help prevent the exclusion of young mothers from education. In the event of a girl being forced out of school due to pregnancy, the Ministry of Education in Zambia has provided policy guidelines to assist schools and other stakeholders such as parents and guardians to ensure that the girl is enabled to complete her education. Initially, the policy was met with resistance from various sectors of society, including

school administrators, teachers, parents, the church, and male and female students themselves. Most of these stakeholders felt the REP did not adequately address challenges they foresaw; for example, it makes no provision for counselling of adolescent mothers (Mwansa, 2011). Despite these challenges, and though the implementation process was not perfect, acceptance of the policy has grown over time and qualitative studies indicate that many parents, students, and non-profit organizations in Zambia now support the REP (Mutombu & Muenda, 2010, Sampa, 2010). However, it has been observed that a considerable number of pupils do not return to school or they temporally return and dropout completely after few months of being in school (FAWEZA, 2008, Ministry of Education, 2009). Hence, it is necessary for school guidance and counselling services to be relevant to the needs of re-entered pupils.

School Guidance and Counselling services are the services that are made available to pupils within their school environment besides their formal lessons. Guidance helps individual pupils or learners to change their attitude and behaviour, as counselling ignites change in the pupils who are counselled. In Zambia, school guidance and counselling services were initiated by the Ministry of Education in 1967. The main focus was the guidance of pupils into different vocations based on their capabilities. To date, guidance teachers, or school counsellors, have the task of performing various functions that range from counselling of pupils with emotional and social problems, referrals of pupils with learning disabilities and difficulties to relevant school authorities, sensitizing pupils on drug-abuse, HIV/AIDS, issues of subject combination and career choices, reducing drop-out rates, offering psychological help to abused pupils, reducing examination anxiety and malpractice, keeping records of each pupil's progress, maintaining discipline, as well as preventing delinquency. The Ministry of Education (2001) points out that the guidance and counselling teachers are expected to attend to pupils' private social issues such as sexuality, family and relationship problems by providing counselling.

School counsellors are needed in education because they help learners to get through issues or problems that bother them and prevent them from making uninformed decisions. It is notable that both teachers and parents have agreed that guidance and counselling in schools is important to the learners (Hamainza, 2015). It should be pointed out that re-entered pupils are among the pupils who need guidance and counselling services, as they might feel discouraged when they are taken back to school and are expected to interact with pupils who have not been taken out of school before (Sifuniso, 2006). In most of the schools, counselling services may not have been relevant to the re-entered

learners resulting in bad school attendance, increased indiscipline among pupils and loss of direction in career choice. Some girls face difficulties and experience undue pressure from parents or guardians, peers, teachers and even the society at large. On the one hand they receive little or no support from school and home and on the other hand they are usually misunderstood (Arlington Public School, 2004). It is only through the provision of relevant counselling and guidance that re-entered pupils can perform very well at school and change their lives. This study, however, sought to investigate the relevance of counselling services provided to re-entered pupils in selected secondary schools in Lusaka district.

1.3 Statement of the problem

In 1990, the Ministry of Education re-introduced guidance and counselling services in schools, to provide guidance to pupils on careers, issues related to HIV and AIDS, child abuse, psychological life skills, academic progress, discipline and private social issues. In 1997, the Re-Entry policy was introduced to ensure that girls who fell pregnant while in school could go back and complete their education (Education Statistical Bulletin, 2009), but the re-entry policy is in itself not enough and may not protect the re-entered pupils from the challenges related to mothering while schooling. Studies on re-entered pupils in Zambia have focused on review and documentation of the re-entry policy (Mumbuna & Mutombo, 2014; Sifuniso, 2006) and the learning experiences of re-entered pupils (Chunga, 2014). These studies also brought out that despite counselling being provided to the pupils, they still faced numerous challenges in school. For instance, the re-entered girls were teased and they faced a number of derogatory remarks from peers and teachers (Sifuniso, 2016), and negative attitudes some teachers and administrators appear to hold toward adolescent mothers who return to school (McCadden, 2015). They also faced challenges in terms of irregular school attendance which was attributed to the demands of baby care at home such as sickness, leading to poor academic performance (Chunga, 2014). The question is, how relevant are the counselling services provided to re-entered pupils in Lusaka district? Thus, this study aimed at filling the gap in knowledge pertaining to the relevance of counselling services provided to re-entered pupils in selected secondary schools in Lusaka District.

1.4 Purpose of the study

The purpose of this study was to investigate how relevant counselling services provided to re-entered pupils in selected secondary schools in Lusaka district have been.

1.5 Research objectives

1. To identify the counselling needs of re-entered pupils in secondary schools in Lusaka district.
2. To examine the type of counselling services provided to re-entered pupils in secondary schools in Lusaka district.
3. To assess whether the counselling services provided to re-entered pupils in secondary schools in Lusaka district have been appreciated.
4. To analyse the role played by school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district.

1.6 Research questions

1. What are the counselling needs of re-entered pupils in secondary schools in Lusaka district?
2. What type of counselling services are provided to re-entered pupils in secondary schools in Lusaka district?
3. Have the counselling services provided to re-entered pupils in secondary schools in Lusaka district been appreciated?
4. What is the role of school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district?

1.7 Scope of the study

The research relied on information that was provided by respondents who had fallen pregnant and had re-entered to school to complete their education in secondary schools in Lusaka district. The school counsellors also gave some information. Firstly, the choice for Lusaka was largely due to feasibility of conducting the study with relatively low costs as the researcher was based in Lusaka. Secondly, four secondary schools which were confined in one area and had re-entered pupils were selected in order to make it convenient for the researcher to get the appropriate information while easily reaching them within a limited budget. Thirdly, the study was restricted to those children who had fallen pregnant and had re-entered school and the school counsellors in the four schools.

1.8 Significance of the study

It is hoped that the conclusions of the study may result in a more comprehensive understanding of the needs of re-entered pupils, and how to better serve them through counseling services and

general support. The findings may also be utilized to explore institutional practices that encourage excellence in academics for all students, with more focus on re-entered pupils. Further, the findings of the study might enable the Ministry of General Education to identify the pitfalls in the realization of the re-entry policy and to have an understanding of the needs of re-entered pupils in order to keep the re-entered pupils in school.

1.9 Theoretical Framework

This study employed the Person-centred theory which was propounded by Karl Rodgers. It is a non-directive form of talk therapy which allows the client to take the lead in the conversation and the counsellor does not in any way drive the client. The theory lies on the approach of unconditional positive regard which means that the counsellor or therapist refrains from being judgmental towards the client. The counsellor accepts the clients as individuals and offers support accordingly (Cherry, 2017). The theory puts emphasis on the therapist understanding the uniqueness of every individual and that a one-size-fits-all process would not, in fact, fit all. Instead of considering the client's own thoughts, wishes, and beliefs as secondary to the therapeutic process, Rogers saw the client's own experience as the most vital factor in the process.

The theory makes the assumption that every person can benefit from client-centered therapy and transform from a potentially competent individual to a fully competent one, as individuals are capable of realizing their full potential and bringing about the positive changes in their lives (McLeod, 2015). The goal of the client-centered approach is to facilitate personal growth and development, eliminate feelings of distress, boosts self-esteem and openness to experiences and to enhance the client's understanding of oneself. The success of this form of therapy rests on the three core conditions of genuineness, unconditional positive regard and empathetic understanding which are provide the foundation for the counselling relationship. If this relationship is not marked by trust, authenticity, and mutual positive feelings, it is unlikely to produce any benefits for either party.

The theory was applicable as it put emphasis on individuals being able to reach their full potential. Thus, re-entered pupils, with the help of school counsellors have the capacity to deal with the challenges that the encounter, their levels of self-esteem can be boosted and they can achieve their dreams. The implication of this theory was that re-entered pupils can become healthy learners and

successful beings if they were provided with help in realising their worth and their full potential within the school environment. In this case, if relevant counselling services were provided to re-entered pupils, they would do well in their academic endeavours, and they would be able to deal with the challenges and needs that result from their being re-entered pupils.

1.10 Definition of Key Terms

Counselling: Talking therapy that allows a person to express his or her problems and feelings in a confidential and dependable environment.

Re-entered pupils: Girls who get back to school after the initial enrolment and learning was disrupted by life eventualities such as pregnancy.

Relevance: The state of an intervention, in this case counselling, to keep pupils in schools for learning purposes.

School: An institution designed to provide learning spaces and learning environments for the teaching of pupils.

School counsellors: Guidance and counselling teachers assigned to offered guidance and counselling services to pupils in schools.

1.11 Chapter Summary

In conclusion, chapter one has presented the background to the study, research problem and the purpose of the study. The research objectives, research questions, significance of the study, the theoretical framework and operational definitions have also been presented. The next chapter discusses the literature reviewed in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses various literature related to this study. Having an understanding of the reviewed literature enabled the researcher to relate it to the research findings and to make a good inference of the current work. This chapter reveals literature on the school counselling services in Africa, the counselling needs of re-entered pupils, what type of counselling services are provided to re-entered pupils, relevance of the counselling services provided to re-entered pupils and the role played by school counsellors in mitigating the challenges faced by re-entered pupils. The focus of this chapter is to bring out the relevance of the different literature to this study.

2.2 School Counselling Services in Africa

Counselling is a dynamic process that involves the interaction of the client and the counsellor. It is a process through which people who have a problem are helped to become focused to make well-meaning decisions. Moloney (2005) defines counselling as a helping process in which, through the establishment of a counselling relationship, a person is respected for who he or she is and listened to and thereby empowered to make informed choices to take responsibility for one's own development. Counselling is very important as it helps the person who has a problem to understand and accept his or her problem and to find solutions to the problem. Guidance is knowledge-based. It deals with facts and principles, methods and cognition while counselling is value-oriented and deals with motivation needs and feelings. Counselling is personal and confidential.

Guidance and counselling was propounded by Frank Parsons in 1909 in form of vocational guidance. It began as a response to some of the conditions and demands that were made by different people in working institutions in the United States of America. The changes in the living conditions were as a result of the growth of technology and division of labour during the nineteenth century, which increased the population, led to an increase in crime, homelessness, among other problems. UNESCO (1998) says that the first systematic work in guidance was practiced in the USA in the 19th Century by George Merrill at California School of mechanical arts in San Francisco, California. Merrill explained the contents of each trade to the pupils so that they could use that information to choose

a specific vocation or career path. In 1913, the National Vocation Guidance Association in the United States of America came into existence. It is the formation of this association that greatly contributed to the modern guidance and counselling services (Makumba, 2013). To date, it has continued to influence school counselling.

In a nutshell, guidance service is a curricular based programme which is developmental, preventative, suitable and responsive to the needs of the learners and is conveyed in an in-class milieu. On the contrary, counselling involves provision of services which are directed at responding to an individual learner's needs as they surface right through his or her school life span (Mapfumo, 2001).

As regards counselling in Africa, it can be pointed out that African societies have had various forms of counselling in their communities since time immemorial. This was fostered by the elders who used culturally-based counselling services to the young people in order to help them grow and develop into responsible adults. Counselling in African societies was also offered to girls and boys who became of age, through different initiation ceremonies, and those who were ready to get married. Diverse topics were discussed in this case including marriage, care for family and other members of society, communal living, and spirituality. Hence, guidance and counselling in Africa (Zambia inclusive) started a long time ago as personal problems were solved by the elders through the interactions they had with the young people (Makumba, 2013). UNESCO (1998) affirmed that the literature on the history of guidance activities in Africa is somewhat sparse. However, guidance activities can be traced in Nigeria in the 1950s. In other countries such as Malawi, Tanzania, Swaziland and Zambia guidance did not exist until the 1960s.

Different Ministers of Education in Africa have incorporated ways of helping learners to solve the problems that they face due to the fact that social problems are a part of society and their effect on children cannot go unnoticed. This was evidenced by the formation of a Board of Governors in 1997, which was comprised of African Ministers of Education. The Ministers were tasked to formulate policies and establish procedures in the development of Guidance and Counselling programmes. The result of this was a consensus being reached to incorporate Guidance and Counselling in the education system and in the training of teachers. Since then, African schools have been striving to provide Guidance and Counselling services to the learners (Mbera, 2013).

Although literature on African with regard to guidance and counselling is scanty, there is evidence that guidance and counselling is provided in most African schools. In some countries such as Malawi, Zambia, Tanzania and Swaziland, formal guidance and counselling did not exist in the education until the late sixties (Wilma and John, 2000). In African countries, guidance and counselling movement is relatively new in the education system. It is done on trial and error basis by many countries.

In Tanzania, for instance, guidance and counselling services are provided in schools although the programme is not included in the curriculum. According to Maluli and Bali (2014), guidance and counselling in Tanzanian primary schools is characterized by a lack in terms of having trained teachers in that field to offer the services and it is not time-tabled as an important school programme. Guidance and counselling is left to teachers who are willing to voluntarily offer counselling. However, it should be noted that relevant counselling requires trained counsellors to offer the service. The study provided insight into how counselling is undertaken in schools but does not provide the required relevance that counselling brings in the re-entry programmes.

In Uganda, the importance of guidance and counselling has been realized to the extent that it was incorporated as a component within their primary school curriculum; the programme is offered in all Teacher Training Colleges. This entails that all the trainee teachers gain knowledge and skills in Guidance and Counselling. This has helped Uganda to successfully implement guidance and counselling in its schools although with many challenges. Ugandan schools employ different models and approaches in delivering guidance and counselling services to their pupils (Ahikire and Madanda, 2011).

Kenyan schools use family processes in providing guidance and counselling to the learners, making its provision irrelevant. There are no proper mechanisms put in place to enhance the relevance of counselling and the counselling processes which are used are faulty. The major challenge is the fact that there are poor policies and the implementation in some schools is very poor (Mbera, 2013).

Botswana is among the countries which are compassionate for their learners. This is evident in that it trains its teachers in the provision of SGC services. School counsellors have the role of helping

the learners who need help to make better decisions and to be guided on life choices. According to Wilma and John (2000), it is worth noting that countries in Africa, such as Botswana, are training teachers in guidance and counselling, to enhance the quality of counselling services provided in schools. For instance, Botswana University offers a Post Graduate Diploma in Counselling Education. This has greatly improved school counselling in Botswana.

In Nigeria, school counselling has assisted in instilling discipline among the pupils. However, there have been a lot of challenges in the provision of guidance and counselling in African schools among them, lack of trained counsellors and influence from the western world. Wilma and John (2000) note that problems that affect the development of putting up relevant guidance and counselling programmes in eastern and southern African countries include, the imposition of western models of counselling which does not reflect the African culture including illiteracy and ignorance.

2.3 School Counselling Services in Zambia

In Zambia, School Guidance and Counselling services were initiated by the Ministry of Education in 1967. The main focus was the guidance of pupils into different vocations based on their capabilities. However, the Guidance and Counselling programme did not go on as planned as it became less popular with time due to the fact that the teachers responsible for this were not trained in this field. In 1970, the Ministry of Education directed all secondary schools to start nominating teachers to take up the responsibility of careers work in each school, in order to get started in guidance and counselling service provision to pupils by forming a careers unit. Therefore, in 1971 a careers guidance unit was established with the appointment of career guidance offices (Ministry of Education, 2001). However, even though Career Guidance was provided in schools, the appointed teachers were still untrained to offer that service, that is why in 1987 formal training on Guidance and Counselling began at the Technical and Vocational teachers' College (TVTC). Teachers were given an opportunity to be trained to offer Guidance and Counselling services. The Ministry of Education acknowledged the existence of Guidance and Counselling in the 1996 Educating Our Future education document (Ndhlovu, 2015).

Hamainza (2015) revealed that school administrators were given information on issues of guidance and counselling and all the teachers were urged to support the guidance teachers in their quest to deliver guidance and counselling services in the schools. To date, guidance teachers, or school counsellors, have the task of performing various functions that range from counselling of pupils with emotional and social problems, referrals of pupils with learning disabilities and difficulties to relevant school authorities, sensitizing pupils on drug-abuse, HIV, issues of subject combination and career choices, reducing drop-out rates, offering psychological help to abused pupils, reducing examination anxiety and malpractice, keeping records of each pupil's progress, maintaining discipline, as well as preventing delinquency.

According to the Ministry of Education (2016), guidance and counseling is discussed in the Policy Document Educating Our Future, but there is no stand-alone guidance and counseling policy with strategies and guidelines in place. This results in the lack of appreciation for this service by most administrators and other stakeholders. This scenario contributes to the difficulty experienced in understanding the psychosocial challenges learners face on a daily basis. These challenges range from emotional, psychological, and physical deprivation. All these challenges combined require the guidance and counseling services. In the absence of the policy and policy guidelines, it is very difficult to have clear direction to take and makes it also challenging to plan and fully provide the service.

Further, a study by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt and Southern provinces assessed the impact of guidance and counselling services offered in high schools in order to ascertain its significance to the changing needs of Zambian children in schools. The findings revealed that guidance and counselling services were available in schools and its impact was significant. However, a report from the Ministry of Education (2001) noted that guidance and counselling was not considered as a subject and was not time tabled but was only a comprehensive programme. This has led to a huge challenge for teachers in Zambia to provide guidance and counselling to the learners, especially to pupils with special needs such as re-entered pupils. Further, there is very little emphasis on the provision of counselling services to re-entered pupils.

2.4 Counselling Needs of Re-entered Pupils in Schools

The Re-entry policy is a very good initiative which has led to the reduction of drop-out rates worldwide. However, although pregnant girls and adolescent mothers may stay in school, they frequently disengage with learning and go unnoticed by teachers. Students opting out of learning and withdrawing can still attend school, but may suffer from anxiety and depression, which affects the learning process and can be the basis for counselling. The quality of learning (or the girl's educational experience) is likewise affected by a pregnancy, since pregnant students tend to feel tired and lack concentration at school, and are sometimes obliged to miss classes for medical reasons (Mpanza and Nzima, 2010). A study carried out by Chigona and Chetty (2007) in South Africa on teenage mothers' experiences disclosed that pregnant schoolgirls and mothers should be understood as learners with special educational needs. The situation of a pupil who is a mother is vastly different from that of other girls; she is frequently absent, doze off in class, often do not pay attention as she is distracted by worries about her situation and her participation in class seem to be unwelcome as she is ignored or ridiculed by other learners.

A research carried out by Maluli and Bali (2014) in Tanzania revealed that after delivery, adolescent mothers are generally described by teachers as restless and sleepy during lessons and at risk of falling behind with school work due to their double responsibility as students and mothers. As a consequence, young mothers often struggle to achieve good academic results and pass their final exams. However, there are also cases of good performance where the mothering experience becomes a motivating factor for improving learning, especially when financial or psychological support is available for young mothers.

Chigona and Chetty (2007) found out that, while boys often attack teen mothers at school with direct and aggressive verbal comments, girls tend to dissociate themselves from the teen mothers. The difficult position that teen parents occupy highlights their different roles and status as children, students and parents—with varying levels of autonomy in their lives. Further, the research showed that the presence of a pregnant or re-entered girl(s) in a classroom is not only a threat to their own academic achievement but also to the collective academic performance of the class as well as the classroom harmony. In particular, most pregnant schoolgirls are not able to cope with the school's academic demands. Moreover, it is really a challenge for girls to go back to school and face aggressive remarks and detachment by other pupils, especially that they require assistance to catch

up academically.

Kenyan researchers Wanyama and Simatwa (2011) carried out a survey in Emuhaya District in which 86% of the Parents Teachers Association chairmen, 90% of the head teachers and 77% of the teachers of guidance and counselling agreed that shyness could be born out of individual's low self-esteem. Further, even if they sought re-entry, pupils would fear being ridiculed and discriminated against. In addition, 81% of the heads, 59% of the teachers, 90% and 77% of the Parents Teachers Association chairmen and Board of Governors indicated that girls feared being frowned at. However, heads and Parents Teachers Association chairmen were of the opinion that these girls deserved to be punished by being kept out of schools. In the same study, views obtained from the sampled girls from secondary schools indicated that the following were challenges they faced while seeking re-entry: Fear of being ridiculed by neighbors, peers and teachers; fear of harassment, mockery, being laughed at, being labelled mothers and abused that they are stinking milk; feeling of inferiority, shame, guilt, embarrassment, low self-esteem, stigmatization, and of being and gossiped at; lack of school fees due to parental anger, lack of confidence and courage to seek re-entry, lack of parental support and guidance, lack of adequate guidance and counselling at school; absence of supportive and understanding community and lack of a maid. Parents chase them away from homes, peers frown at them, and they feel intimidated, thereby needing counselling. Hence, it is not known whether the provision of counselling services to re-entered pupils would be helpful in mitigating these challenges.

Further, the study by Chigona and Chetty (2007) also revealed that due to poverty many teen mothers cannot afford to take their babies to crèche or to hire a babysitter so they can have time to study and do their homework. Sometimes as girls they have to do household chores when they return from school and the only time they can do their homework is at night. Unfortunately, some come from families where the house is just too small for the family such that all the family members share limited space. In informal settlements, this space can be a single room. This situation makes it hard for the girls to study or do their homework at night, as they cannot have the lights on whilst other people are sleeping.

Chanda and Mwiinga (2016) study carried out in Mongu and Sesheke (Western Province of Zambia) revealed that there are no specific financial resources for adolescent mothers at school to

support adolescent mothers in form of bursaries. The Bursary scheme that exists in most schools targets orphans and vulnerable children without consideration for girls that fall pregnant. Thus, in most cases school officials are flexible and lenient towards adolescent mothers such that they do not chase them out of school if user fees are not paid or they fail to purchase books and uniforms needed for them to return to school, but they allow the learners to pay their school user fees in installments and sometimes allow learners in cloths especially in rural areas. This is one way of encouraging the learners to stay in school. Further, there are no child friendly rooms where parents or guardians can bring the baby of an adolescent mother to breast feed so as to reduce the period of 6 months which girls take as maternity leave, as the learners said the period they stay home to breast feed is too long which makes them be a grade behind from their colleagues.

In a study conducted by Sifuniso (2006) in Zambia which sought to identify and document the best practices of the re-entry policy, it was revealed that teasing of girls who fell pregnant by the peers and the teachers made the girls fail to continue with their education. This was more in co-education schools and boys especially were the culprits. Some learners with the means, preferred to be taken to another school so that they were not seen by their teasing peers. The situation became worse when it was time to re-enter. The re-entered girls were in a vulnerable position because male teachers and boys perceived them as having low morals. They were propositioned and insulted by the male teachers and boys when they turned down their sex advances. They verbally abused them in front of the whole class. This seemed to have been a challenge because when the girls were granted maternity leave until they weaned their babies, they would forget about school. That was why the policy said re-entry into school should be not later than a year after delivery of baby. But, coming back to school, they were challenged with derogatory remarks from the boys and teachers. The derogatory remarks made the female learners feel intimidated and discriminated against, thus they preferred to be at home than in school.

Another study that was conducted in the Copperbelt province by Chunga in 2014 revealed that irregular school attendance was observed as a serious challenge to the girls. Although a few were consistent, depending on the welfare of the baby at home, most of them were regularly absent from school. Teachers interviewed also confirmed this as a common challenge. The girls attributed this poor attendance to the demands of baby care at home such as sicknesses. The study revealed another challenge related to irregular school attendance which is the discounting of learning time

which leads to poor performance academically. Both the teachers and the girls also confirmed the reality of this. Many girls also observed that people were still angry with them such that whatever they did irritated them and was mostly linked to their status as mothers. This poses as a counselling need for the re-entered pupils.

The literature above shows the counselling needs of re-entered pupils in different parts of the world face, which range from emotional, physical, financial and academic. However, the counselling needs of re-entered pupils in secondary schools in Lusaka district have to be explored.

2.5 Types of Counselling Services Provided to Pupils who are Re-entered into School

In every country, the local authority has a statutory duty to provide suitable education for all pupils for whom they are responsible including pupils of compulsory school age who become parents, and provision of the necessary support is inevitable. Howe (2009) points out that through school counsellors, the local authority should be able to secure a package that is suitable to the learner's age, ability, aptitude and individual needs including any special educational needs they may have. Their services and programs help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction. Relevant counselling programs are important to the school climate and a crucial element in improving student achievement.

Coyle (2008) asserts that the major service area of school counselling is educational, vocational and personal. Educational guidance and counselling assists learners in their curriculum and school life choices. Vocational guidance and counselling helps learners to choose and prepare for a career that is well-matched with their interests and aptitudes while personal and social guidance and counselling assist the individual to behave appropriately in relation to other members of the society. These types of counselling are especially important to re-entered pupils as they need to be assisted in order to excel academically.

Individual counselling services have not been studied extensively, but research literature does exist to support the idea that school counsellors who primarily use individual counselling towards pupils with special needs are appreciated more than those who rely on classroom guidance activities. Snobarger and Kempson (2009) carried out a research in Indiana and found that students who received primarily individual counselling services had greater gains in self-esteem and decreased

need for school counselling help. It should be noted that self-esteem is often linked with a student's level of success in school. However, individual counselling is often difficult to schedule in the school setting as teachers are reluctant to let students out of class. Despite that, there is some evidence that individual counselling has a positive effect on students facing problems that impact their development, such as teenage mothers who return to school.

In the United States of America, the National Center for Education Statistics (2005) carried out a research which showed that school counsellors offer individual counselling services to girls who fall pregnant; they are encouraged to stay in school for as long as possible before giving birth. The local authorities, through the help of the school counsellors, support the girls with transport for as long as possible before giving birth. Whilst away, they may be provided with Home tuition. In Brighton and Hove, they receive 5 hours of 1:1 time with a qualified teacher during the 18 weeks of maternity leave. The school counsellor offers pastoral and educational services on a regular basis. Parents of the re-entered child are also offered counselling services and are obliged under the Education Act 1996 to ensure their child regularly attends school. When they are re-entered into school, the girls are fully protected from discrimination by the Equality Act 2010, which is explained to the pupils and teachers at large. The Department for Education (DfE) has produced guidance for schools on the Equality Act. This means that it is unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding. Schools will also have to factor in pregnancy and maternity when considering their obligations under the new Equality Duty. Hence, whether the counselling services and assistance rendered to pregnant school girls and re-entered pupils are relevant, is a matter of concern.

Harris and Franklin (2003) found evidence to show that small group counselling interventions can have positive effects for student clients. Their study focused on parenting and pregnant Mexican-American adolescents. Cognitive-behavioral groups were run with 73 participants using the Taking Charge curriculum, which is an eight week, task-centered intervention specifically targeted toward adolescent Mexican American mothers to assist in their improvement of social problem-solving skills, effective coping skills and school success. The conclusion in this study was that, as a result of this intervention, the participants had statistical improvements over the control group particularly in the area of school attendance and grades. The researchers owe the success of this program to the fact that it was clearly relevant to the developmental needs and current issues of

young mothers in the study.

In Kenya, a study that was carried out by Wamahiu (1995) revealed that the ‘return to school policy’ which was introduced in 1994 has been very progressive. A girl who is pregnant is allowed to remain in school for as long as she thinks she can. After delivery, she is allowed to come back to school and provided support to gain admission into another secondary school if she feels there are issues of stigma and discrimination. The policy also states that pregnant school girls and their parents should receive counselling and the government pays for the girls’ teaching while the girls’ families fund transport, uniforms and meals. The study further revealed that there are several programmes supporting pregnant girls and mothers including a radio programme focused on an out-of-school teenage mother to get people thinking and talking about the issue. Kenyan school counsellors also provide HIV and sex education which is included in the curriculum in upper-primary and secondary schools. The positive effects of such services have been noted and they include; a significant drop in teen pregnancies, higher retention and completion rates of school education, and improved self-esteem and confidence among girls, which in turn has led to higher scores in examinations.

The policy is slightly different with that in Zambia, where while pupils are allowed to re-enter school, most expenses for education including fees are borne by parents and guardians of the children. This in itself may pose a challenge to families that cannot afford school expenses.

Further, Chaturika (2015) conducted a study in Sri Lanka revealed that students mostly preferred to have counselling for professional guidance, educational counselling and individual counselling, only with faithful counsellors. Young children in Sri Lankan schools are facing different types of problems, including pregnancy while in school. School counselling services should be a platform to help them to overcome those problems by themselves. However, the respondents (students) suggested that good counselling services were essential and a proper place for counselling was required.

In Zambia, a research by the Population Council (2015) was characterized by interviews with the Ministry of Education officials who revealed that there is no specific School Health Policy in place, but schools are often used as venues for delivery of health services for pupils. It was also reported

that the following school-based sexual and reproductive health services were available to all learners: health talks by nurses or counsellors, referrals to local health facilities, and provision of counselling services to learners on HIV and teenage pregnancy.

A research that was carried out by Mwansa et al (2015) revealed that it is important for learners to be offered counselling on sex, sexuality and reproductive issues, treatment for STIs, contraceptives, abortion and post-abortion care, pre- and postnatal care, as well as HIV/AIDS counselling and testing. The study pointed out that these constitute the main support services to school-girl mothers during pregnancy and afterwards. When guidance and counselling teachers were asked what school-based Sexual Reproductive Health services were available to learners, they reported the following: health talks by nurses or counsellors, referrals to local health facilities, and provision of counselling services to learners on HIV and teenage pregnancy. However, the majority of the learners interviewed indicated that they preferred to use Sexual Reproductive Health facilities outside their school and community due to privacy concerns, confidentiality, and the quality of the facilities. Another important reason included the desire to meet friendly nurses who would not judge or reprimand them. With this kind of revelation, it is evident that there is still void on the relevance of counselling in secondary schools in Zambia. The current study will therefore begin to fill this gap.

Chunga also conducted a study in the Copperbelt province of Zambia in 2014 on 'Mothering and Schooling: A Case Study of Learning Experiences of Pregnancy Re-entry in Zambia'. In the findings, the re-entered pupils appealed for academic counselling as they made a complaint of having inadequate support especially in relation to their academic work. The main aim of ensuring their return to school is to enable the girls advance academically. However, limited or lack of support in this area defeats the achievement of this aim. Many girls refer to difficulties fitting in due to school dis-engagement or absences and strongly appealed for support in this area.

Based on the literature above, it is evident that in most countries schools offer both individual and group counselling in terms of personal, social and academic counselling to pupils who need help, such as Re-entered pupils. Further, sex education is emphasised in most schools in order to give information both to the pupils who are not mothers and to those who are mothers. It is imperative

to find out the type of counselling services that are available to Re-entered pupils in selected secondary schools in Lusaka district.

2.6 Appreciation of Counselling Services Provided to Re-entered Pupils

In every school, it is cardinal to have school counsellors who are trained, experienced and accessible as they are considered to be the best equipped school-based professionals to develop and implement both prevention and intervention programs for learners who are at risk, as well as those who experience vast psycho-social problems. Re-entered pupils are considered to be special learners as they require counselling and guidance in order to re-orient them and assist them to balance their responsibilities and deal with the challenges that come with their status of being learners in school and mothers at home. Kuhn (2004) asserts that one of the key areas to which counselling of learners should be addressed is towards easing some of the difficulties that the child faces at a time. Further, learners should be helped by school counsellors to understand themselves, their feelings and the demands that are placed upon them. Re-entered pupils need such guidance and assistance as they go through the changes in their lives.

A study done by Mullis & Otwell (1997) in Gwinnett County, Georgia, shows that relevant counselling services in schools can have a positive impact on students' academic performance and can increase the on-task, productive behaviour of students and reduce disruptive behaviours, such as school drop-outs and bad influences of one learner to another. The findings indicated statistically significant decreases in disruptive behaviours and significant increase in productive, on-task behaviours for both the third grade and the fifth grade students tested. Hence, if school counselling services are effectively provided to Re-entered pupils, they can be more focused on productive school activities, their behaviour can be positively changed, and other learners can be influenced in a positive manner.

In another study that was conducted by Watts and Thomas (1997) in selected high schools in Missouri, it was indicated that schools with more fully implemented model guidance programs had students who were more likely to report positive changes on the part of the learners. The report showed that learners who received proper guidance and counselling earned higher grades, their

education was better preparing them for the future and their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted, peers behaving better). After removing the variables of school enrolment size, socioeconomic status and percentage of minority students in attendance, positive program effects were identifiable. Results highlight the importance of relevant counselling services in promoting the central educational goals of their schools and creating a positive climate for learners who experience psycho-social problems, such as pregnant school girls and teenage mothers.

In Kenya, researchers such as Wanyama and Simatwa (2011) have emphasised the need to intensify educational guidance and counselling in schools and colleges. Unfortunately, very few (if any) of the school counsellors were really trained for the job. Hence, the emphasis is that in order for it to be meaningful and less frustrating to the students and their parents, guidance and counselling ought to be based on long-term planning and manpower development, creation of occupational opportunity and genuine effort by the public in general to uphold the highest social, cultural and economic values. Although guidance and counselling in Kenya was viewed as a vehicle to the best academic and professional achievement as early as 1975, no assessment had been done to establish its relevance. Lack of relevant guidance and counselling services was a key factor behind the high rate of drop-outs in Kenyan schools. Guidance and counselling in those schools has been introduced in the school curriculum, but possibly it is the appreciation for these services that has not been felt.

In Uganda, a study conducted by Ahikire and Madanda (2011) revealed that despite Uganda having a policy on Re-entry of girls, very little is being done to make the school environment friendly for the retention of pregnant girls or re-entry of these young mothers. Policy alternatives include; the provision of school counselling services to change teacher and student attitudes; the provision of facilities such as school restrooms and day care centres to ease the burden of young mothers; the provision of guidance and counselling to expectant girls and mothers to cope with their pregnancy and childcare as they continue with their studies; the re-orientation and training of teachers to effectively and supportively manage pregnancy issues in the classroom. However, despite the Ministry of Education and Sports incorporating guidance and counselling as a component within their primary school curriculum and the programme being offered in all Teacher Training

Colleges, there is no focus on counselling of re-entered pupils in Uganda.

Further, studies in South Africa (Mpanza and Nzima, 2010; Bhana et.al, 2010) revealed that lack of guidance and counselling services in schools increases the chances of pupils who fall pregnant dropping out of school. This is because if school counselling services are not provided for pupils who are in a crisis, pupils are not helped in terms of self- awareness, problem-solving and character formation, leading to learners losing interest in school and becoming drop-outs. It was further noted that teachers of Guidance and Counselling lacked adequate training especially on matters related to sexuality due to the fact that it was not offered during their pre-service training. Attempts to fill this void by way of in- service courses has been minimal owing to the fact that most teachers are busy with school duties. It was further revealed that teachers embrace negative social norms as they view early and unintended pregnancy as a sign of moral failure. Others find it difficult to cope with the dual identity of young mothers, who have adult responsibilities as parents and are therefore also required to act as adults in the school setting (Bhana et al., 2010). Therefore, the fact that teachers may have such perceptions may have a negative impact on the counselling services that those teachers may offer to re-entered pupils, thus the need to make an inquiry on the views of re-entered in relation to the counselling services provided to them.

As established by Mpanza and Nzima (2010) and Bhana et al. (2010), lack of relevant guidance and counselling services in schools leads to failure by various stakeholders appreciating the services, and increases the chances of pupils who fall pregnant dropping out of school. Thus, there is enough justification on the need to carry out a study in the Zambian context that focuses on relevance of counselling to pupils on the re-entry programme.

Chunga (2014) carried out a research in the Copperbelt province of Zambia and revealed that the school counsellor in one school attributed a 90% return rate in her school (for 2013) to vigorous counselling done before the girls go on leave as well as follow-up efforts to ensure their return. School support was frequently mentioned by the girls in facilitating their return and stay in school. This support includes encouragement, counselling, facilitation for return, brokerage between the girls and parent as well as material and financial support in some cases.

Available literature closely related to this study is that of the re-entry policy that was carried in Zambian schools by Mutombo and Mumbuna in 2010. The findings of this study revealed that the pupils who fall pregnant and later go back to school after giving birth (re-entry) were not provided with proper guidance and counselling services at the schools where they went. The study also revealed that the guidance and counselling facilities were available at the schools but they were not supportive to the girls. The Ministry of Education recommended that for guidance and counselling to be more successful in Zambian schools, it should involve teachers, parents and the members of the community (MoE, 2000). Hence, it is necessary to find out whether the schools in Lusaka district are offering relevant counselling services that involve both teachers and parents to Re-entered pupils.

2.7 Role of School Counsellors in Mitigating the Challenges faced by Re-entered Pupils

Unterhalter (2013) argues that it is necessary to ensure that young women who have concerns with the risk of pregnancy and those who return to school after delivery are often given adequate attention. The argument is that this can hopefully help offset the negative stigma which prevents young women from participating in schooling opportunities. Hence, there is need for teachers and school counsellors to offer the necessary help that the Re-entered pupils require. However, a study carried out in South Africa by Mpanza and Nzima (2010) revealed that teachers are often unprepared to deal with pregnant girls and adolescent mothers in a classroom setting. They may be afraid of physical accidents putting pregnant girls' safety at risk, or they may see girls as adults who do not fit in with the school environment. Indeed, even if they would like to support girls and help them achieve better academic results, they feel unable to offer additional time for lessons missed or other forms of assistance because of lack of skills and absence of school structures for parenting learners. Hence, the only way the teachers assist the Re-entered pupils in this case is through the time they devote to the entire class, rather than making time for them after the usual class hours. School counsellors therefore have a big role to play in sensitizing teachers on supporting re-entered pupils.

In Namibia, a research done by Dr. Kapenda in 2012 revealed that at national level, the government ensures that regional school counsellors and inspectors are trained, and they in turn train the life

skills teachers, counselling support groups, school boards and community members. Hence, learners and community members are well aware of the re-entry policy and support for these learners start from the community level. Further, most schools have life skills teachers who are very supportive to the re-entered pupils and the girls who fall pregnant while in school. The life skills curriculum has incorporated reproductive health in the schools. Moreover, the life skills teachers provide adequate information to be passed to pregnant learners- both the boy and the girl- under the Information educational packages. When girls are re-entered into school, the school counsellors, teachers, life skills teachers and fellow pupils offer the necessary support to the Re-entered pupils.

Chigona and Chetty (2007) who carried out a research in South Africa pointed out that according to the South African policy guidelines for management of schoolgirl pregnancy, educators are required to give, monitor and mark school-work when the re-entered pupil is unable to come to school for example. Findings of the research, however, found that this provision was seldom if at all observed in schools. The reason is that educators have a heavy workload and large classes so they do not have the time and/or energy to give pregnant and re-entered learners special assistance. Additionally, Mpanza and Nzima (2010) further indicate that some schools 'turn a blind eye to pregnant learners' by refraining from playing an active role in attending to the specific needs of pregnant learners. The research further found that some educators have a negative attitude towards pregnant learners, and even mistreated them until they dropped out of school. However, Bhana et,al (2006) found out that there are educators who take pastoral care of pregnant schoolgirls seriously and offer understanding of their circumstances and also provide sympathy and support. These educators recognise the pregnant schoolgirl's right to education and if possible will give individual attention to her in order to help her cope with schoolwork and pregnancy. Regardless of that, they are very few helpers in the schools as majority of the educators alluded to the fact that pregnant and re-entered learners are a burden.

In the study alluded to earlier by Kenyan researchers Wanyama and Simatwa (2011), it was evident that 95% of the head teachers indicated that teachers of Guidance and Counselling lacked adequate training especially on matters related to sexuality due to the fact that it was not offered during their pre-service training. Attempts to fill this void by way of in- service courses has been minimal

owing to the fact that most teachers are busy with school duties. Added to this is the fact that heads indicated that female teachers do not support pregnant school girls (72%), with respondents attributing this to the fact that women are enemies unto themselves; they abuse, ridicule and discourage them, claiming that society sees them as condoning immorality if they offered support to the Re-entered girls. Other respondents claimed they were unawareness of re-entry and feared having teen mothers in school. Fear of bad influence to others. Female teachers do not support them viewing them derogatively. The study concluded that the challenges faced by the teachers of guidance and counselling in the implementation of re-entry policy included the following: lack of adequate training, unawareness on re-entry and fear of bad influence these girls will have on others. Thus, it is difficult for teachers and school counsellors to offer support to the Re-entered pupils, as some actually perpetuate the challenges that the Re-entered pupils face in school such as stigma and discrimination. The hostility of the teachers is a challenge as they are the ones who are supposed to support the Re-entered pupils in order to encourage other pupils to equally support them.

Mamhute (2012) says that despite the extreme demands placed on South African educators, there are educators that support pregnant school girls and schoolgirl mothers, although much of this support is unacknowledged and invisible and they are not rewarded for it. Some educators show a great deal of sensitivity in dealing with pregnant learners and might even spoil the in class. There are also educators that are sympathetic in their understanding of schoolgirl mothers as they have to negotiate schooling and parenting. Reference is made to educators that are willing to give extension of the due date of schoolwork or sending missed work home with a classmate. Findings from research done by Cunningham and Boulton (2007) showed that it is mostly female educators whose identification as mothers as well as knowledge of the “pain, difficulty, challenges and responsibility” associated with pregnancy and motherhood enable a supportive and caring environment for the girls in their school.

In Zambia, a study by Chanda and Mwiinga (2016) revealed that the guidance and counselling teachers provide both preventive counseling sessions as well as curative where the girls have already gotten pregnant or have returned to school. The study found out that schools have sessions where the guidance and counselling teachers have meetings with learners to talk about their health,

pregnancies and the importance of education. The approach would differ from school to school but the rights approach included recognizing that; children should be supported to grow in good health and be assertive in order for them to grow into responsible adults and contribute to national development; and that children are people with dignity. Their views should be listened to and respected in the same way as those of adults. The study further indicated that the guidance teachers work from the realization that education is a right and is the key to development, education is a must for children to realize their full potential.

Further, a study carried out by Chunga (2014) in the Copperbelt province in Zambia indicated that rather than being supportive to re-entered learners, teachers perpetuated negative comments and stigma. This varied from mere comments on their status as mothers to scolding them for absenteeism and low performance in class as well as inertia to support them. Although the teachers in the study mentioned extending financial and material support to the girls, none of the girls in mentioned this in the discussions. Moreover, the girls mentioned that support from school was mostly restricted to facilitation of the girls' return to school rather than dealing with the challenges in their daily learning experiences both during pregnancy and after return. This highlights the fact that the policy has been seen to focus only on returning and the numbers that go with it, rather than the actual experiences of the girls in school. Instead of schools re-adjusting to accommodate the needs of the girls when they return, they are expected to simply fit in.

Another study in Zambia carried out by Mwansa et al. (2015) found out that in each of the sampled provinces more than half of the guidance and counselling teachers indicated that they provided counselling services to school-girl mothers before they go on maternity leave. However, there seems to be no follow-up counselling services when these girls return after giving birth. To some extent, the school environment becomes unfriendly in this scenario. Further guidance given to school-girl mothers before they take their maternity leave is to assist them fill in the forms and advise them on the date when they are expected to return to school. In all sample schools, there was no evidence of school-girl mothers being provided with information on parenthood, different physiological and emotional changes that occur during pregnancy, when they should go for antenatal clinic check-ups, and general tips on how to take care of their babies. Further, there seemed to be no counselling services or support offered to pupils when they returned to school. It

is imperative, though, to find out what role the teachers and school counsellors in Lusaka District play to mitigate the challenges that Re-entered pupils face, thereby ascertaining the relevance of the counselling services provided to Re-entered pupils.

2.8 Summary and knowledge gap identified

The reviewed literature showed that both developed and developing countries are striving to offer counselling services in schools. The literature has shown that much of the success of the pupils relies greatly on the relevance of the counselling services that are offered. Re-entered pupils have diverse counselling needs which have been explored in the literature above. From the studies that have been reviewed, it has been established that counselling services have benefited pupils.

Further, it is evident that literature that interrogates the school re-entry policies in developing countries and the circumstances of re-entered pupils tend to focus on three broad areas. These are: the responsiveness of the policies in addressing the complex realities of re-entered pupils, the effects of early childbearing and its impact on girls' educational participation as well as establishing how conducive the school environment is to re-entered pupils. None of these studies focused on the relevance of counselling services offered to re-entered pupils in secondary schools in Lusaka district. As a result, there is a knowledge gap on the relevance of counselling services offered to re-entered pupils in secondary schools in Lusaka district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the research design, gives a description of the population sample methods that were employed, and instruments that were used in the collection of data and explaining the reasons for their use. Further, the chapter brings out the technique that was used to analyse the data that was collected. The last section presents the ethical considerations.

3.2 Methodology

In the field of research, there are two major paradigms which are Qualitative and Quantitative. Quantitative and qualitative research methods differ primarily in their analytical objectives, the types of questions they pose, the types of data collection instruments they use, the forms of data they produce and the degree of flexibility built into study design (White, 2003). Quantitative researchers often administer standardized measuring instruments in controlled settings, such as tests of cognitive skill, achievement, and attitudes, and analyze data using statistical software. In contrast, the qualitative researcher often is the instrument, relying on his or her skills to receive information in natural contexts and uncover its meaning by descriptive, exploratory, or explanatory procedures (Fraenkel and Wallen, 2000).

This study employed the qualitative approach in order to investigate how relevant the counselling services provided to re-entered pupils are. The Qualitative approach appeals to this study because qualitative methods are relevant in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent. Further, White (2003) observed that numbers impress, but unfortunately, also conceal far more than they reveal, and Patton and Cochran (2002) observed that good qualitative research has equalled, if not exceeded, quantitative research in status, relevance, and methodological rigor. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue – that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals (White 2003).

3.3 Research design

The research design that was used in this study was the Phenomenological survey. Fraenkel and Wallen (2000) state that research designs are a set of instructions to the researcher to gather and analyse data in such a way as to control whom and what to study. Thus, it is a process by which facts are collected about the social aspects of a community's position which involves views, opinions, attitudes, behaviour and feelings.

A phenomenological study is appropriate for describing an event, activity or phenomenon. In a phenomenological study, a combination of methods are used, such as conducting interviews, reading documents or visiting places and events, to understand the meaning participants place on whatever is being examined. The researcher relies on the participants' own perspectives to provide insight into their motivations by conducting a series of interviews in order to build a sufficient dataset to look for emerging themes and to use other participants to validate the findings (Moustakas, 1994).

Phenomenological approaches are based on a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such, Lester (1999) points out that they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Therefore, this study adopted the phenomenological design as it enabled the researcher to collect in-depth, subjective information on the participants.

3.4 Study Population

White (2003) held that a study population refers to all members of any well-defined class of people, events or objects that are designed as being the focus of an investigation. Schools have a large population in Zambia hence the researcher attempted to use a representative sample for the entire population due to budget and time constraints. Therefore, the study population for this research comprised all secondary school counsellors and re-entered girls in Lusaka district.

3.5. Sample and Sample size

In this study, the sample size was determined by the number of re-entered pupils who were found in the selected schools. Statistics from the Provincial Educational Boards Secretary revealed that there were 20 secondary schools in Lusaka District in which the number of re-entered pupils was not well-documented as there were some re-entered pupils who conceal such information. Hence, the researcher selected 4 secondary schools which confirmed that re-entered pupils were present. Further, the researcher selected the four schools which were closest to the researcher due to financial constraints.

Further, the principle of saturation was utilised to reach a sample size of 16 Re-entered pupils and 4 school counsellors from the 4 selected secondary schools in Lusaka district. Bowen (2008) attests that saturation in is a difficult concept to define, but it has been associated with the point in a qualitative research when there is enough data to ensure the research questions can be answered. Emphasis is placed on the depth of the data being more important than the numbers, eliciting all forms of types of occurrences and valuing variation over quantity. Thus, saturation is reached when the amount of varying data levels off and new perspective and explanations are no longer coming from the data (Morse, 1995). Thus, the researcher continuously reviewed the data collected until nothing new was being revealed by the respondents.

3.6 Sample Characteristics

3.6.1 Inclusion criteria

Girls who have fallen pregnant before and have re-entered school were the ones that participated in the research. This was because they are the ones that were in a position to give the right and relevant information. School counsellors at the selected schools were also included for a reason that they possess some knowledge on the basis of their work with girls that are on re-entry programmes. They therefore, provided general perspectives on the relevance of counselling in secondary schools.

3.6.2 Exclusion criteria

Pupils in schools in Lusaka District who have not fallen pregnant did not participate in the study. Furthermore, the research also excluded head teachers and others who are not school counsellors.

3.7 Sampling Procedure

Sampling is defined as the process of selecting a small proportion that is representative of the population for observation and analysis. Sampling procedure can be said to be the process a researcher uses to gather people, places or things for study (Patton and Cochran, 2002).

In this study, the researcher adopted a sample size using purposive sampling method. According to Kahn (2014), purposive sampling groups participants according to pre-selected criteria relevant to a particular research question with the aim of providing rich information from a few selected cases that manifest the phenomenon intensely, but are not extreme cases. Purposive sampling helped in selecting the pupils who met the needed characteristics and also selected the school counsellors on the basis of their work or role in the re-entry programme. Hence, the researcher obtained information from the Office of the District Education Boards Secretary (DEBS) pertaining to which schools in Lusaka had enrolled re-entered pupils.

3.8 Data Collection Instruments

The following were the instruments that were used in the collection of qualitative data: Interview Schedule Guide and Non-participant Observation Guide.

3.8.1 Interview Schedule Guide

Semi-structured interviews were conducted on pupils and school counsellors as the major tool in collecting of information, and in cases where the participants gave agreed, a tape recorder was used to record the proceedings of the interviews. Green and Thorogood (2004) argue that interviews are well-suited for exploring and confirming ideas and provide in-depth information about particular cases of interest. The interview guide (See Appendix II and Appendix III) was used because of its ability to allow the researcher and the respondents to interact during the process of data collection.

3.8.2 Non-participant Observation Guide

An observation guide (See Appendix IV) was used as the second method of collecting data and as a method of data validation. According to Kahn (2014), Observation involves observing behavior and systematically recording the results of those observations, through the guidance of conscious

and planned research questions. Non-participant observation, which the researcher employed, is the type of observation that is done either openly or concealed, but the researcher merely watches the situation or behavior of subjects without his or her participation. An observation guide was used to ensure that the observed data is in accordance with the research topic, with the option of noting things that seem important whilst making the observations. The researcher used observation in order to gain accurate information as participants may conceal vital information when being interviewed.

3.9 Data Collection Procedure

Authorization from the University of Zambia Ethics Committee, an introductory letter from the Directorate of Research and Graduate Studies (DRGS) through the Assistant Dean Postgraduate Studies- School of Education (See Appendix V) and authorization from the Ministry of General Education through the office of the Office of the Provincial Education Officer (Appendix VI) were obtained before the researcher began to collect data.

Face-to-face interviews were carried out within the school premises where the re-entered pupils were derived from, and non-participant observation was done. The importance of carrying out interviews was to have valid and in-depth information while observation was required to cross-check with data collected through interviews.

Collection of data was done from the 5th to the 15th of June, 2017.

3.10 Data Analysis

Thematic Analysis was used to analyse the data that was collected. A thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarise all the views the researcher collected. Major themes were drawn from interviews with respondents and observation by the researcher. Thus, the emerging themes became the categories for analysis (Patton and Cochran, 2002). In this regard, the researcher categorised the major themes and identified the related issues that arose from the themes.

3.11 Ethical considerations

Patton and Cochran (2002) define ethics as simply moral principles that guide our behaviour and

based on shared values and beliefs about what is good or bad. The study involved human participants whose rights were protected. In this regard, the researcher obtained authorisation from the Provincial Education Boards Secretary in order to familiarize the researcher to the selected school managers and participants. Further, Consent was obtained from the participants who participated anonymously and were given the right to withdraw from the research if need arose. Further, the researcher respected any decision that the participants made, and the information collected was kept confidential and used only for academic purposes.

3.12 Chapter Summary

This chapter brought out the details of how the research was carried out in terms of the methodology of the study. The study was qualitative, taking up a descriptive survey with the study population being secondary schools in Lusaka where re-entered pupils are enrolled. Further, the sampling size of sixteen Re-entered pupils and four guidance and counselling teachers from 4 schools in Lusaka District was arrived at using purposive sampling. The chapter also brought out the data collection instruments which were semi-structured interview guide and non-participant observation guide, while the data was analysed thematically. The limitations of the study were also brought out.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents the findings of the study which aimed at investigating the relevance of counselling services provided to re-entered pupils in selected secondary schools in Lusaka district. The findings are presented according to the study questions and the sub-themes which emerged. The study questions were; 1. What are the counselling needs of re-entered pupils in secondary schools in Lusaka district? 2. What type of counselling services are provided to re-entered pupils in secondary schools in Lusaka district? 3. Have the counselling services provided to re-entered pupils in secondary schools in Lusaka district been appreciated? 4. What is the role of school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district? The findings from the pupils are presented alongside those from guidance and counselling teachers. While actual words said by respondents have been used as much as possible in the descriptions, other words have been paraphrased.

4.2 Counselling Needs of Re-entered Pupils

Participants were asked the counselling needs of re-entered pupils. The following were the findings first from pupils, then from school counsellors;

4.2.1 Balancing Motherhood and Schooling

The sixteen re-entered pupils and the four school counsellors identified that it was difficult for re-entered pupils to balancing motherhood and schooling. Pupils complained that pregnancy and motherhood was a disruption to their learning process. It was added that the new roles that came with motherhood tended to be a challenge to the re-entered pupils and it was difficult for them to adjust to their new roles and adapt to the old roles of being learners. It was said that the new role of being mothers came with irregular class attendance; failure to focus or concentrate in class, negotiation of study time as well as stigmatisation from other classmates or teachers. Reflecting

on her pregnancy and school, Pupil A attributes her delay in completing school to the incidence of pregnancy. She said:

I face many problems which need me to be counselled. But what I can say is that being pregnant in school is not good because if I did not fall pregnant I would have finished my school early, so what has delayed me in finishing school is because of having a child...From what I have gone through, it is not good to serve two masters at a time, it is better you take one thing and focus on it. Being a mother has made me lose focus. I usually feel tired because I spend the night looking after the baby.

Pupil C had these sentiments; “*ku nkhalala na mwana kwa ni sokonezela sikulu. Ni kangiwa ku mvesesa mu class. Ni ma lema maniingi kaili mwana avuta usiku.*” (Having a child has disrupted my schooling. I fail to listen attentively in class. I get very tired because the baby bothers me at night).

The delay caused by the child is therefore experienced as disturbance to school. Apart from this delay in moving grade levels in school, there were also cases of school dis-engagement, resulting in difficulties in re-adjusting to academic work, and this usually resulted in poor academic performance as shown by what Pupil G who said;

I had difficulties when I returned to school, especially after staying home for one year without speaking a word in English. Things were very hard for me in class because I was always absent-minded. When I came back to class I had forgotten most things, even some English words. It was very bad cause even tests and homework I would fail.

Pupil J added: “*I am really left behind in class. It is really hard for me to catch up with my friends in class. I have to focus very much for me to catch up.*”

The pupils further revealed the academic disruption was not only a case of dis-engagement, but also irregular school attendance due to child illnesses, and other baby care demands which compromised on study time as well.

Pupil I said, “*Nima lova lova chifukwa mwana ama dwala, nifunika futi ku mu peleka ku clinic under five futi penangu nilibe muntu osala na mwana ba mai banga bama yenda ku ma order ku*

Nakonde. So nika lova nima salila mu class.” (Which means, “I am usually absent because the child gets sick, I also need to take the child to the clinic for under five, then sometimes I have no one to remain with the child my mother goes for business in Nakonde. So I am usually absent I lag behind in class”).

The four school counsellors agreed with the re-entered pupils. School counsellor 1 reported that re-entered pupils face so many academic challenges such as inability to concentrate in class and dozing during lessons, in turn leading to poor academic performance. Counsellor 1 added; *“They really need help in terms of concentration in class, they need to be motivated so that they focus and work hard. Their success really depends on their concentration and being focused.”*

Another school counsellor reported that re-entered pupils need counselling in terms of the careers that they choose. The respondent mentioned that before getting pregnant, re-entered pupils usually have high ambitions and seek high-profile professions. However, when they return to school they seem to lose focus and do not pursue their dreams. She said that: *“they need help in terms of choice of career. One grade twelve re-entered pupil once told me she wants to be a hairdresser when she finishes school. Imagine! A hairdresser! So really they need counselling in terms of what they want to do after completing school.”*

4.2.2 Negative Remarks

Participants further revealed that re-entered pupils needed counselling due to the negative remarks that they receive from their fellow pupils, teachers and parents. This led to the pupils feeling discouraged, giving them a low self-esteem. Additionally, some pupils reported that there are times they did not attend classes due to negative comments from teachers and fellow pupils.

Pupil P explained;

The problem of teachers and other pupils talking bad about us is common. It is one of the main problems that we face and we need help for that. Some teachers and classmates like insulting us girls who are mothers that you are prostitutes, so sometimes I fail to play with my fellow classmates fearing to be called naughty. So I usually sit alone or with my other friends who are mothers and we encourage each other with the words that the counsellors encourage us.

Additionally, Pupil M responded; *“For me it is just negative comments and discrimination that should be stopped. They should not be treating us separately like, no these have children, these don’t have, they should not be doing that. We are all pupils; they should treat us the same way, accept us as learners.”*

Some of the pupils also mentioned that they had experienced mockery and negative remarks from their parents who withdrew from supporting them with school fees and other school needs. Pupil E narrated that her parents told her to choose between school and marriage and her siblings mocked her about being a mother and a pupil. She said *“I face a lot of condemning from home and also in the neighbourhood. They used to laugh at me when going to school pregnant then now when I am studying at home my sisters and brother laugh at me that I should just get married.”*

From the classroom observations that the researcher made, it was evident that re-entered pupils are mocked by fellow pupils. They are laughed at, they do not participate fully in class and the teachers do not pay particular attention to re-entered pupils. It was further observed that some re-entered pupils attend class irregularly and when they do, they do not seem so eager to learn as some were seen spending time alone outside the classroom.

4.2.3 Financial Constraints

It was revealed by re-entered pupils that they faced financial problems which ranged from failure to pay school fees, inability to provide the basic needs for their babies, and lack of transport money and money for other school requirements such as books, pens and mathematical sets. One pupil said *“it has really been a challenge for me to even reach grade eleven. I have to look for money to pay school fees and buy things for my baby. My parents do not always give me because my father wanted me to marry the man who made me pregnant.”*

Four respondents also mentioned that although the majority of the baby requirements for their babies were provided by the parents or guardians, they also engaged in some income-generating activities to supplement these parental efforts. The activities frequently mentioned were hair plaiting, gardening and running small kiosks among others. This enabled them to meet basic requirements like clothes, detergents, lotion, sugar and snacks for their babies. However, those

activities drained them physically and took up much of their free time, making it difficult for them to focus on their academic work, as explained by pupil G, *“I usually sell sweets, biscuits and jiggies at my mother’s stand it’s just outside our house. I also plait hair especially to friends and charge them just a small amount. I use the money to buy books and also to buy things that my baby needs...but it’s difficult because I have no time to study, I get tired.”*

Pupil E explained that from the time she got pregnant, her father refused to continue providing her school fees and other school requirements. She went on to say; *“I have struggled the whole term in finding money for my school fees. So, financial support is my major problem that I end up failing to concentrate on academic work because of that.”*

School counsellor also agreed with these findings as they said that most re-entered pupils are usually chased from school due to the failure to pay school fees. Further, it was revealed that some re-entered pupils wear the wrong uniform, worn-out uniforms, wrong or worn-out shoes and sometimes they come without food. Counsellor A said *“these pupils really face challenges in terms of finances and they need counselling to assist them how they can find legal means of paying school fees and other needs. Otherwise they can end up doing bad things because those who come back after getting pregnant indeed they want to get educated. Counsellor D added, “most of the re-entered they are disowned by their parents so they have no one to provide for their children and themselves. It is really hard for them indeed. But as schools we have no money to help them.”*

The researcher attended a counselling session in which a re-entered pupil was distraught and sought the help of the school counsellor. The re-entered pupil complained that the parents had neglected her from the time she had a child. She went on to say that she walked a long distance in order to get to school and she wanted to know if there was anywhere she could go to seek assistance as she really wanted to complete her education. This brought to light the financial challenge that the re-entered pupils face, indeed it is a matter of concern. The researcher also observed that indeed some of the re-entered pupils were clad in wrong uniform, they looked untidy and others wore torn shoes and wrong shoes which were not to be worn at school.

4.2.4 Emotional and Psychological Instability

Respondents revealed that re-entered pupils faced emotional challenges and well as failure to handle their psychological pressures. One re-entered pupil mentioned that she has been failing to handle her emotions especially when she fails to pay attention in class. Another pupil said, *“I feel like I am going mad sometimes. It is hard for me the things I have gone through then being in school again. I always seek help from the guidance teacher.”* Counsellor 3 pointed out emotional and psychological instability as being a counselling need for re-entered pupils. She mentioned that the pupils are usually in need of psychological help as they seem tense, moody and lonely. She added that for those who have been abused sexually and physically, they are to be counselled properly and patiently because they are left with emotional and psychological damage.

School counsellors mentioned that some re-entered pupils have low self-esteem as they seem to feel low of themselves because of their situation. This affects them to the extent that they fail to participate during lessons and in other school activities. Counsellor 2 said;

I have noticed that when they come back to school, these pupils usually have low self-esteem, that is one counselling need that these pupils have, and it affects their school life altogether. I'll give an example of one re-entered pupil, when she just came to this school she used to fail to talk when asked a question in class. When I called her to the office to have a talk with her, she told me she felt like she wasn't fit to be in school and felt that everyone was laughing at her. She also said she felt if she spoke in class she would be a laughing stalk.

Through observation in the classroom and school environment, it was noted that the re-entered pupils preferred to be alone or in isolation from other pupils. In the classroom, the re-entered pupils were reluctant to participant in activities which required the participation of all the pupils.

On a different note, the researcher found out that there are some re-entered pupils who begin to work very hard once they return to school, as noted by counsellor 2;

I have found that, some re-entered pupils learn after coming back in school, they begin to concentrate so much with their school because they know that they have to fight for themselves and their child. As a teacher I have observed that some re-entered girls refrain from playing and put books and education first. Such ones really make us happy and it is easy for them to deal with their problems

because they are serious with moving forward.

Thus, despite the negativity that they experience, some re-entered pupils focus on working hard and making their parents proud.

4.3 Types of Counselling Services Provided to the Re-entered Pupils

All the respondents said that counselling services are available at all the schools although 4 re-entered pupils complained that the school counsellors are usually busy with other requirements. It was revealed that School A and School B each had one school counsellor; School C had two, while School D had three school counsellors. The researcher observed that all the school counsellors, but one, had teaching subjects and were only available in the counselling rooms during their free time.

During the interview conducted with the re-entered pupils, all the pupils revealed that they have a guidance and counseling office in their respective schools. Six re-entered pupils acknowledged having been provided with counselling services from the counselling department at least once in a school term, while seven said they have been counselled whenever they have a problem, and three revealed that counselling was provided rarely as the school counsellor tended to be busy with other things.

On a different note, Pupil S said;

The guidance office is here yes but it only offers grade nine and grade twelve results and conducts examination registration and those who register to use this school for rewriting grade twelve examinations. On top of that, the guidance teacher most of the days knocks off early before we even come out of class. But when I just came to this school, yes she talked to me about a lot of things on how to live and work hard in school. But now she is too busy so we usually just talk to other teachers who are willing to help us, unless on a day when the guidance teacher is not busy then we talk to her.

Six pupils also revealed that the school counsellor only offered them counselling services at the time they reported back to school. However, the school Counsellors revealed that some re-entered pupils who come from other schools usually do not report to the authorities that they are re-entering. This makes it difficult for school counsellors to provide them with the much needed help.

However, it was added that with time, they reveal to fellow pupils or teachers, some are found out by their peers. In most cases, the pupils agree to undergo counselling.

4.3.1 Group and Individual Counselling

Pupil J explained that re-entered pupils are counseled as a group in form of general talks with the school counsellors, and other times there are one-on-one talks between a pupil and the school counsellor. The respondent further said *“the guidance teacher has talked to me on how I can accept my situation, and she encourages me to accept that am now a mother and I have to be serious about working extra hard so that my child will not suffer in future.”*

Pupil H explains;

When I just got back to school I used to feel bad and not willing to learn because I was behind in everything and my friends I was with before I got pregnant were almost finishing school. The guidance teacher really helped me to become serious with school. She even told my other teachers to be observing how I am doing in class and to help me to pull up my socks. Now I am even doing well, I am passing my tests.

The school counsellors brought out that counselling is offered to the pupils as individuals and also as groups. Group counselling is done with the pupils, their parents, other pupils or classmates and teachers.

Counselling is given to the re-entered pupils as a group and as individuals on acceptance in which they are helped to accept the situation and fit in the society and classroom. Sometimes we involve parents, pupils and teachers. For parents we do counsel them with their children so that they can understand the situation and continue supporting their girls. This helps to keep the girls in school as parents are the key people in doing this. And teachers and pupils are counselled when a re-entered pupil brings a complaint of being treated badly by any of them. In our staff meetings we also talk about how fellow teachers can help us in supporting these girls (Counsellor 1).

The researcher observed both individual and group counselling sessions. During individual counselling, the school counsellor either called a re-entered pupil who seemed to have a counselling need, or the pupil went to the guidance and counselling office to seek the help of the school counsellors. Group counselling, it was observed, involved fellow teachers, pupils and the affected re-entered pupil. One re-entered pupil had a challenge as the Mathematics teacher would

make derogatory remarks concerning her. Hence, the re-entered pupil sought the help of the school counsellor and the teacher was called in for a counselling session in which the researcher was a non-participant observer.

4.3.2 Rehabilitation and Psychosocial Counselling

Re-entered pupils explained that they are given talks about sex, HIV and generally ways in which they can take care of themselves. They are given advice on how to say No to sex, how to take care of their babies, how to care for their bodies, such as taking regular baths, and also the disadvantages of falling pregnant again. The pupils pointed out that the counselling that was done was mainly concerning how to behave in school, encouragement on studying hard and focusing on the bright side of life, the dangers of HIV/AIDS and how to deal with negative comments and behavior portrayed by fellow classmates and schoolmates.

The respondents also revealed that they are given counselling based on what they went through that led to their pregnancy, as well as what they are going through currently. Two pupils revealed that they were sexually abused and the counsellors have been helping them to deal with the torture that they are going through in their mind. Pupil K said, *“the counsellors here have helped me to think positively and not focus on what I went through. I was a victim of rape. So far I am staying positive because of the talks that the counsellors give me. I am grateful.”*

Counsellor 2 put emphasis on the fact that the office is always open for pupils who need help and that whenever a re-entered pupil asks for help, she is helped instantly as re-entered pupils go through a lot of emotional pressure. She went on to say that school counsellors offer rehabilitation counselling to pupils who had children due to sexual abuse and those who sought help in dealing with the aftermath of childbirth. Counsellor 1 said, *“We help them to understand and cope with their situation and to get back in society and school with confidence so that they do not feel so alone and unwanted.”*

One respondent narrated *“the school counsellor advised me to ignore negative comments from fellow pupils and to focus on achieving my goals by studying hard and never repeating the mistake that I made of having a child before completing school. She encouraged me to be a changed person*

also” The respondent added that those words have been a source of inspiration to her, even though she would like to have more counselling sessions with the school counsellor who seemed to be too busy whenever she went to the guidance office.

Further, Counsellor 4 explained that, *“we as school counsellors are trained to offer counselling in all situations. So for re-entered pupils, they particularly need psychosocial counselling and indeed it is what we give them. This is because of the psychological and emotional breakdown that they experience. Their parents also are engaged sometimes because certain parents react badly to disappointments by their children.”*

4.3.3 Guidance and Career Counselling

The participants in this study indicated that re-entered pupils were offered talks about subject combination as it was the main activity of the guidance department. It was added that the department is open to all the pupils, but particular attention is given to pupils such as re-entered pupils who have special needs. Pupils revealed that they are offered counselling on how to be good students, how to study to succeed and how to manage time in order to enable them have concentration whilst caring for their babies at home.

Counsellor 3 had this to say, *“When a girl comes back to school, the Headmaster sends her directly to our guidance and counselling office so that we can talk to her on how she can handle double responsibilities of being a pupil and a mother at the same time. This is done as a one-to-one type of counselling so that we talk freely with them.”*

Counsellor 1 added, *“we are very aware of the needs of re-entered pupils, they really need our help that is why I am available for re-entered pupils...I offer guidance and also career counselling to them in order to keep them on the right track academically. I would like them to do well in school so that that they make the best out of their situation.”* Counsellor 4 added that she is readily available to all the re-entered pupils and she gives them special attention in class and after school hours as she would like them to catch up quickly in their academics.

The researcher observed a counselling session in which the three re-entered pupils in school B

were met by the school counsellor as a group. The topic under discussion was how to study to pass. The school counsellor payed attention as each of the re-entered pupils brought out the challenges they faced during their study times. The school counsellor addressed their issues and offered guidance accordingly.

4.4 Appreciation of Counselling Services Provided to Re-entered Pupils

In this objective, the researcher wanted to find out from the re-entered pupils how appreciative they felt about counselling services provided to them. All the sixteen re-entered pupils said they appreciated the counselling services provided very much despite having few school counsellors and those counsellors get busy with other school duties. Five pupils said they appreciated the counselling services, but stressed the need for them to be provided with counselling whenever they needed the service, stating that if counselling was provided to them as many times as they needed it, they would benefit more from it.

4.4.1 Focus on Academic Work

Re-entered pupils in this study revealed that the counselling services provided to them have been appreciated to a large extent as they have been encouraged to remain focused on academic work and determined to get educated. Asked on the whether she appreciates the counselling services provided to her as a re-entered pupil, pupil A responded;

I really really appreciate. Life is hard at home after giving birth and continuing school when you are a mother. You will find that when you knock off, you will find that you are tired and fail to study. When you go to school, not everyone is ready to be your friend, and even those who were once your friends start avoiding you. So counselling has helped me to be free even when I don't have many friends and it also helps me such that I feel good and better for the counsellor to talk to me and I keep on feeling encouraged.

Another respondent, despite mentioning that her academic performance had gone down because of the pregnancy and baby care, mentioned that she has been helped, through counselling, not to lose the determination to achieve her dreams of finishing school. Pupil C said; *“ba teacher ba guidance awe bani tandidza maningi pakuti ngati sibeve asemble nina leka sikulu mwe. Pantu sinenzo ganizako kuti sikulu ninga silize ine buti awe sure bani tandidza maningi apa ni fun ache*

ku siliza sikulu. Ni fakilako nzelu maningi ku sikulu” (It means, “The guidance teacher helps me very much because if not for her, I would have stopped schooling. That is because I never thought I would ever finish school, but she has really helped me, right now I just want to finish school. I pay so much attention at school”).

Asked on how appreciative she was for the counselling provided to her after returning to school, Pupil E narrated;

I appreciate counselling so much. One time the guidance teacher counselled me on how to be confident and to ask for help because I was feeling shy to ask for help in class. So I always remember her words whenever am down, I also study very hard and I ask for help from those who know. I have learnt that I should just have confidence, always moving forward, because for anything to work, we should have determination and this is what I was told by the guidance teacher. If it wasn't for the counselling, I would not be serious with school because we are seen as failures because of having babies.

Counsellor 3 added that the counselling services provided are relevant as they benefit the families and the community as well in the sense that some make house visitations if a re-entered pupil has a problem at home or in the community. She added that house visitations are carried out due to the genuine concern for the wellbeing of the re-entered pupils, and this has helped to keep them in school such that some re-entered pupils have advanced to finishing school and pursuing higher education. She emphasized that *“Without counselling, the re- entered pupils fail to finish school and choose marriage instead. I'm proud to say I have seen some of the re-entered pupils finish school and go to college in the past, and I'm yet to see more.”*

4.4.2 Motivation to Stay in School

Re-entered pupils revealed that they would have dropped out of school if they did not have school counsellors to encourage them on the importance of school. One of them mentioned that the few times that she has spoken with the school counsellor have been beneficial as she almost gave up due to the negativity that she faced within the school environment. Additionally, Pupil M mentioned that despite school counsellors being occupied, the benefits of counselling have been realised. She said *“the counselling services provided to us are very much relevant because if not for counselling I would have stopped school. But these counsellors are overworked because they have to teach in large classes and find time to counsel us. It's too much I feel for them.”*

Pupil H said, *“Sometimes I would come to school very ready to learn but when my friends make fun of me I would just sit in the toilet or behind the classroom feeling bad. The guidance and counselling mistress really helps me she talks to me and gives me courage that’s why I have continued coming to school otherwise I could have stopped. I really appreciate the services she gives us at this school.”*

The four school counsellors pointed out that counselling services offered to re-entered pupils are appreciated as they have very few cases of re-entered pupils dropping out of school; in the past school year there has been one drop-out in School A and B respectively, no drop-outs in school C and two dropouts in the School D. Counsellor 1 explained;

Usually you find that re-entered pupils when they come back to school they want to give up because of the many challenges they face, but we take time to have one-on-one talks with them to encourage them to stay in school. This has worked because at this school since last year we no cases of re-entered pupils stopping school. Usually they stop only when they fall pregnant again, but those who are serious usually listen to our advice and they stay in school. This means they appreciate what we counsel them.

4.4.3 Modification of Behaviour

The school counsellor in school D added that counselling services provided to re-entered pupils have been appreciated by parents and pupils themselves as they have been effective in modifying the bad behaviour of some of these pupils. The school counsellor in school B narrated that one pupil who fell pregnant in 2014 returned this year in January. She explained that before falling pregnant, the girl was basically indiscipline and she did not seem to listen to anyone, she was among the problematic pupils in school. However, since she re-entered, she has been helped to become a better person, she listens to advice to the extent that other teachers are amazed with the changes. The counsellor said, *“When she came back, she almost started her bad behaviours, but indeed, this girl appreciates what we talk to her about. She has really changed since we started giving her counselling.”*

Five respondents alluded to the fact that they appreciate the counseling services, but there was need for these services to be provided as often as possible in order to help them to negotiate the

challenges that they face within and outside the school environment. They emphasized that counselling should not only be done when they returned to school, but it should be an on-going process to keep them focused as they experience a lot of difficulties. One respondent said “*I appreciate the services yes because if not for what the counsellor advised me when starting school I think I would have given up. It is just not fair that after that first counselling now we are on our own. Either we talk to other teachers or we just have to encourage ourselves because the guidance teacher is really busy with other things.*”

Two school counsellors made a complaint that counselling services in schools are not appreciated or viewed as relevant by some stakeholders due to the fact that school counsellors have other duties to carry out such as having classes to attend to and subjects to teach, as shown by the sentiments made by Counsellor 4, who said;

It is very challenging to have teaching subjects and also attend to the needs of pupils. Otherwise the few times that I have talked to re-entered pupils they have listened and they have stayed focused so I can say the counselling services have been relevant. However, it is important for this issue to be looked at broadly such that guidance and counselling teachers should not have any teaching subjects but we should just focus on helping pupils especially these re-entered pupils who really need our help. This will make the provision of guidance and counselling services more relevant.

Generally, the respondents agreed that counselling services provided to re-entered pupils are appreciated. They added that counselling services are very important in keeping the re-entered girls in school as they are helped to overcome the negativity that is portrayed by other pupils, parents and teachers towards them.

4.5 Role Played by School Counsellors in Mitigating Challenges faced by Re-entered Pupils

4.5.1 Offering Encouragement

Asked on the role that school counsellors play in mitigating the challenges they face, re-entered pupils responded that school counsellors play a big role in this case. The respondents revealed that the school counsellors mainly give help to them by giving them encouragement on a personal level.

Five pupils had the same sentiments, adding that when they returned to school, they used to feel emotionally drained and felt like giving up on school, but the school counsellors were always there

to talk to. They revealed that the school counsellors have been there for them and they have been offered with help whenever they felt challenged within and outside the school environment. Pupil D added that whenever she feels bad about her situation, she seeks the help of the school counsellor and each time she does that, she leaves the counselling room feeling refreshed and encouraged.

It was further revealed that counsellors encourage the pupils to keep them focused, to set goals and stick to the goals and also to keep working hard despite the changing circumstances. Counsellor 3 said, *“we have regular talks with them on how they can manage their challenges, we always offer encouragement to them. We also make sure to help them to develop confidence in themselves. We do different exercises to boost their confidence and we advise them to stick together.”*

4.5.2 Giving Encouragement and Guidance

Participants revealed that the school counsellors play a role in guiding re-entered pupils on how to divide their time at school and at home, how to study, how to stay focused and also how to prepare for tests and exams. It was also revealed that guidance teachers also play a role in making sure that other teachers and pupils offer support to the re-entered pupils and they offer encouragement to them.

Pupil N explained that *“they help us so much in our performance in class. When I came back and I was not concentrating in class I remember the guidance teacher talked to my teachers in front of me and they were told to be helping me and to be observing me. I really appreciated cause it helped me to start passing my tests because they were helping me like what they were told and I also passed my grade nine exam because of that.”* Pupil D added that the school counsellors have helped her to keep forging ahead, they encourage her to keep working hard in school, such that last term she got the best results in her class.

School counsellors further stated that they assist the re-entered pupils who lag behind academically by engaging other teachers to help them as they cannot always observe them in class. This is especially so because those pupils usually face academic challenges due to the time spent home and the double responsibility. Counsellor 1 said;

We talk to other teachers to pay close attention to those re-entered pupils who are slow in class. We understand some pupils come from home tired due to taking care of their babies, they even doze and some say they fail to study. So we engage other teachers like their class teachers to pay close attention to them and keep encouraging them so that they forge ahead and catch up with their friends.

4.5.3 Sensitizing Within and Outside the School Environment

Respondents revealed that school counsellors play a role in sensitizing other pupils, teachers, parents and communities on the support that re-entered pupils require. Pupil E said, *“the guidance teachers talk about how we should be helped during the assembly we have every Monday and also in the clubs we have in school. Sometimes they use other pupils not us to do plays to show how we have to be treated.”* Another pupil mentioned that the school counsellor had called her parents to school once in order to talk to them about how the pupil was to be treated after having a baby. She explained that this was done because she made a complaint to the school counsellor as to how unsupportive her parents were since she had a child.

The researcher found out that re-entered pupils also face challenges at home and in their communities, and some school counsellors help in the sense that they have talks with parents and community members when they notice that the challenges being faced at home are affecting the pupil at school, as revealed by Pupil L who narrated;

The guidance and counselling teachers came home because I was being abused at home because of having my baby. My parents used to beat me, insult me, they never used to give me any money I was just being helped by other relatives. I used to be affected that I stopped passing in class, I was failing. So after talking to the guidance teachers about my problem the teachers had to talk to my parents to accept me and the mistake I made and to support me. The best friend to my mom, who is our neighbour was also talked to I told the teachers she also treated me badly with my mother. Now things are much better my parents even give me money for school from that time. Now I’m even doing better in class.

In some cases, the school counsellors discipline the pupils who ridicule the re-entered pupils in order to minimize the high levels of ridicule and discrimination that are experienced within the classroom and school environment. Pupil F said;

The school counsellors have really been there for us as we struggle when we get back in school. One time I was being laughed at that my breasts are producing milk by two of my classmates. I cried and when I reported the case to the guidance office the girls were called and talked to then they were punished. Since then my classmates don't laugh at me anyhow and now I'm very confident in class.

Counsellor 1 brought out that she plays a vital role in protecting the pupils from the negativity that other pupils, teachers and parents portray towards them. *"We always make sure that these pupils are protected because they are usually treated badly within and outside school. So, we take note of pupils and teachers who don't support them, and even parents and we make sure we correct the situation through counselling. As for pupils, we usually punish them if they insult or say bad things to them, and fellow teachers if they don't change we report them to the Headmaster and other authorities."*

Two school counsellors said they do engage in sensitization in that they talk to other pupils, teachers, parents and the community on the importance of supporting re-entered pupils. This is done through dramas, plays, songs, poems and school clubs during school functions, and through direct talks with parents and others when they are called to school or when they are visited at their homes. However, counsellor 4 mentioned that visitations are usually risky as some parents may be violent or abusive, and financial resources are usually a challenge as schools do not have money for such activities. Counsellor 3 said *"teachers who decide to go the extra mile and help re-entered pupils by visiting their homes usually have to use their own money. But I personally have done such visits because it's the only way parents can understand how to support their children. Other teachers also come to help, even the head. We really have to be there for these pupils."*

It was also observed that in all the selected four secondary schools in Lusaka, the guidance and counselling departments lacked financial support to help re-entered pupils pay for their school fees and other school needs especially those whose parents get angry and stop supporting. Hence, in terms of financial support, those re-entered pupils whose parents and guardians refrain from paying for them end up in the streets or married, their dreams of getting an education being shuttered. Others engage in small business to raise money, but end up spending too much time doing so thereby having a challenge in terms of academic work being put on hold, thus some fail their tests and examinations.

4.6 Chapter Summary

Chapter four has presented the research findings of the study based on the research questions and themes have emerged. The questions which the chapter attempted to answer were; (1) what are the counselling needs of re-entered pupils in public secondary schools in Lusaka district? It was revealed that re-entered pupils have numerous counselling which range from emotional, financial and psychological. (2) What type of counselling services are provided to re-entered pupils in public secondary schools in Lusaka district? Findings indicate that individual and group counselling are offered to re-entered pupils in which rehabilitation, psychosocial, educational and career and guidance counselling are provided. (3) Have the counselling services provided to re-entered pupils in public secondary schools in Lusaka district been appreciated? It was established that counselling services provided to re-entered pupils are appreciated to a large extent as counselling has kept them determined and in school. (4) What is the role of school counsellors in mitigating the challenges faced by re-entered pupils in public secondary schools in Lusaka district? Findings on this question show that school counsellors play a pivotal role in guiding, supervising and encouraging re-entered pupils. These findings are the new knowledge gap added to the body of knowledge on the relevance of counselling services provided to re-entered pupils in selected public secondary schools in Lusaka district.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses findings of the study which aimed at investigating the relevance of counselling services provided to re-entered pupils in selected secondary schools in Lusaka district. The findings are presented according to the objectives and the themes that emerged from the findings. Objectives of the study were: to identify the counselling needs of re-entered pupils in secondary schools in Lusaka district; to examine the type of counselling services provided to re-entered pupils in secondary schools in Lusaka district; to assess how relevant counselling services provided to re-entered pupils in secondary schools in Lusaka district have been and to analyse the role played by school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district. The findings from the pupils are presented alongside those from school counsellors.

5.2 Counselling needs of re-entered pupils in secondary schools in Lusaka district

Re-entered pupils and school counsellors identified a number of counselling needs of the re-entered pupils. This was through sentiments made by the pupils such as, “We face a lot of problems as pupils and mostly, we really need school counsellors to help us” (interview with Pupil).

5.2.1 Balancing Motherhood and Education

It was revealed in this study that re-entered pupils find it difficult to balance the responsibilities that come with being mothers and being learners. Both the re-entered pupils and the school counsellors alluded to the fact that re-entered pupils require counselling on how they can balance these responsibilities. Further, school counsellors expressed concern over that fact that re-entered pupils take time to fit in the school environment and that if not helped, they can completely lose interest in school. Maluli and Bali (2014) in their study in Tanzania revealed that after delivery, adolescent mothers are generally described by teachers as restless and sleepy during lessons and at risk of falling behind with school work due to their double responsibility as students and mothers.

Respondents in this study further revealed that some of the responsibilities that come with motherhood are, taking care and providing for the child, which in most cases leads to irregular school attendance especially for those pupils whose families are not supportive. Irregular school attendance results in most re-entered pupils performing badly in class as they fail to catch up with lessons missed. Chunga (2014) observed that irregular school attendance is one of the reasons why re-entered pupils require counselling services as it was observed as a serious challenge to the girls. Although a few were consistent, depending on the welfare of the baby at home, most of them were regularly absent from school.

School counsellors and re-entered pupils also reported that re-entered pupils in schools need counselling in terms of academic needs, as it was reported that re-entered pupils tend to fair badly when they return to school as they fail to contend with their new role of being mothers. They are faced with the responsibility of taking care of the baby when they are at home, taking the baby for regular medical checkups and also taking care of the baby when the baby is sick. This leaves most of them tired and restless, and they fail to concentrate in class and they have no time for school work when they are at home. This was also observed by Maluli and Bali (2014) whose research in Tanzania revealed that adolescent mothers after delivery are generally described by teachers as restless and sleepy during lessons and were at risk of falling behind with school work due to their double responsibility of being mothers and students.

The respondents in this study further revealed that counselling of re-entered pupils is required due to the inability to settle in school and fear of tests and examinations, which result in poor performance in school. This is prompted by the fact that other teachers do not devote time to re-entered pupils or have special regard for them, but they merely treat them as they treat other pupils. As noted by Mpanza and Nzima (2010), teachers are often unprepared to deal with adolescent mothers in a classroom setting as they may have negative views of such pupils as adults who do not fit in the school environment. As such, even if the teachers would like to support re-entered girls and help them achieve better academic performance, they may be unable to do so. According to the informants, very few individual teachers were willing to help them go through what they had missed because of motherhood. Most teachers were not willing to help them with

lessons missed out saying that they are paid to teach those who go to school and not those who stay at home no matter the reason. For instance, a young-mother learner could be absent from school for some days because the baby was sick or had been admitted in hospital. When she resumed classes, teachers would not help her to learn what she had missed during her absence.

5.2.2 Negative Remarks

Respondents in all the four secondary schools revealed that, re-entered pupils experience aggressive remarks from fellow pupils and some teachers, and some are shunned by both teachers and pupils. Re-entered pupils also brought out that fellow pupils say bad, discriminatory things against them, and in some cases teachers support such bad remarks. School counsellors also mentioned some cases in which they offered counselling to re-entered pupils who had become disturbed academically and emotionally due to the bad remarks from fellow pupils and teachers.

Chigona and Chetty (2007) brought out the same findings in their study which explained that boys are usually the culprits in attacking teen mothers in school with direct and aggressive verbal comments, while girls disassociate themselves from the teen mothers. Hence, there is need to offer counselling to the re-entered pupils in order to help them overcome such remarks. As argued by the Person-centred theory, individuals should be given the opportunity to come up with solutions to their needs in order that they can explore their thoughts and experiences and come up with long-lasting solutions, as needed by re-entered pupils in dealing with this need.

Further, some pupils and school counsellors mentioned that some parents also tend to offer negative, derogatory remarks towards re-entered pupils. The study revealed that parents reach the extent of abusing the re-entered pupils and chasing them away from their homes even though it takes months before they return to school. Wanyama and Simatwa (2011) has similar findings in their research carried out in Emuhaya District. Heads of schools and Parent Teachers Association chairmen had the view that the girls who had fallen pregnant in while in school deserved to be punished by keeping them away from school. The study also revealed that some parents chase the pregnant school girls from their homes and keep them away from school. With time, some parents are helped to understand the support that re-entered pupils require while others remain enraged and completely unaware of the benefits of re-entry.

The participants further revealed that some teachers stigmatise re-entered girls. One re-entered pupil mentioned that there was a teacher who would always refer to her as a mother while another pupil revealed that some teachers chase her from class saying she does not fit in the classroom. Chigona & Chetty, (2007) argue that teachers are usually seen as people who are supposed to support and motivate girls to stay in school and perform well. However, this is contrary to the findings of their study which showed that most teachers were reported to have an attitude that made these young-mothers learners feel stigmatized by their situation as mothers in school.

5.2.3 Financial Constraints

It was revealed by re-entered pupils and school counsellors that re-entered pupils faced financial problems which ranged from failure to pay school fees, inability to provide the basic needs for their babies, and lack of transport money and money for other school requirements such as books, pens and mathematical sets. It was further revealed that parents usually stop supporting the re-entered pupils when they discover that they are pregnant. McGaha-Garnett (2007) found out that traditionally the place of child bearing was in the family thus teenage motherhood was regarded as disgraceful and the only way a young-mother could redeem herself was to get married. Teenage mothers and their children are two particularly vulnerable groups in our society. Their long term lives are interconnected. With financial support, they may be shaped towards healthy development, stability and productivity. If the financial support is not adequate, they may be shaped towards being dependent for the rest of their lives.

Further, this study revealed that re-entered girls are under financial stress as they are considered as disgraces in their families. School counsellors stressed the need for re-entered pupils to be helped financially because of their desire to learn. This coincides with Breheny & Stephens (2007) argument that motherhood is a challenge requiring support and community involvement regardless of the mother's age and social economic position. They further propose that different social structures could be used to support motherhood occurring at any point in the life course so that motherhood could be successfully combined with education and employment in any order. They point out, however, that there is lack of consistent support for teenage mothers from their families.

It was also established that the lack of financial assistance results in re-entered pupils engaging in economic activities to enable them to raise funds for their needs and those of their children. This means that re-entered pupils have little time to focus on their school work, leading to poor performance for most of them.

5.2.4 Emotional and Psychological Instability

Respondents in this study revealed that re-entered pupils are emotionally and psychologically unstable, thus needing counselling. Some become different from the way they were, they become moody and sad while others become depressed and lose sight of what is important, and this affects their academic life. Mpanza and Nzima (2010) also found out that re-entered pupils suffer from anxiety and depression, which affects the learning process and can be the basis for the need for counselling. The quality of learning (or the girl's educational experience) is likewise affected by a pregnancy, since pregnant students tend to feel tired and lack concentration at school.

The study further revealed that re-entered pupils experience low self-esteem and require counselling as this affects their academic and social life. This affects their concentration and participation in class, thus leading to poor academic performance in most cases. Snobarger and Kempson (2009) agree with these findings as they noted that self-esteem is often linked with a student's level of success in school, especially for pupils who face emotional problems such as re-entered pupils. Hence, the self-esteem of re-entered pupils needed to be boosted through counselling in order for them to thrive in their academic life.

5.3 Types of counselling services provided to re-entered pupils in secondary schools in Lusaka district.

5.3.1 Group and Individual Counselling

The researcher observed how and what types of counselling services were provided to re-entered pupils in the schools. It was observed that in 2 schools, individual counselling was done whenever a re-entered pupil has a problem, while in the other 2 schools individual counselling is especially done consistently when the pupil returns to school. However, it was noted that school counsellors

are usually busy with other school and classroom requirements, thereby not being available at all times. This makes it impossible for the counselling needs of pupils to be dealt with thoroughly as some problems require immediate responses while others can be dealt with at any time. However, the few times that counselling is offered are usually beneficial as the respondents indicated that they feel a sense of satisfaction and they feel motivated to remain in school.

The study established that some school counsellors engage in group counselling involving re-entered pupils as a group, other pupils and teachers and in some cases parents or guardians and community members are involved. In this case, the school counsellors focus on pupils, teachers, parents and community members who do not support the re-entered pupils in their quest to get educated, and whose negativity impacts negatively on the pupils. Harris and Franklin (2003) found evidence to show that small group counselling interventions can have positive effects for student clients. The study revealed that small group counselling yields good results in the school environment especially for groups like parenting adolescents.

The research revealed that re-entered pupils also appreciate individual counselling as they seem to feel free to talk to the school counsellors when alone than with third parties. Moreover, the re-entered pupils seemed to feel uncomfortable to express themselves when other people were present during their counselling sessions. School counsellors also pointed out that they do offer individual or one-on-one counselling with re-entered pupils and a variety of issues are resolved. Kuhn (2004) asserts that one of the key areas to which counselling of learners should be addressed is through individual counselling towards easing some of the difficulties that the pupil faces at a time. Further, learners should be helped by school counsellors to understand themselves, their feelings and the demands that are placed upon them as individuals.

5.3.2 Rehabilitation and Psychosocial Counselling

Respondents revealed that rehabilitation and psychosocial counselling are also offered to re-entered pupils, especially those who went through sexual and physical abuse. Parents of re-entered pupils are also provided with these types of counselling to enable them to come to terms with the changed circumstances. Further, counselling is done on sexual and reproductive health in order to assist the re-entered pupils to understand the repercussions of continuing to have sex and how to

take care of themselves and their children. Mwansa et.al (2015) revealed that it is important for re-entered learners to be offered counselling on sex, sexuality and reproductive issues, treatment for STIs, contraceptives, abortion and post-abortion care, pre- and postnatal care, as well as HIV/AIDS counselling and testing. The study pointed out that these constitute the main support services to school-girl mothers during pregnancy and afterwards.

5.3.3 Guidance and Career Counselling

Counselling on education, careers and academics were pointed out as the types of counselling services that are offered to re-entered pupils. Pupils revealed that they have been helped through such forms of counselling to concentrate on their studies, to work extra hard, to stay focused and to improve in their academic performances. The 4 school counsellors mentioned that they offered talks on subject combination and studying skills, which had been a notable contribution to the academic success of re-entered pupils. Howe (2009) agrees that the school counsellors provide counselling programs in three critical areas; academic, personal or social, and career through individual, small group and whole-classroom counselling. Their services and programs help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction.

Bhana etal (2006) also found out that there are educators who take pastoral care of pregnant schoolgirls seriously and offer understanding of their circumstances and also provide sympathy and support. These educators recognise the pregnant schoolgirl's right to education and if possible will give individual attention to her in order to help her cope with schoolwork and pregnancy. Thus, this calls for school counsellors to engage other teachers in assisting re-entered pupil to focus on academic work.

5.4 Whether counselling services provided to re-entered pupils in secondary schools in Lusaka district been appreciated.

5.4.1 Focus on Academic Work

Respondents revealed that counselling services provided to re-entered pupils have been relevant in helping them to excel academically, and to avoid bad vices that can lead them to make further mistakes which can disturb their schooling. When they get back to school, re-entered pupils face problems in terms of concentration in class and general academic success, but they are helped to fit in the classroom environment, they are guided in terms of study skills and also time management. Some of the pupils have improved drastically in their academic performance. Mullis and Otwell (1997) findings indicated statistically significant decreases in disruptive behaviours and significant increases in productive, on-task behaviours for both the third grade and the fifth grade students tested. Hence, if school counselling services are effectively provided to Re-entered pupils, they can be more focused on productive school activities, their behaviour can be positively changed, and other learners can be influenced in a positive manner.

5.4.2 Ability to Stay in School

All the respondents in this research said re-entered pupils appreciate to a great extent the counselling services provided and they alluded to the fact that counselling services provided to re-entered pupils are relevant. Most re-entered pupils revealed that the school counsellors have helped them to remain in school due to the encouragement that is given to them. School counsellors revealed that the drop-out rates of re-entered pupils are very low, which means that indeed re-entered pupils pay attention during counselling and appreciate the counselling serviced provided to them. Bhana et.al (2010) revealed in their study that lack of relevant guidance and counselling services in schools increases the chances of pupils who fall pregnant dropping out of school. This is because if school counselling services are not appreciated by pupils who are in a crisis, pupils are not helped in terms of self- awareness, problem-solving and character formation, leading to learners losing interest in school and becoming drop-outs.

5.4.3 Modification of Behaviour

It was further established that counselling services provided to re-entered pupils have been beneficial in creating better relations of parents, teachers, pupils and the community at large and creating a better environment for re-entered pupils and their children. In this case, both the pupils and school counsellors revealed that counselling services provided to re-entered pupils, their parents, teachers and fellow pupils are relevant and they have been greatly appreciated. This is consistent with the Ministry of Education (2000) who recommended that for guidance and counselling to be more successful in Zambian schools, it should involve teachers, parents and the members of the community.

Kuhn (2004) asserts that one of the key areas to which counselling of learners should be addressed is towards easing some of the difficulties that the child faces at a time. Further, learners should be helped by school counsellors to understand themselves, their feelings and the demands that are placed upon them. Re-entered pupils need such guidance and assistance as they go through the changes in their lives

5.5 Role of school counsellors in mitigating the challenges faced by re-entered pupils in secondary schools in Lusaka district

5.5.1 Giving Encouragement and Guidance

This study revealed that school counsellors play a vital role in mitigating the challenges faced by re-entered pupils. School counsellors encourage and guide the pupils in terms of managing the emotional and psychological instability caused by the failure to balance the responsibilities of being mothers and pupils. Having a child comes with added responsibilities which are overwhelming for the re-entered pupils. Thus, it is challenging for the pupils to adjust and focus on school work with this added responsibility. Bhana et.al (2010) alluded to the fact that school support is a crucial factor in determining whether a teenage mother is able to continue her education.

The study further showed that school counsellors play a vital role in ensuring that re-entered pupils

deal with their challenges and remain in school as school counsellors reported very few or no drop-outs of re-entered pupils in the last year. Chigona and Chetty (2007) also found out that if school counsellors encourage and offer guidance on how teen mothers can deal with the pressures that they go through and cope simultaneously with mothering and schooling, they may be better prepared emotionally for their new situation.

5.5.2 Supervising and Being Supportive

The respondents in this study revealed that school counsellors play a role in supervising and offering support to the re-entered pupils in order to help those who lag behind academically. One school counsellor attested that not all school counsellors have direct interaction with the re-entered pupils in the classroom. Hence, they engage Grade and Subject Teachers to supervise the re-entered pupils and identify areas in which they require counselling and academic assistance. The school counsellors take time to consult other teachers on the progress that the pupils make academically and socially. Respondents also revealed that in some cases, parents are engaged in order for them to support the pupils at home by reducing the chores that the pupils are expected to carry out, helping with caring for the baby and in some cases paying for extra lessons to be carried out.

This is consistent with the findings by Zachry (2005) who concluded that supporting teenage mothers in academically challenging work may be the step that will help them gain the education and skills they need to build a successful future for themselves and their children. Additionally, Bhana et.al (2006:16) revealed that there are educators who take pastoral care of pregnant schoolgirls seriously and offer understanding of their circumstances and also provide sympathy and support. These educators recognise the pregnant schoolgirl's right to education and if possible will give individual attention to her in order to help her cope with schoolwork and pregnancy.

5.5.3 Sensitization Within and Outside the School Environment

The study also revealed that school counsellors sensitize pupils and fellow teachers as well as parents and community members on the need for supporting re-entered pupils in order to deal with

the negative remarks, stigma and discrimination portrayed towards re-entered pupils. In some cases school counsellors make home visitations or call the parents of pupils whose parents are not supportive. This is done when there is evidence that the pupil's parents are not supportive or when the pupil is being abused.

Smith-Battle (2011) concluded a study which revealed that there is a lack of consistent support for teenage mothers from their families. Thus, school counsellors play a role in sensitizing families on the need to support teenage mothers in school.

On a different note, the study revealed that the schools lack finances to assist the re-entered pupils who face financial challenges. Thus, school counsellors are limited in offering financial assistance to the pupils who cannot pay their school fees or carter for other school needs. This results in some re-entered pupils dropping out of school. This is consistent with Chanda and Mwiinga (2016) study which revealed that there are no specific financial resources for adolescent mothers at school to support adolescent mothers in form of bursaries.

5.6 Chapter Summary

Chapter four presented a discussion of the findings of the study based on the themes and sub-themes which emerged. The main themes focused on; (1) Counselling needs of re-entered pupils (2) Types of counselling services are provided to re-entered pupils (3) Appreciation of counselling services provided to re-entered pupils and (4) Role of school counsellors in mitigating the challenges faced by re-entered pupils in public secondary schools in Lusaka district?

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Chapter overview

This chapter presents the conclusions and the recommendations that were drawn from the findings of the study. The study investigated the relevance of counselling services provided to re-entered pupils in selected secondary schools in Lusaka District, Zambia.

6.2 Conclusion

The purpose of this study was achieved by investigating the counselling needs of re-entered pupils, the type of counselling services provided to them, appreciation of the counselling services provided, as well as the role played by school counsellors in mitigating the challenges faced by re-entered pupils. The study established that re-entered pupils fall under the vulnerable group of children and as such should be handled as learners with special counselling and educational needs. They do not have emotional maturity to deal with their situation, leading to emotional and psychological instability. Re-entered pupils in most cases also lack financial support from their parents and guardians and the community at large as they are considered deviant. The counselling needs of re-entered pupils also stem from the ridicule and discrimination that they face in school and in the community, which if unattended to leads to poor class attendance and academic performance. Further, while it may be assumed that teachers would be at the forefront to support and encourage these re-entered learners to deal with their situation, the said teachers were the first to castigate them.

The study further revealed that one-to-one counselling sessions between school counsellors and re-entered pupils are conducted in order to address the counselling needs of the pupils. Further, some school counsellors do hold group sessions in which parents are involved, especially those who pose a challenge in the academic success of the re-entered pupils. Rehabilitation, psychosocial, educational and career and guidance counselling are among the types of counselling services provided to re-entered pupils.

It has been established that counselling services are provided and that they are appreciated to a large extent in that re-entered pupils remain in school and their needs are met by the school counsellors. School counsellors play a vital role in encouraging, guiding, sensitizing and motivating re-entered pupils in order to mitigate the challenges faced. This is besides the school counsellors tending to be busy with other responsibilities. Thus, the study concluded that the counselling services provided to re-entered pupils in secondary schools in Lusaka district are relevant to a large extent. However, it was observed that the number of school counselors was not adequate to cater for the day-to-day teaching responsibilities, provide guidance and counseling services in schools and do home visitations to support the re-entered pupils and their parents.

6.3 Recommendations

It is evident that the roles of parenting for the re-entered pupils drain them emotionally, physically, economically and even socially. However, solutions to the counselling needs and challenges of the re-entered pupils cannot be found in the activities of a single individual or service, but through the coordinated efforts of multidisciplinary and intersectional stakeholders. Based on the findings of this study, the following recommendations are made, which would go a long way in making counselling services offered to re-entered pupils more relevant and remove the barriers that hinder normal participation in education by those re-entered pupils;

- All the student teachers should be taught guidance and counselling in order that as they graduate, they can have various guidance and counselling skills.
- The Ministry of General Education, through the head teachers, should consider setting up responsive guidance and counselling programs specifically to support the re-entered pupils from the time they are discovered to be pregnant up to the time they re-enter school. This will make them feel accepted and build a high self-esteem which will enable them cope with learning.
- Counselling services should be provided as a mandatory service to the parents of the girls as stipulated in the re-entry policy. By so doing, they may be able to support their daughters during the challenging stages of parenthood.
- All the teachers should be given guidance and/or sensitization with respect to how they

encourage and support re-entered pupils academically. This way, they will be able to understand and guide re-entered pupils appropriately and accord them the assistance and support they need.

- It is also important for the Ministry of General Education to create awareness and sensitization of the policy among all communities and other stakeholders of education in order to recognize the rights of the re-entered pupils and appreciate the importance of educating girls.

6.4 Suggestions for Further Research

- The study covered only secondary schools in Lusaka District. A possibility exists that in other districts, a research on relevance of counselling services provided to re-entered schools may yield different results. It is therefore imperative to carry out an inquiry on this nature in other districts.
- A research of this manner can also be carried out in Primary schools of Zambia as this study focused on Secondary schools.

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APPENDICES

Appendix I: Consent Form

As you may be aware, I am a student at the University of Zambia pursuing a Master of Education in Counselling and Guidance Degree. I am carrying out research with the title, *Relevance of Counselling Services Provided to Re-entered Pupils in Selected Secondary Schools in Lusaka District, Zambia.* I am going to ask you some questions in connection with the counselling services provided to you at this school. Please respond as honestly as you can and there are no wrong or right answers. Be assured that the information you provide will be used strictly for academic purposes and be held in the strictest confidentiality. You are free to withdraw your participation at any time if you so wish.

.....SIGN

.....DATE

Mwaka Ziwa

Consent by Respondent

Having read or heard the information concerning this study, I hereby voluntarily consent to be one of the respondents. In this regard, I reserve the right to withdraw my participation if need be or choose not to answer particular questions if necessary.

Name: _____

.....SIGN

.....DATE

Appendix II: Interview Guide for Pupils

Background/biological information

Name of school: -----

Type of school: -----

Study Questions

1. What are some of your counselling needs?
2. What challenges do you face as a re-entered pupil in this school?
3. What type of counselling services are offered to you and other re-entered pupils in your school?
4. Do you appreciate the counselling services that are offered to you? Explain.
5. How does your school counsellor meet your counselling needs and help you to overcome your challenges?
6. What do you think can be done to make the counselling services provided to re-entered pupils at this school more relevant?

Thank you for participating in the study

Appendix III: Interview Guide for School Counsellors

Background information

Name of school: -----

Type of school: -----

Study Questions

1. What are some of the counselling needs of re-entered pupils in your school?
2. What challenges do they face as re-entered pupils in this school?
3. What type of counselling services are offered to re-entered pupils in your school?
4. Have the counselling services you provide been appreciated? Explain.
5. How do you meet the counselling needs of re-entered pupils and help them to overcome their challenges?
6. What do you think can be done to make the counselling services provided to re-entered pupils at this school more relevant?

Thank you for participating in the study

Appendix IV: Observation Checklist

- ✓ The counselling needs of re-entered pupils.
- ✓ The type of counselling services offered to re-entered pupils.
- ✓ Whether counselling services provided to re-entered pupils have been appreciated.
- ✓ The role played by school counsellors to mitigate the challenges faced by re-entered pupils.