



**AN EVALUATION OF THE EFFECTIVENESS OF ZAMBIAN SCHOOL RE-ENTRY  
POLICY ON FEMALE EDUCATIONAL ATTAINMENT: A CASE OF MULWANI  
SECONDARY SCHOOL IN LIVINGSTONE DISTRICT, ZAMBIA.**

**BY**

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## **DECLARATION**

This research work is my original work and has not been presented for a Degree or Masters program at any other College or University.

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**NZIMA MILDRED**

## **DEDICATION**

I dedicate this report to my late mother Mrs. Martha Ndhlovu Nzima. May her soul rest in peace.

## **ACKNOWLEDGEMENT**

I thank the Almighty Father God for giving me good health, strength and courage to undertake this study. I sincerely appreciate and adore persons whose tireless efforts made me complete my study successfully. Special gratitude goes to my supervisor, Dr. Chikopela for her guidance and support in writing this project. I would also like to appreciate the support I received from Dr. Ndhlovu and Dr. Mandyata during the time of preparing this document.

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God bless you all abundantly.

## **ABSTRACT**

Since 1997, the Zambian government has allowed girls who fall pregnant to take leave and go on maternity and then continue with their education after delivery. This shows that Zambia has a policy in place to cater for the continued education of girls returning to school after giving birth. Despite the policy being implemented, many young girls continue dropping out of school due to challenges encountered in their pursuit of education. The purpose of this study was to evaluate the effectiveness of the Re-entry policy of pupils at Mulwani Secondary School in Livingstone District of Southern Province of Zambia. Qualitative data was analysed thematically. That is similar ideas from respondents were put together into themes. Transcribed interviews were analysed through content analysis. The reason for content analysis was to interpret the meaning of transcribed text.

This study used the qualitative exploratory research design using individual interviews. The sample size involved 10 teen mothers, 1 school head teacher, 2 deputy head teachers, 2 senior teachers, 2 guidance and counselling teachers, and 8 teachers teaching teen mothers at Mulwani Secondary School. All the participants were picked from the selected secondary school in Livingstone District using purposive sampling. The sample size depended on data saturation. This was because the concern in this qualitative study was not about how much data the researcher will gather or from how many sources, but whether the data collected will be sufficiently rich to bring out detailed information about the effectiveness of the Zambian school Re-entry policy on female educational attainment. Purposive sampling was used because the researcher wanted to collect data from participants who had the right information. Qualitative data was analysed through content analysis.

The findings of the study indicated that the Re-entry policy was not being effectively implemented in government schools from an educational management perspective. It was also found that pupils did not know much about the Re-entry policy. The majority of the learners indicated that they were not aware of the Re-entry policy and this showed that the school management did not adequately sensitize the pupils on the policy. This study recommended that it was necessary to include the Re-entry policy in the school curriculum so that both learners and teachers could have adequate knowledge of it. Further, government through the MoGE should deal with the root cause of teenage pregnancy in schools. For further research, the study recommends that that a research be done on the challenges of teachers who are teaching the teen mothers in government schools.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives and study questions. It further presents the significance of the study, theoretic framework and definitions of terms used in the study.

### **1.1 Background of the study**

In recent decades, achieving gender equality in education has taken on a prominent position in international development goals. There are two key justifications for this movement. The first is a human rights approach. As a matter of fairness and ethics, and as recognized in the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Beijing Declaration, and the Education for All Dakar Declaration, all children should have access to the same education, regardless of whether they are males or females (Mannathoko, 2008). The second is an economic development approach. Female education is associated with desirable development outcomes on a host of indicators. Females who are educated have healthier families and are more likely to educate their own children (Tembon, 2008). They have better employment opportunities and are able to contribute more productively to the economy, fostering economic growth (Hanushek, 2008).

Numerous studies have shown that investing in women and girls is a smart economic decision (Hanushek, 2008), as well as being the right thing to do. Zambia instituted a Re-entry policy (REP) in 1997, as part of a broader set of initiatives and policies to encourage more girls to start school and complete their education (Mutombu & Muenda, 2010). Prior to the introduction of the re-entry policy, schools typically expelled students who became pregnant (Mutombu & Muenda, 2010). 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 were not included in the policy development process, and some viewed it as the result of foreign influence (Mwansa, 2011). Many 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).

The REP is viewed by some as one of the most important measures towards increasing girls' access to education (Nkosha, et.al, 2013), and has been cited by UNESCO (2005) as an enabling intervention for promoting gender equality in education.

The re-entry policy alone will not sufficiently address the barriers that adolescent mothers face in returning to school. Efforts must be made to raise awareness and ownership of the policy among community leaders, parents, students, and school administrators; develop clear implementation guidelines in collaboration with communities and school administrators; and address the cultural norms that lead most adolescents to drop out of school when they become pregnant (Samati, 2013).

Zambia made efforts to address the above factors through Girl-Child Education Campaigns implemented by the Ministry of Education and Non-Governmental Organizations (NGOs) in the 2000s. However, many girls continue to face social, financial, and practical challenges in returning to school after giving birth. In their 2010 review of the Re-entry Policy, Mutombu and Muenda conducted 279 interviews with females in 12 districts who had left school due to pregnancy, some of whom had returned to school and others who had not. 50% of girls who had not returned to school named lack of financial support as their main reason for not returning, while 10% cited stigma and the way that they would be treated by other students. 53% of those who have not returned to school but would like to in the future said that they would prefer to go to a different school, primarily because of the stigma they feared they would face at their former school.

In the above review, among those that had returned to school, 68% said that they were facing the challenge of being the “focus of scorn from fellow pupils” and 10% said that inadequate resources to support both themselves and their child were a barrier. Focus Group Discussions (FGDs) with parents, teachers, community members, and students were also conducted in each of the 12 districts. These findings indicated that most parents felt the REP was good, but that girls were “abusing” it. Many teachers likewise thought girls “abused” the policy, that it was “not good for the education system”, and that girls who had children were “difficult to teach” because they felt their status as parents put them at the same level as teachers.

Girls' education is a major human rights issue, and providing education to girls is the best investment a developing country can make (UNICEF, 1994). However, more than four decades after the United Nations Universal Declaration on Human Rights was adopted, many countries including Zambia, are still a long way from achieving the education for all, including that of girls. (UNICEF, 2009). A range of policy recommendations on girls' education has evolved in recognition of the vital link between female education and national development; and in response to global demands for social justice in terms of women's and girls' rights to education. Policies on education are therefore being reviewed for greater gender sensitivity, reflecting convergence of views on the urgent need to more fully address and support girls' education. Policies regarding girls' education need to be considered in a multi perspective within the framework of the education sector (UNICEF, 2009).

Forum for African Women Educationist (FAWE) is a network of leading African women educationalists that are well placed to influence education policy aimed at transforming African education systems to become responsive to the specific education needs of girls and women in order to accelerate their participation at all levels of the education system (FAWEZA, 2006).FAWE's advocacy has resulted in the adoption of Re-entry policies in many African countries. First adopted in Botswana in 1994, the policy allows adolescent mothers to overcome the challenges associated with teenage pregnancy and improve their life chances through effective education (Ndulu, 2008). Many countries have adopted FAWE's Re-entry policy such as Botswana, Burkina Faso, Ethiopia, Ghana, Guinea, Kenya, Malawi, Namibia, Nigeria, Tanzania, Uganda and Zambia (Ndulu, 2008).

One of the organisations concerned with girls' education is the Forum for African Women Educationist in Zambia (FAWEZA). FAWEZA is a membership Non-Governmental Organisation, (NGO) whose mandate is to advocate for policies and programmes that promote gender equity at all levels of the education system in Zambia. As an advocacy NGO, FAWEZA successfully advocates for policies and programmes that are required to improve girl's participation in education as well as advocate for the removal of negative cultural practices that have perpetuated the disadvantaged position of girls and women (FAWEZA, 2006).

Apart from FAWEZA, another advocacy campaign which is Programme for Advancement of Girls' Education (PAGE) was built on the success of the girl child education initiative which supported

research studies from late 1994 to early 1996. PAGE started a national advocacy campaign to promote the education of girls in the context of the Convention on the Rights of the Child and the Education for All initiative (FAWEZA, 2006).

The need to ensure the achievement of gender equality in education is reflected in the formulation of the Millennium Development Goals (MDGs) which were expected to have been achieved in 2015. DFID (2006) states that: “The first Millennium Development target on education, getting equal numbers of girls into primary and secondary education by 2005, was missed. This put at risk achieving many of the 2015 Millennium Development Goals because education can help unlock progress towards many other MDGs, e.g. in child mortality, maternal health and HIV and AIDS.” Although there is a need to ensure that achieving gender equality in education may require a focus on boys in some situations, in the majority of countries where Development for International Development DFID provides support to education, it is girls who are most disadvantaged (DIFD, 2006). DFID has undertaken a substantial research project on gender-based violence in most African countries. Almost one in five girls has been sexually assaulted and almost one in ten raped or subjected to attempted rape. A comprehensive national response to gender-based violence in schools is being developed in collaboration with a number of government ministries, NGOs and United Nations Children Education Fund (UNICEF, 2000).

In Nigeria and other African countries, DFID’s £26 million support for the UNICEF Girls Education project in six northern states has increased girls enrolments in these states by 10-15 per cent in one year (DIFD, 2006). The project’s success was helped by including ways for communities to become involved in reducing gender disparities (DIFD, 2006). In Zambia, DFID and UNICEF has supported work by the Campaign for Female Education International (Camfed) to improve girl’s education in rural schools and communities.

Although there is a Re-entry policy in Zambia, the majority of the girls do not make use of it by returning to school after delivery. This is a threat to the expected gains from this policy. Therefore, there was need for this study which sought to evaluate the effectiveness of the Re-entry policy on female educational attainment.

## **1.2 Statement of the problem**

Zambia’s Re-entry policy of 1997 provides an opportunity for the continued education of girls returning to school after giving birth. Despite the policy being implemented, many young girls

continue dropping out of school because of falling pregnant. According to the 2009 Ministry of Education Statistical Bulletin, 15,497 girls got pregnant in 2009 but only 6,679 were readmitted in school and as such reducing the chances of nearly 9000 girls completing their education (MoE, 2009). The challenges that the girls face in secondary schools have not been pursued leading to several dropout cases among girls with teenage pregnancies. Though there is a Re-entry policy, the majority of the girls do not make use of it by returning to school after delivery. This puts the effectiveness of the policy into question. As such, there was need for this study which sought to evaluate the effectiveness of the Re-entry policy on female educational attainment.

### **1.3 Purpose of the study**

The purpose of the study was to evaluate the effectiveness of the Re-entry policy on female educational attainment, and to generate guidance and counselling relevant information on how pregnant school girls can be helped to continue with their education despite falling pregnant.

### **1.4 Objectives of the study**

The objectives of the study were as follows:

1. To explore learners' knowledge about the Re-entry policy.
2. To establish the role of the school management in the implementation of the Re-entry Policy.
3. To describe the challenges faced by girls who go back to school after delivery.
4. To analyse the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery.

### **1.5 Research questions**

The following were the research questions:

#### **1.5.1 General research question**

What is the effectiveness of the Re-entry policy in government schools in Livingstone District of Zambia?

#### **1.5.2 Specific research questions**

1. What do learners know about the Re-entry policy?
2. What is the role of the school management in the implementation of the Re-entry policy?
3. What are the challenges faced by girls who go back to school after delivery?

4. What are the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery?

### **1.6 Significance of the study**

The importance of this study is that its findings could be useful to policy makers when coming up with other policies related to the education of girls in the Ministry of General Education (MoGE), the schools in Zambia and in other countries. Additionally, the findings could also be useful to stakeholders when evaluating the effectiveness of the Re-entry policy in government schools. This study might as well be helpful to educational planners to mitigate the challenges that exist at school level in line with the implementation and management of the Re-entry policy. Finally, the study might provide information to the Ministry of General Education (MoGE) to strengthen the school management system if it is to effectively and efficiently implement the Re-Entry Policy.

### **1.7 Theoretical framework**

One of the theories that can be applied to evaluate the effectiveness of Zambian school re-entry policy on female educational attainment is the systems theory. Chartrand, et al. (1995) suggests that the systems theory is a method of formal analysis in which the object of study is viewed as comprising a series of distinct but interconnected components or subsystems. Generally, systems theory is concerned with the structure of complex systems, with a special emphasis about how parts relate to each other and to the whole system. This theory argues that there are various interrelated factors which work together to ensure the advancement of the individual.

Therefore, from the systems theory point of view, the effectiveness of the Zambian school re-entry policy on female educational attainment is influenced by various factors. These factors could be individual factors such as personal desire for personal advancement, familial factors such as household economic status, and societal factors such as stigma from the neighborhood, government policy such as policies relating to protection of the educational needs of school girls who fall pregnant, and school related factors. The school related factors which could influence the effectiveness of the Re-entry policy include the role of the school management in the implementation of the Re-entry Policy, existence of avenues within the school for the awareness of the provisions of the Re-entry policy, and the general creation of an enabling environment for the promotion of the effectiveness of Zambian school re-entry policy on female educational attainment such as guidance and counseling. This shows us that the school is an important part of the system

for the advancement of the girl child who falls pregnant by providing appropriate guidance and counseling to ensure that they proceed with their careers despite falling pregnant.

### **1.8 Limitations of the study**

The limitation of the study was that some respondents sampled from the school management were not very candid to explain what role the school management is playing in promoting the effectiveness of the Re-entry policy on female education attainment because of their interest to protect themselves against their shortcomings in the implementation of this policy. As such, their reservation of information may affect the validity of the study. To overcome this problem, the respondents were assured of confidentiality of their responses. Further, respondents were assured that their individual opinions were not to appear in the final report document as the report was to be generic.

### **1.9 Operational definitions**

*Family:* This refers to the mothers, fathers, and grandparents, guardians of teen mothers who serve as parental figures for the teen mothers and are responsible for the day to day care of these teen mothers and their babies.

*Primary Caregivers:* Used interchangeably with family to refer to mothers, fathers, grandparents, guardians of teen mothers who serve as parental figures for teen mothers and are responsible for the day-to-day care of teen mothers and their babies.

*Teen Mothers:* These are school girls with a baby or schoolgirls who fall pregnant before they finish school.

*Re-entry Policy:* A Policy that allows pregnant girls to return to school after delivery to complete their education despite their status.

*Government Schools:* Schools for the state, excluding mission and private schools.

*Effectiveness:* The degree to which the Re-entry policy is successful in producing desired results.

*Stakeholders:* Interested or affected individuals or organizations.

*Support system:* Deliberate measures including structures established to help a teen mother at school.

*Stigmatization:* Negative perception and attitudes towards teen mothers.

*Re-admission:* Being allowed back into school having left due to pregnancy.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviewed the literature from various sources to enable the researcher know what others have done about the proposed research topic. By reviewing various literatures, the researcher was able to identify the existing knowledge gap.

#### **2.1 Learners' knowledge about the re-entry policy**

Understanding learner's knowledge about the Re-entry policy is critical for the evaluation of the effectiveness of this policy in the promotion of the advancement of girls in school. However, global statistics on learners' knowledge of Re-entry policy seem to be scanty, if any. Most of the studies reveal what is contained in the Re-entry policies of different countries and what measures are being undertaken to ensure that the policies are successful.

In the African perspective, Henagan and West (2011) state that the average rate of teenage pregnancy is 143 per 1000 females in African countries, a figure that is higher than any other region globally. This prompts African governments to introduce policies that would ensure that the girls that leave school due to pregnancy are given a chance to go back to school. It has, however, been argued that despite the existence of the re-entry policy in many African countries, the number of girls returning to school after giving birth remains low especially in rural areas (Henagan and West, 2011). According to the Forum for African Women Educationists (FAWE, 1995), an estimated number of between 8,000 and 10,000 girls in Kenya drop out of school every year due to pregnancy. This situation poses a great challenge to the Re-entry policy in Kenya. As such, Bayona and Kadji (1996) argue that there is increasing concern among stakeholders that some programmes to look into the affairs of young mothers should be put in place so as to help them cope with life because their transition into parenthood comes with great challenges that pose great risk of success for young mothers (Bayona and Kadji, 1996).

In the Zambian situation, there has been scanty information concerning what pupils know about the Re-entry policy among learners. Many documents such as Gender Links (2011; Vera and Milingo, 2015; MoE, 2010) only explain the measures that have been undertaken to ensure the success of the

Re-entry policy. However, these documents do not provide information about what the learners know about this policy. These documents only articulate the measures to ensure that learners are aware of the Re-entry policy. However, the extent to which learners are aware is not known. This leaves us with a knowledge gap as to what extent learners are aware about the existence of the policy and its provisions.

## **2.2 Role of the school management in the implementation of the re-entry policy**

Teenage pregnancy is a worldwide problem which governments the world over, are concerned about. Teenage pregnancies and teenage motherhood are a cause for concern worldwide because of the effects it has on the overall progression of teen mothers. According to the World Health Organization (WHO), about 16 million girls aged between 15 and 19 years and about one million girls younger than 15 years give birth every year (Kirchengast, 2016). Most of the teenagers who become pregnant are from poverty stricken families. The study of Larson (2007) found out that female teenagers living in poverty were found to have a five times greater risk for pregnancy. When teenagers become pregnant whilst at school, in many countries there is provision for these teenage mothers to go back to school after delivery through the Re-entry policy. A number of studies have been done concerning the Re-entry policy.

In Kenya, Omwanicha (2012) undertook a study on the “Implementation of an educational Re-entry policy for girls after teenage pregnancy.” According to this study, despite some of the head teachers reporting that they were aware of the policy and were implementing it in their schools, the interview results with some of the students revealed otherwise. Some students noted that once one was discovered to be pregnant she was expelled from school. It became very clear from the students that though the re-entry policy was in place it was not being implemented at all. It had been left to the head teachers to decide how to implement it and some of them were not adhering to the existing guidelines of the policy. Omwanicha (2012) suggests that this non-compliance to the policy guidelines could be attributed to ambiguity of the policy or non-policy management systems. The findings of Omwanicha suggest that the achievement of the goals of the Re-entry policy depends on the role and commitment of school management in implementing the policy.

In the Zambian scenario, the implementation of the Re-entry Policy of 1997 is largely influenced by the Policy document, *Educating Our Future* (1996) which states that the benefits of education in improving the overall quality of life multiply with increased participation of girls and women. According to this document, the education of the girl child is particularly associated with significant reductions in infant mortality and morbidity, improvement in family nutrition and health, lowering of fertility rates, improved chances of children's education, and increased opportunities for income earning in both wage and non-wage sectors. It is against this background that teen mothers who fall pregnant at school are given an opportunity to come back to school after delivery to continue with their education. As such, in line with the above education policy, all school managements in Zambia are obliged to create an opportune environment for learners who fall pregnant to come to school after delivery to continue with their education. According to MoE (2010), the Re-entry policy suggests girls should re-enter at a different school but allows them to remain at their original school should they choose to do so, and repeat pregnancies are not grounds for permanent expulsion.

The school management has a vital role in the implementation of the Re-entry policy. According to MoE (2010), one of the roles of the school is to ensure that pregnancy screening done at the beginning of every term. The rationale is to ensure that those who are found to be pregnant can be provided with the necessary guidance and counselling. This is vital to enable them pass through the transition into motherhood successfully. Guidance and counselling helps teen mothers to accept their dual role as mothers as well as being learners. Therefore, carrying out termly pregnancy tests is not necessarily for only identifying those who are pregnant, but also for helping them to cope with the pregnancy more effectively as they combine their dual roles.

In addition, the school management has the role of ensuring that they engage various stakeholders such as the family, traditional leaders and the community to share knowledge on their role in the promotion of the Re-entry policy. Most importantly, the school management has a role of ensuring that the girls who drop out of school due to pregnancy are readmitted back into school after giving birth (UNICEF, 2010). The Zambian government allows school girls who fall pregnant to go on maternity leave and then continue with their education after delivery (MoE, 1998; 2005). This is meant to achieve the objectives of the Re-entry policy which aims at ensuring that teen mothers

who fall pregnant are not relegated from the formal education system but are called back to continue after delivery.

### **2.3. Challenges faced by girls who go back to school after delivery**

The subject concerning the challenges of pregnant teenagers in schools has been of concern at global level, and there have been several measures and systems that have tried to address the plight of pregnant school girls. The study of Maynard (1996) notes that in the USA teen mothers are disproportionately concentrated in poor communities characterized by inferior housing, high crime, poor schools and limited health services. To this effect, poverty is a great challenge to the teen mothers in schools and in the community in which they live. In addition, Wilson (1996) notes that teen mothers are faced increased health problems, decreased educational achievement and an increased chance of living in poverty.

Another study was done in the USA to look at teenage parenting and schooling. The study by Testa (1992) wanted to find out the issues related to teenage parenting such as challenges, interventions and programmes. The study established that girls between the ages of 10 and 14 years are the fastest growing group of parents, coupled with difficulties to cope with life when they gave birth. The study indicated that many adolescent mothers do not marry and are in poverty. The study further established that teen fathers lacked involvement with their children and with the mothers of their children (Testa, 1992). Further the study of Gallagher (1999) notes that separating pregnant school girls and teenage mothers whilst ensuring that they continued with school is best practice in the USA.

In the case of Canada, the practice of Re-entry policy shows that there are some challenges that teenage mothers face from the school environment which work negatively against their progression in education. These challenges are related to the level of acceptance of these teenage mothers by their teachers and peers when they come back to school after delivery. According to the study done by the Canadian Ministry of Education (1998) on the challenges and choices of keeping teenage mothers in schools, the study revealed that fellow learners and teachers use judgmental glances or mean remarks against teenage mothers. As such, some of these teenage mothers quit school because of pressure from the school environment emanating from ridicule by peers and their teachers.

Similarly, a study in London (Fitzgerald, 2003) found out that teenage mothers who return to regular comprehensive schools continually faced obstacles and dilemmas as they had to make a social adjustment to their peers and teachers and cope with anonymity accompanied with attending school. The study also asserted that one of the challenges of the teenage mother in school is that she also had to adjust her self-image to being a pupil six hours a day as well as being a mother. According to this study, the teen mother daily experiences conflict as she struggles with her dual development as an adolescent and a mother. According to Fitzgerald (2003), flexible educational arrangements had to be made available in England for girls who fell pregnant while at school. This form of re-entry and retention into school was to be enhanced by giving the adolescent mother some form of payment by the government. Clearly, this policy in England revolved around the inclusion and re-integration of adolescent mothers into the regular school system as opposed to adolescent mothers who are made to learn in separate schools.

Wilson (1996) notes that teen mothers are often subjected to discrimination and criticism from peers and members of staff when attending a regular high school. He further asserts that even though a dedicated school for teen mothers might be more beneficial, they might feel left out from typical high school activities. Despite being engaged in school programs, teen mothers still have to deal with significant issues in their home and community. One of the things they have to deal with is stigma. According to Gillham (1997), stigma is a sign of social unacceptability. It is the shame or disgrace attached to something regarded as socially unacceptable. The stigma that comes with being a teen mother is alive and real. Gillham also noted biasness against teen mothers often results in cruel social stigmatization, as they are regarded as morally tainted and often placed in separate classes and sitting arrangement lest they contaminate others with teen sexuality. Stigma is a societal function, a process which occurs where identity norms exist (McGurk, 1993). Further Helge (1989) observes that stigma in schools is a great challenge to teen mothers who struggle to acclimatize and concentrate in school.

The study of Wanyama and Simatwa (2011) carried out in Emuhaya District in Kenya identifies the major challenges preventing the implementation of re-entry policies by Head Teachers in Kenya as the lack of policy guidelines, fear of the school being ostracized by the community, fear of having mothers at school, and concerns about the harassment affected girls will receive from their peers.

Recent findings from a Population Council baseline study highlight financial constraints and a lack of child care assistance as the top two barriers hindering out of school teenage mothers from re-entering school.

With regard to Zambia, the Re-entry policy launched in 1997 advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. The aim of this policy is to implement measures that will help prevent the exclusion of young mothers from furthering their education. In the event of a girl being forced out of school due to pregnancy, the MoGE has provided policy guidelines to assist schools and other stakeholders such as parents and guardians to ensure that the girl is given an opportunity to complete her education. The MoE (2010) states that the Zambian Ministry of Education instituted a Re-entry policy for teenage mothers in 1997 with revised guidelines in 2012, and that the school Re-entry policy in Zambia stipulates a leave of absence ranging from six to not longer than twelve months after delivery before re-entry to school. Re-entry policy guidelines further suggest that pregnant girls and the boys responsible for the pregnancy should both be counselled upon withdrawal from school and at the time of re-entry.

Although Zambia's Re-entry policy remains enforced, there is a concern that it has not served its objectives. In a study done by the Ministry of Education (1998) on teenage mothers in Zambia, evidence shows that teenage mothers face problems in organizing their new lives, managing their roles as mothers and meeting the demands of school. The study further reveals that teen mothers' day to day problems in progressing with education lagged or fell behind with school work and has to catch up during school holidays and weekends which is expensive in terms of tuition and transport, and in some cases, they are working very late in the evening to meet deadlines (MoE, 1998). Moreover, the Zambian situation reveals disparities between rural and urban areas in terms of continued access to education by adolescent mothers. Mwansa (2008) asserted that a significant number of school girl mothers in rural areas had not returned to school, despite the re-entry policy, compared to the high number of returning girls in urban areas.

#### **2.4 Mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery**

According to Wanyama and Simatwa (2011), the phenomenon of girls getting back to school after giving birth in Kenya is on the rise. This trend is as a result of increased education on the

availability of the Re-entry policy and the deliberate effort the government has put in place to educate teachers on the procedures for utilization of the re-entry policy, especially at school level. The policy also directs schools to counsel the affected girls and their parents. In practice, however, some school head teachers stress the importance of student mother support groups, mentorship programs, and bringing in outside speakers with personal experience of early pregnancy (Wanyana and Simatwa, 2011). In spite of these efforts, awareness levels of the re-entry policy among learners in Kenya are still low (Omwancha, 2012). This is however contrary to the scenario in Tanzania where Bali and Maluli (2014) carried out a study on “Exploring Experiences of pregnant and Mothering Secondary School Students in Tanzania”. In this study, the duo found out that 75% of learners were aware of the pregnancy policy in schools, although they lamented on its staggering implementation.

With regard to Malawi, Yates (2008) states that the Malawian Ministry of Education put in place a re-entry policy for adolescent mothers in 1993, and the procedures for implementing the policy were further revised in 2006. Yates (2008) further contends that the guidelines for the policy stipulated that girls are immediately suspended upon discovery of their pregnancy for one year and would be allowed readmission at the beginning of the next academic year following their suspension. Yate’s study also contends that counselling services are to be provided to the affected girl and the boy responsible for the pregnancy, if appropriate, both at the point of withdrawal from school and at the point of re-entry. Malawi’s re-entry policy is also explicit on the fact that boys who impregnated girls face an equivalent suspension of one year and could be re-admitted in the same timeframe. In practice, however, boys are rarely suspended for the full year. Although the right of such students to continue their education should be upheld, the unequal treatment of girls in this situation, compared to their male peers, was of concern (Yates, 2008).

With regard to Botswana, Molosiwa and Bemard (2012) argued that Botswana has the longest standing re-entry policy in Africa and that Botswana utilizes a re-entry policy instilled in the Botswana Education Regulations passed in 1978. In 1995, a government circular standardized the re-entry process per the original guidelines. The policy stipulates that pregnant girls are to be withdrawn from school and re-admitted to a different school no sooner than twelve months after the cessation of the pregnancy. Pupils are not allowed to sit for examinations while pregnant or within six months of delivery, and their re-entry to school or ability to sit for examinations is contingent

upon approval from the Minister of Education. Further, there is no legal backing to the re-entry policy and the Ministry of Education in Botswana has not expended much effort in disseminating the policy to schools or to promoting awareness among communities. As a result, knowledge about the re-entry policy is low within the education sector and within communities (Molosiwa and Bernard, 2012).

## **2.5. Summary of literature review**

This section has reviewed various literature on teen motherhood. The main points that have come out from most of the literature reviewed above are that teen mothers in schools face numerous challenges. The review has also shown that the school management has a major role to play the promotion of the re-entry policy. Further, the review has indicated that there have been attempts to create awareness of the provisions of the Re-entry policy to school girls, especially teen mothers in schools. Nevertheless, the reviewed literature has not provided much evidence on factors influencing the effectiveness of the Re-entry policy on female education attainment in schools among teen mothers within the school environment. Although challenges have been mentioned, these have only been mentioned in general terms. They have not been restricted to challenges from the perspective of the teen mother, and the teachers in the school. In addition, where challenges have been mentioned, there is scanty information on the mitigation measures that have been taken to address these challenges. Moreover, studies done in Zambia have not fully evaluated learners' knowledge of the Re-entry policy among teen mothers in schools. Hence there was need for this study to fill the above knowledge gaps.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter discussed the methodology that was used in the study. It covered a number of issues such as the research design that the researcher used, sampling and sampling procedures, study area or site, study population, study sample, sampling techniques, instruments used during data collection, procedure for data collection, data analysis, ethical considerations, validity and limitation of the study.

#### **3.1. Research design**

Research design is a framework for the collection and analysis of data which one employs in a research project or study (Bryman, 2008). This study used the qualitative exploratory research design using individual interviews. This was to enable the researcher to collect detailed information about the effectiveness of the Zambian school re-entry policy on female educational attainment.

#### **3.2. Study population**

The study population consisted of the school head teacher, deputy head teachers, senior teachers, guidance and counselling teachers and teachers teaching teen mothers at Mulwani Secondary School in Livingstone district.

#### **3.3. Study sample**

Since the target population was big, it was imperative to choose a representative of this population for this study. As such a limited number was sampled to participate in the study. The sample size depended on data saturation (Pope and Mays, 2000). This is because the concern in this qualitative study is not about how much data the researcher gathered or from how many sources but whether the data collected was sufficiently rich to bring out detailed information about the effectiveness of the Zambian school Re-entry policy on female educational attainment (Polkinghorne, 2005). The actual sample size was 10 teen mothers, 1 school head teacher, 2 deputy head teachers, 2 senior teachers, 2 guidance and counselling teachers, and 8 teachers teaching teen mothers at Mulwani Secondary School. However, the principle of data saturation only applied to teen mothers and their class teachers. To ensure broader understanding of the phenomenon under study the researcher selected participants of various experiences. Therefore, selection of participants to be included in

the sample was guided by different factors such as age, grade and economic status (in the case of teen mothers), years of service, position held at school, and how long they have been teaching at Mulwani (in the case of teachers).

### **3.4. Sampling technique**

In this study, the selection of the sample was done through purposive sampling. With the help of the school management, the researcher asked teachers and pupils to participate in the interviews by taking into account those who could articulate and provide information confidently. Only those who gave consent were included in the sample. In the selection of pupils, guidance teachers were asked to choose teen mothers who could speak freely about the challenges faced by girls who go back to school after delivery, and also about other issues related to the Re-entry policy. Hence the selection of teen mothers into the sample was done with the help of guidance teachers, while the selection of teachers to participate in the interviews were selected with the help of the head teacher.

### **3.5. Research instruments**

In this study, the instrument that was used to collect data was the interview guide. According to Palys (2008), interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. The interview guide has been chosen because it allows the respondents to explain freely. The types of questions that were used in the interview guide were open ended questions. Open ended questions enabled respondents to provide detailed explanations on issues related to the effectiveness of the Re-entry policy on female education attainment. Teen mothers had their own interview guide, separate from that of the teachers. All teachers, regardless of position had one interview guide.

### **3.6. Data collection procedure**

Firstly, before any interview was conducted, the researcher got permission from the head teacher of Mulwani Secondary School. The researcher explained the purpose of the study to the head teacher and sought his support. Thereafter the researcher asked the head teacher to assist him to select teachers who have been working closely with teen mothers. The selection of these teachers was according to the categories predetermined by the researcher. After seeking permission to interview teachers and teen mothers, the researcher purposefully asked teachers to participate in the interviews based on their willingness to do so. Only those who sought consent were included in the

sample. To facilitate informed consent, the researcher provided sufficient information about the study to the participants.

### **3.7.Data analysis**

Qualitative data was analysed through content analysis (Graneheim and Lundman, 2004). The reason for content analysis was to interpret the meaning of transcribed text. In order to achieve this, the recorded interviews were transcribed, and the transcripts were read repeatedly prior to data analysis to obtain a general sense of the whole. Notes were written in the text while reading it. This was to facilitate the identification of similar ideas which ended up leading to categories or themes upon which the discussion were based.

### **3.8. Ethical considerations**

Ethical considerations are moral principles that the researcher followed in this research. The major ethical issues in conducting this research were:

#### **Informed consent:**

In this research, the sampled participants were not forced to participate in the research against their will. Instead every participant was required to give their consent knowingly and voluntarily. This means that their right to autonomy or self-determination was to be protected. Informed consent ensured that the integrity of the respondent, their personal liberty and veracity are respected. To facilitate informed decision making, the researcher provided sufficient information about the research.

#### **Right to withdraw from the research process:**

The researcher informed participants who sought consent about their right to withdraw from the study at any point if they feel it fit to do so.

#### **Respect for anonymity and confidentiality:**

To ensure anonymity, the identities of interviewees were protected by not mentioning their names in the research report nor to divulge information to other people. Confidentiality was be assured by ensuring that no unauthorized people access research information collected from interviewees.

**Respect for privacy:**

This research respected the privacy of the research participants. The freedom of individual participants to determine the time, extent, and general circumstances under which private information was shared with or withheld from the researcher was respected. As such respondents' private information was not be invaded. Information such as beliefs, attitudes, and opinions were not invaded without the patient's knowledge or consent.

**Clearance from the university:**

The other ethical issue in this research was obtaining ethical clearance from the University of Zambia. Data was only to be collected after UNZA has given a go ahead.

**3.9. Trustworthiness**

Before the study was conducted, the issue of trustworthiness of the instruments to be used was taken into consideration. According to Nitko (1996), trustworthiness of an instrument refers to the accuracy with which an instrument measures what it sets out to measure. Trustworthiness refers to the adequacy and appropriateness of the interpretations made from an instrument with regard to a particular use. To ensure trustworthiness of the interview guide, a pilot study was done on one teacher and two teen mothers at another school (Linda Secondary School). The pretesting provided a chance to revise interview guide to make it more responsive to the objectives of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0. Introduction**

This chapter presents the findings of the study following specific research objectives. These objectives cover the role of school management in the implementation of the Re-entry policy in selected schools in Livingstone District of Southern Province of Zambia; Knowledge of learners about the Re-entry policy at Mulwani secondary school; Challenges faced by girls who go back to school after delivery; and Mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery. In order to identify the participants in this study, the alphanumeric characters HT (meaning head teacher), DH1 (Deputy head number one), DH2 (Deputy Head Number two), GT1 (meaning Guidance teacher number one), ST1 (subject teacher number one), and so forth are used as shown in Table 1 in the appendix.

#### **4.1 Learners' knowledge about the Re-entry policy**

This section presents the views of the pupils with regard to their knowledge about the Re-entry policy.

The findings from the GT1 were that the majority of pupils were not aware of the Re-entry policy because the school management was not doing enough to talk to them on the policy. One of the participants in the GT1 told the researcher:

*The issue is that the school management only comes in when one is pregnant. They only put posters of the Re-entry policy in their offices and not in class rooms. Therefore, very few pupils are aware of the Re-entry policy (GT1, interview, June, 2020).*

Generally, participants who took part in the GT1 indicated that some pupils, after giving birth, did not report back because they feared to be called mothers and the majority tended to have lost interest in school.

As a way of finding out what pupils knew about the re-entry policy, pupils in the GT1 were asked about what they did after discovering that their colleague was pregnant. One of the pupils said that they encouraged the girl not to abort and reported to a teacher they trusted.

Another participant responded that they advised the friend to see the guidance teacher, and not to drop out of school. The other participants acknowledged that they gossiped about the girl.

#### **4.2. The role of the School Management in the Implementation of the Re-entry Policy**

In this section, the researcher presents the interview results as reflected by the questions responded to by head teachers, guidance teachers and teachers regarding the role of the school management in the implementation of the Re-entry policy.

##### **4.2.1. Views of Head Teachers**

From the responses by HT, it was revealed that the role of school management in the implementation of the Re-entry policy was: to ensure that the teen mother was accepted back to school and counselled through the guidance and counselling office, to provide a conducive school learning environment for teen mothers to learn without any sort of segregation and discrimination, to ensure that the Re-entry policy guidelines and procedures were adhered to and to sensitize stakeholders such as pupils, teen mothers, teachers and the community through gatherings like the school briefings for members of staff, school assemblies and Parent-Teacher Association (PTA) meetings. Additionally, HT indicated that the school management had a role to make sure that it dealt with the challenges faced by the teachers who were teaching the teen mothers.

When HT was asked how the school management was implementing the Re-entry policy, he said the following:

*When a girl child is impregnated, she is accorded an opportunity to report back. The boy, girl and parents are called to the school. The boy and his parents are requested to sign the form to accept the responsibility of the unborn child and the mother. The boy and his parents sign the form as an indication to accept to financially and materially support the mother to be. Thereafter, the girl is allowed to attend lessons until such a time her maternity leave commences. If both are school going, they will be subjected to go on maternity leave for a period of one year.*

According to the findings gathered from HT, in order for an effective implementation of the Re-entry policy to materialize, there should be a good relationship between the school management and

the parents or guardians. The parents should be informed about the re-entry policy guidelines so that the negative perception of some parents over their teen mothers could be reduced.

With regard to HT, the findings showed that he indicated that the role of school management was to sensitize the pupils, teachers and the community.

The study findings also showed that schools did not receive funds from the MoGE to enable them conduct local sensitization meetings about the Re-entry policy or to make photo copies of the circulars for parents or guardians or to financially support the teen mothers to enable them continue with their education. The following is what HT said on this issue:

*The ministry of General Education does not give this school financial support which can be used to implement the Re-entry policy. Some teen mothers are abandoned by both their guardians and the men responsible. As a result, they resort to renting in the nearby villages and this means they have difficulties to continue going to school because they need money for school fees and to feed the baby (HT, interview, June, 2020).*

The study also revealed that some parents or guardians lacked information on the Re-entry policy and the moment they discovered that their daughter was pregnant they lost interest in providing educational support to the girl. This was exemplified in the following words by HT:

*Most parents or guardians portray a negative attitude towards their girl child who has been impregnated as they feel it is the end of their daughter's academic life. Some parents castigate the teen mother in our presence saying that she should just go into marriage because that is the path she has chosen (HT, interview, June, 2020).*

#### **4.2.2. Views of Guidance teachers**

With regard to Guidance and Counselling teachers, the findings indicated that one of the roles of the school management in the implementation of the Re-entry policy was to ensure that the

majority of the teen mothers reported back to school after delivery. However, one of the guidance teachers had this to say:

*The majority of teen mothers do not report back to school because of poverty caused by the lack of funds to pay the school fees and to feed their babies. Others fend for themselves and if the girl was on sponsorship by organizations such as FAWEZA, the Time to learn, or social welfare, they stop supporting her without giving proper reasons. We had cases where some girls were removed from the sponsorship because they had fallen pregnant. They are accused of wanting to be mothers. Some parents or guardians refuse to continue sponsoring the girl child saying that she has chosen to be pregnant instead of going to school (GT1, interview, June, 2020).*

The Guidance teacher one also indicated that the teen mothers were not very free to mix and mingle with the non-teen mothers, hence, causing segregation and discrimination among the learners. It was also revealed that some teen mothers, when given a chance to report back to school, did not learn from their past mistakes. The Guidance teacher two had this to say:

*Some teen mothers were afforded a chance to report back to school after falling pregnant for the first time but others in this same group fall pregnant for the second time (GT2, interview, June, 2020).*

#### **4.2.3. Views of teachers**

When asked whether sensitization took place, one of the teachers told the researcher that:

*the school management and administration have not taken a stance to sensitize pupils from the school and there is nothing that has been done to create awareness; hence, some pupils have come to know the information of Re-entry policy Just by accident because schools have not taken the pivotal role to sensitize the pupils and because of this, some girls when they get pregnant do not come back to school (T2, interview, June, 2020).*

The findings from one teacher indicated that schools did not adequately sensitize the learners on how to prevent premature pregnancies. The school management had a role of prevention of premature pregnancies, but this was rarely done. The respondent told the researcher:

*The school management has a role to play in ensuring that various stakeholders are equipped with relevant information about the re-entry policy and address the challenges that teachers face in teaching. Doing so will enhance the effective implementation of the Re-entry policy (T1, interview, June, 2020).*

It was further revealed that some teachers faced challenges when teaching the teen mothers. The school management was supposed to be alert and be able to address the challenges faced by the teachers, as stated in the following words by one of the teachers:

*Teen mothers view their teen mothership more prominent than being a pupil. Their concentration at school is disturbed because those who are breastfeeding usually seek permission to go and attend to their babies. It is rare for them to be in class the whole week (T2, interview, June, 2020).*

Another teacher (T3) interviewed said that teachers faced challenges because the pupils they taught were parents, yet they (the teachers) were not yet parents. As a result, some teen mothers did not take what the teachers taught seriously.

Additionally, the findings from T3 were that the Re-entry policy had no backing from various stakeholders. The government had not put in place strong measures to support the teen mothers financially and materially. Some teen mothers did not report back to school because they felt they had lost track in school activities and getting back to school was viewed a waste of time.

The findings collected from teacher T4 showed that the school management did not sensitize teachers about the re-entry policy guidelines. As a result, teachers had limited knowledge about the policy. Teacher T4 had this to say when asked if he sensitized his pupils about the re-entry policy:

*I have no adequate information about the Re-entry policy guide lines. How do I tell my pupils things I do not know? I get information on the re-entry policy from hearsay. It has not been officially communicated to me by the school management (T4, interview, June, 2020).*

Teacher T5 was of the view that the Re-entry policy enhanced early pregnancies and immorality because some pupils knew that they would be accepted back in the school system.

Additionally, Teacher T5 revealed to the researcher that some pupils reported back to school because they wanted to continue with their education, and since they were given a second chance they became serious with their studies.

The researcher was also, generally, informed by both teachers and students interviewed that the head teachers in their schools rarely talked about these policies during the staff meetings and the school assemblies.

It was also revealed from the findings by T5 that some girls who reported back to school wanted to be treated differently from the rest of the pupils. This is exemplified by the following:

*Some Teen mothers always want to be treated differently from other pupils by the teachers and they always expect their fellow pupils who are not mothers to respect them because they have a child. Other mothers do not learn a lesson and repeat the same trend of becoming pregnant. The majority do not report back because they find more advantages to be at home where they are treated with respect by family members and the community than being at school. Some teachers with information about the policy feel that telling pupils about it is like encouraging them to have early pregnancies (T5, interview, June, 2020).*

### **4.3. Challenges Faced by Girls who go back to School after Delivery**

In this section, the researcher presents the views of the teen mothers, parents or guardians of the teen mothers and head teachers with regard to the challenges faced by girls who went back to school after delivery.

#### **4.3.1. Views of the Teen Mothers**

It was also discovered, from the views of the teen mothers, that the Re-entry policy was a good policy to some teen mothers who went back to school. It enabled them to continue with their education. However, they faced some challenges. One of the teen mothers had this to say:

*Sometimes I just feel shy and out of place to mingle with some of my classmates, although the school management has been helpful to me. They are not strict in that they give me permission to go and attend to my baby when I want to go back home to breast feed. They also excuse me from doing the afternoon activities, such as preventive maintenance. My family is supportive because they take care of my baby when I am at school and as for now I do not face any form of discrimination from my classmates (TM1, interview, June, 2020).*

There were also findings that indicated that teen mothers usually faced financial constraints in that the moment some NGOs discovered that a girl child was pregnant, they terminated the support for the girl. Other financial constraints were that if the boy responsible was also financially handicapped, it meant that there would be no adequate support to both the girl and the baby. One of the teen mothers (TM2) indicated that before she became pregnant she used to be sponsored by the Time-to-Learn Organisation to go to school. However, the moment she got pregnant the financial school support was terminated with immediate effect.

Furthermore, from the responses by TM3, the study established that some parents insisted that the teen mother should take up the responsibility on child-rearing instead of continuing with her education. This is exemplified in the following:

*My mother was very upset with me when she discovered that I was pregnant and she opted to continue paying school fees for my young sister and as for me she said I should just stay at home to take up the responsibility of taking care of my baby. My other sister helps me to take care of my baby. After class, I do the business of selling fish so that I can raise money for my education (TM3, interview, June, 2020).*

Other findings indicated that some teen mothers lacked concentration in class. One teen mother (TM4) said, in an interview, that she lost concentration in class, especially when her baby was sick. Responses by TM4 also indicated that when there was no one to care for the baby, she missed school to take up the responsibility of caring for the baby and taking her to the clinic for under five activities.

Participant HTI concluded by saying that this was a challenge to the teen mothers who went back to school after delivery in that when there was lack of finances from the boy responsible and the parents, it became a challenge for the girl to continue with her education. Hence, creating challenges for an effective implementation of the Re-entry policy.

#### **4.4. Mitigation Measures taken to overcome the Challenges faced by Girls who go back to School after Delivery**

This section presents the interview results as reflected by the questions responded to by the head teachers and teachers regarding the mitigation measures taken to overcome the challenges faced by the girls who went back to school after delivery.

##### **4.4.1. Views of Head Teachers**

The responses by HTI were that schools tried to put the girls whose financial support was terminated by some organizations due to pregnancy on Parent-Teacher Association (PTA) sponsorship to enable them continue with their education. He further indicated that the mitigation measures taken by the school management to overcome the challenges faced by the girls who went back to school after delivery were to encourage the teen mothers, counsel them and make follow up visits to their homes when they failed to attend classes.

Participant HTI had this to say:

*The guidance section has a plan and programme in place used to encourage and counsel teen mothers and we monitor the school attendance of the teen mothers through the school class registers. If discovered that the attendance is bad, the guidance office will make follow up visits to places where teen mothers reside (HTI, interview, June, 2020).*

It was also discovered from the responses of HTI that one of the measures to take, in order to deal with the challenges faced by teen mothers who went back to school, was by integrating the Re-entry policy in the lessons. This could be done by teachers talking about the policy before starting a lesson, so that pupils could be equipped with relevant knowledge about the Re-entry policy.

#### **4.4.2. Views of Teachers**

One of the findings from ST2 was that the school management should mainstream the teen mothers into the school system, meaning that teen mothers should not be treated like ordinary pupils. Instead, they had to be counseled fully by the guidance teacher before and after taking maternity leave.

It was also revealed from the views of ST1 that motivational speakers could play a role in motivating the teen mothers to continue with their education. This is what ST1 said:

*Having motivational talks with the teen mothers can motivate them to continue with their education despite the situation they are going through. The motivational speaker should be someone who had been in a similar situation in the past but managed to succeed in her education (ST1, interview, June, 2020).*

Additionally, the Re-entry policy information should be included in the prescribed formal education curriculum. One of the respondents told the researcher the following:

*The Re-entry policy guidelines must be included in the school curriculum and should be examined so that both teachers and pupils can have information about it (ST2, interview, June, 2020).*

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0. Introduction**

This chapter discusses the findings according to the objectives of the study. The objectives of this study were: To find out learners' knowledge about the Re-entry policy; to establish the role of the school management in the implementation of the Re-entry Policy; to find out the challenges faced by girls who go back to school after delivery; and to analyse the mitigation measures taken to overcome the challenges faced by girls who go back to school after delivery.

#### **5.1. Learner's knowledge about the Re-entry Policy in Public Schools**

The findings of this study showed that there was limited sensitization of the re-entry policy given to the pupils. As a result, the majority of the pupils did not know about the re-entry policy. Therefore when some pupils discovered that they were pregnant they stayed away from school because they did not know that they could continue with their education.

The challenge here was that the Re-entry policy was received with mixed feelings by some schools and some just implemented it because it was a directive from the MoGE. This might be the reason why much attention was not given to the policy so that it could be made known to the learners. These findings confirm the findings of Samati (2013) who argued that there was limited awareness about the Re-entry policy and suggested that efforts should be made to raise awareness and ownership of the policy among community leaders, parents, students and school administrators.

Clear implementation guidelines in collaboration with communities and school administrators should address the cultural norms that led to most adolescents to drop out of school when they become pregnant. The study also showed that in most cases, the policy was only revealed to those pupils who were detected to be pregnant but the information of the policy was rarely reviewed to those pupils who were not pregnant. It is no wonder one of the pupils said that the school management only came in when one was pregnant.

Posts of the policy were displayed in the offices not in the classrooms. This was an indication that there was low sensitization of the Re-entry policy amongst the learners. Some of the pupils who were not teen mothers did not have any fill information of the policy and its guidelines. It was also, shown in this study, that the majority of the teachers had limited information about the Re-entry policy guidelines. This is because the school management did not fully communicate with the teachers through the guidance and counselling office about the Re-entry policy. This meant that if the teachers had limited knowledge about the policy even the learners would not have information about it.

This showed that Non-Governmental Organizations, teacher unions, and other civil society organizations had not done enough to provide information to both the learners and the teachers about the Re-entry policy and how to handle issues of early pregnancy in the school. As shown in this study, the Re-entry policy should be given adequate attention as much as is given to issues on HIV and AIDS. Some of the parents interviewed reported that the policy had not been well disseminated among all other parents and the learners.

Therefore, they noted that there was need for the government to make a deliberate effort in creating awareness about the policy among all the stakeholders. Effective enforcement of the policy was necessary in order to increase its levels of awareness among stakeholders. Some of the parents interviewed suggested that the government should enact the policy as a by-law and enforce it, not just making statements without any follow ups. It should also increase the level of awareness of the policy by employing people to educate all the stakeholders about the policy. There is need for the policy to be effectively disseminated among all stakeholders and widely discussed for it to be well implemented. The participants' views were that all stakeholders should be sensitized about the needs of the young mothers and how best to respond to them. They identified several strategies and measures to be employed to improve the policy and support the young mothers. The development of these strategies and services should bring about more community involvement, support and ownership of the policy. Participants included in the study generally suggested that public participation in the policy implementation was to be achieved through collaboration and partnerships among all stakeholders and Non-Governmental Organisations (NGOs) as a collective responsibility. They felt that a multi-pronged approach that combined the efforts of all stakeholders could effectively deal with all the challenges facing girls' education.

Another key issue that was raised by some respondents in relation to the awareness of the re-entry policy was involvement of stakeholders in the re-entry policy. Some head teachers revealed that NGOs were better placed to create awareness about the re-entry policy. Given the nature of their activities which were always based on the grassroots levels, NGOs had good networks for creating awareness of the policy to the public at large. This awareness by NGOs could bring about local support for the policy which was pivotal in bringing about effective policy implementation.

Collaboration between the government and some of the NGOs was a necessity in undertaking some of the activities meant to create awareness about the policy among all the stakeholders. The Government's role in coordinating this initiative and taking charge of the process was crucial and desirable.

In summary, the school management should organize seminars to educate the people on the policy. They should also involve NGOs because they work with the grass roots. If the information is shared to all groups then the policy will be effective. Thus, key themes that came through the findings in this section were the role of school management and NGOs in the creation of awareness about the policy, the need for all stakeholders to be sensitized on the policy and support for implementation of the policy.

For the Re-entry policy to be effectively implemented, the pupils should be fully aware of it so that they might know how to handle issues related to pregnancies and where to go when faced with such difficulties and stigma which is in some schools and communities.

## **5.2 The Role of the School Management in the Implementation of the Re-entry Policy**

It was established from the findings of the study that the head teachers and teachers were not involved and consulted at policy formulation stage of the Re-entry policy; hence, affecting the effectiveness of the policy. As such, it was difficult for them to implement a policy which was imposed on them. Involvement of stakeholders is important because, as implementers, they will feel part and parcel of the implementation process. For effective implementation of the policy,

stakeholders such as the head teachers and teachers could have been involved. These findings agree with the study by Oliver (1996:9) who stated that, "participation is an essential requirement if individual head teachers and teachers are to feel that they are part of the change and not just being asked merely to implement changes developed by others."

Oliver (1996) also argues that if head teachers learn about change through the medium of memoranda and circular, then they will not gain that sense of ownership which is crucial if change is to be timely successful.

Although Oliver's (1996) views were about head teachers, they can also be applied to teachers, and pupils who are at the receiving end of the policy in this context. In spite of the concept of change in schools and institutions, and the importance of involving all relevant stakeholders in the policy formulation process being given much prominence in international literature, this study found that pupils, teachers, and head teachers were not involved at the initial stage of policy formulation.

The school management should maintain a good relationship with the parents for effective implementation of the Re-entry policy so that the negative attitudes exhibited by some of the parents towards teen mothers could be reduced; the findings about good relationship between the school management and the public are in line with those of Kochhar (2011:168) who stated the following:

*The school, if it is to serve the community, must enlist the cooperation of the parents of the pupils. No head teacher can be really successful, if he does not look beyond the four walls of his school and is contented with organising and directing its internal activities only. He/she should take every opportunity which presents itself of getting into touch and keeping in touch with the parents of the pupils. This will add to the effectiveness of the work of the school, make its scope more comprehensive, and enable the parents and teachers to pull in the same direction.*

When the respondents were asked to state the kind of support they received from the Ministry on the implementation of the Re-entry policy, the school level implementers reported that they did not receive funds, not even funds meant to photocopy the circular for the parents and/or the Parents

Teachers Association (PTA). No funds were given to conduct local sensitization meetings on the policy.

The findings of the study were that the school management had a role of prevention and a role of management to play so as to effectively implement the policy. The school management had also a role to play in the prevention of early pregnancies through sexual education programmes. The prevention aspect of the policy was considered to be the main focus of the policy with the hope that fewer and fewer pregnancies would occur among the learners. The school management should come up with strategic mechanisms to ensure that pregnancies were prevented through adequate sensitization of the learners.

In cases where prevention measures failed and learners became pregnant, the school management was tasked to endeavor to manage the situation by supporting pregnant learners, expectant fathers and parents/guardians of the teen mothers so as to help the teen mothers continue their education.

This process should be collaborative effort involving the school, the pregnant learner, the expectant father and their families. It was expected that each situation should be assessed and evaluated individually because learners had different individual needs. That is, each case should be assessed with sensitivity according to the learner's health, financial situation, and options for child care, family support or lack of support, the timing of the delivery in relation to the school calendar and the needs of the newborn child.

The school management should ensure that the right to education, more especially for a girl child was maintained and the school environment should be free from discrimination. UNESCO (2014) contends that school management should ensure the right to education and a duty of care meant to keep the girls in school or other education programmes to enable them to complete secondary education. Good quality education, including Sexuality Education (SE) and safe, non-discriminatory and violence free school environments should be provided to the girl/learners.

Additionally, the study established that the school management did not promote linkages between CSE and health services, did not develop young people's confidence to access services, and did not ensure that young people have education and skills on how to avoid pregnancy. Awareness should

be centered on gender equality in schools, pregnancy prevention and Support for girls' rights. The findings of the study also showed that there was the lack of training of teachers by the school management on how to handle issues of the Re-entry policy and teen pregnancies. This was shown from the challenges the teachers faced when teaching the teen mothers within and outside the classroom environment. The teen mothers' concentration was usually disturbed as they sought permission to go and breast feed. Some ended up missing classes Many teachers did not have strategies on how to make sure that they provided conducive environment, in the school, for the teen mothers to continue learning because they were not taught by the school management how to handle such issues. These findings confirmed the studies conducted by FAWE (2012) on the re-entry policy in Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe.

The study highlighted the main challenges for the implementation of the Re-entry policy in most of the countries. Some of the challenges were related to the lack of training for teachers on how to apply the policies, or to inadequate action plans, support mechanisms or resources in schools for the implementation, difficulties in arranging activities, in allowing adolescent mothers to breastfeed, lack of monitoring. Others related to cultural norms preventing parents and the community to support and appreciate the policies, or perpetuating stigma and discrimination from teachers.

Teachers are often unprepared to deal with pregnant girls and adolescent mothers in a classroom setting (Mpanza and Nzima, 2010). They might be afraid of physical accidents putting pregnant girls' safety at risk (Ramulumo and Pitsoe, 2013), or they might see girls as adults who do not fit in with the school environment (Shaningwa, 2007). Indeed, even if they would like to support girls and help them achieve better academic results, they feel vulnerable 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 (Bhana et al., 2010).

This study has shown that early and unintended pregnancy was related to a range of adverse health outcomes for both the young mothers and their babies. Whilst acknowledging the principal role played by the health sector in developing programmes aimed at reducing the negative impacts on the health of pregnant girls, adolescent mothers and their babies, the education sector could make a significant contribution towards better health and social outcomes. It could do so by promoting adolescents' access to services through the development and reinforcement of an effective referral

system and counselling services within school, and equipping adolescents with appropriate knowledge about how to prevent early and unintended pregnancies.

As a consequence of dropping out of school, girls' opportunities were reduced in terms of the overall benefits of education that contributed to their physical and emotional growth, increase in knowledge and life skills, higher self-confidence and better outcomes in life. Outside of the education system, girls also had fewer chances to access the knowledge and skills aimed at preventing early and unintended pregnancy.

This could increase their use of contraception and live healthier sexual and reproductive lives. Access to comprehensive sexuality education (also as part of life-skills and health education) could help to prevent early pregnancy, or delay the first pregnancy and increase birth spacing (Hubbard, 2009), and more generally reduce risky sexual behaviours. It is worthy stating that sexuality education (SE) which goes beyond biological information on body changes and pregnancy prevention and includes skills related to the ability to interact, build relationships and have control over your body and actions, is key to reducing early and unintended pregnancy.

Indeed, when looking at the effectiveness of interventions in reducing early and unintended pregnancy rates, evidence suggests that a broad approach to developing life skills, confidence, self-efficacy, the ability to plan for the future, gender equality and non-violence among children and young people, is critical. A World Health Organisation (WHO) review on preventing early pregnancy and poor reproductive health outcomes, found that interventions combining curriculum-based sexuality education with contraceptive promotion to adolescents, helped to reduce pregnancy rates before the age of 20 years. In addition, efforts to retain girls in school, both at the primary and secondary levels, reduced the risk of child marriage, which, as discussed above, is one of the determinants of early pregnancy (Chandra-Mouli et al., 2014).

It was established in this study that the re-entry policy had no limitation on how many chances could be given to a girl child who had fallen pregnant. The girl could become pregnant as many times as she liked and still come back to school. As such, some girls used it as a pass port to misbehave. This led to overcrowding in some schools in that the girl would stay in the school for a longer period of time if she became pregnant more than once. Furthermore, since the maternity

leave granted by the school lasted a year, this blocked the school places for other girls who were denied the chance to have places at the same school.

### **5.3 The Challenges faced by Girls who go back to School after Delivery**

According to the findings, the majority of the teen mothers did not face the challenges of discrimination from both their fellow pupils and the members of staff the challenge that most of the teen mothers faced was the issue of financial constraints. In a situation where a boy was not able to support the girl and the baby, the teenagers' parents also struggled to offer any support. Some teen mothers' support to school by some organisations was scraped off after discovering that the girl was pregnant. This was an unfortunate situation as the girl lost the chance to continue her education.

These findings agreed with Mwansa (2011) who stated that the main reason for dropouts from school by some teen mothers was the lack of financial support. Her survey reveals that generally girls from disproportionately poor backgrounds dropped out of school due to pregnancy compared to those from better off households. This was also in line with the findings of Kelly (1999) who stated that in all countries, children of poorer families were less apt to enroll in school and more apt to drop out than children of better-off families.

This showed that there was a link between poverty and early adolescent pregnancy, which consequently led them to be temporarily excluded from school. Poverty also might lead most of the girls to be in sexual relationships with elderly men, leading to early pregnancies. In addition, the findings of this study agreed with the findings from the situational analysis on girls conducted in Zambia by Kelly (1998), who revealed the links with household income, gender and dropping out.

The study indicated that girls from the poorest households were less likely to attend school in preference for boys. According to Mwansa (2011), poverty was a plausible explanation of school disruption for the majority of girls who dropped out of school in Zambia. The direct and indirect cost charged by schools which included school fees, school uniforms and other PTA levies contributed to girls dropping out.

Mwansa (2011) found that the failure to raise money to pay for school fees contributed to the majority of the early pregnancies as some of those who failed to raise the high school fees were assisted by elderly men who demanded sex in return. This was also in line with the findings by Imamura (2007) who stated that; in all regions of the world, poverty and socio-economic marginalization were the main determinants of early and unintended pregnancy. This is further supported by a study which investigated the factors associated with adolescent pregnancy among 13-19 year olds in the European Union, conducted in 2007. The study highlighted the strong relationship between socio-economic deprivation and adolescent pregnancy. Additionally, United States data showed that unintended pregnancy was mostly concentrated among poor and low-income women (Guttmacher Institute, 2013).

In developing countries, poor and marginalized girls are among those more likely to become pregnant, not only after getting married very young, in some contexts in exchange for a dowry, but also because they may engage in consensual or forced transactional sex to support themselves and their families (UNFPA, 2013).

In qualitative research conducted in Uganda, young people described poverty as an impetus for having children as a source of income, labour and old age insurance (Beyeza-Kashesya, 2010). In the current study, the findings revealed that there were challenges with the implementation of the Re-entry policy because of the fact that it was not a law but a policy so it was not binding.

There is no law in Zambia that compels parents to continue paying for their daughter in case a parent has opted to stop supporting the teen mother to school. In a number of cases there is lack of financial support for them to complete school because their families disown them or, if they stay with them, tell them there is no more money to cater for all their education needs because they are now taking care of her baby.

Some parents became so upset that they stopped supporting the girl child especially if she got pregnant the second time. This implied that when parents expressed uncontrolled anger, some teen mothers got so scared that they chose to run away from their homes. This finding is similar to Twenge's (2002) finding that close family members of teenage mothers did not make it easy for them. Some snapped a judgment of immorality on them. In the current study some had engaged in a

kind of trial marriage with the father of the child, while others had gone to live with relatives. The study further established that some teen mothers felt shy to return to school. Some of them opted to attend another school. They were ashamed to return to the original school.

They did not have someone to look after the child. There were also financial constraints which made some girls opt to find a job. Some learners were too ashamed to reveal that they were pregnant, they just left. They did not feel comfortable to continue with their education. When they leave school they do not report that they are pregnant and the parents do not communicate to the head teachers. As a result, they are removed from the attendance registers as drop-outs with no interest in schooling.

Head teachers would not admit them because they are not committed to studies. Shyness was one of the main contributing factors. The teen mothers did not have the courage to stand up among their peers. In other words, some mothers broke up the good relationship they had with their daughters after learning that they were pregnant, as such, there would be lack of support. The findings further showed that some learners were ashamed of being laughed at by other learners. Some parents did not want their daughters to go back to school.

Furthermore, the study established that pregnant girls and adolescent mothers might stay in school but were frequently disturbed by family chores and went unnoticed by their teachers. Students opting out of school and withdrawing could still come back to school but might suffer from anxiety and depression, which affected the learning process (Lall, 2007). The quality of learning (or the girl's educational experience) was likewise, affected by a pregnancy.

Furthermore, pregnant students tended to feel tired and lacked concentration at school, and are sometimes obliged to miss classes for medical reasons (Pillow, 2006). After delivery, adolescent mothers were 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 (Maluli and Bali, 2014). 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 (Maluli and Bali, 2014; Mayzel et al., 2010).

Nonetheless, it is clear that a majority of adolescent mothers are not returning to school after giving birth (Mutombo & Muenda, 2010). The Re-entry policy does not appear to be having as great an impact as it could on adolescent mothers' ability to continue their education after giving birth; additional support systems are likely needed to address the barriers that prevent many adolescent mothers from returning to school. These barriers include the responsibility of caring for their children, new financial responsibilities and the logistics of regularly breastfeeding a young baby. These responsibilities may prevent an adolescent mother from returning to school even if she wishes to do so and the school permits her too.

Furthermore, adolescents may be stigmatized and face discrimination by other students as well as teachers when and if they return to school. These realities may prevent many adolescent mothers from returning to school even though they have the legal right to do so.

#### **5.4. The Mitigation Measures taken to overcome the Challenges faced by Girls who go back to School after Delivery**

The findings of the study established that girls who went back to school faced financial challenges and lacked adequate counseling. These findings were similar to those of Mwansa (2011) who felt that Re-entry policy did not adequately address the challenges in that it made no provision for counseling of adolescent mothers.

In order for the Re-entry policy to achieve its desired results, the challenges faced by the teen mothers should be addressed beginning from the school level, community and national level. Despite these challenges, and though the implementation process was not perfect, acceptance of the policy has grown over time. Qualitative studies indicate that many parents, students, and non-profit organizations in Zambia now support the Re-entry policy. However, many girls continue to face social, financial, and practical challenges in returning to school after giving birth. These findings also confirmed with the findings by Mutombu and Muenda (2010) in their 2010 Review of the Re-entry Policy, where they conducted 279 interviews with females in 12 districts who had left school due to pregnancy, some of whom had returned to school and others who had not. 50% of the girls who had not returned to school named lack of financial support as their main reason for not returning, while 10% cited stigma and the way that they would be treated by other students.

In the current study the major challenges faced by the teen mothers were found to be financial constraints which made teen mothers not to afford to pay the school fees and be able to feed their babies, some teen mothers were ashamed to return to the original school. Other teen mothers did not have someone to look after the child. Some learners were too ashamed to reveal that they were pregnant; they just left the school without the knowledge of the guidance office and school management because they did not feel comfortable to continue with their education.

The mitigation measures taken to overcome the challenges included putting the teen mothers who were extremely vulnerable on school PTA sponsorship so as to enable them continue with education. Counseling teen mothers before and after commencement of the school maternity leave was also one of the measures used to mitigate the challenges faced by teen mothers. This might helped them to be psychologically stable and be able to accept their predicament and fit in the school learning environment with other pupils. Guidance and Counselling teachers interviewed reported providing counselling services to pregnant learners before their maternity leave.

However, this study also noted that no follow-up counselling services were offered to girls on the school re-entry. It also indicated that a major support service provided to pregnant learners and adolescent mothers had to do with assisting them in filling in forms at the time of taking maternity leave. In addition, the assessment also found great variance in the frequency of guidance support provided by Guidance and Counselling teachers at the participating schools, and in the number of cases referred to them by other school staff.

Other findings of this study were that the measures to take to deal with the challenges faced by girls who went back to school was by making departmental structures that created awareness to teachers and pupils. This could be done by providing the Re-entry policy guidelines by the guidance office to all departments so that teachers in various departments could have information on the Re-entry policy and later release this information to the pupils.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0. Introduction**

This chapter gives the conclusion and recommendations arising from the study. The conclusion provides the general summary of the findings of the study and the general implication of these findings. The recommendations provide suggestions on what should be done to ensure that the Re-entry policy fulfills its goals. Recommendations for further research are also suggested.

#### **6.1 Conclusion**

Generally, this study brought to the fore a number of issues that needed to be addressed if the Re-entry policy was to be effectively implemented at school level. In order to evaluate the effectiveness of the Re-entry policy in government schools, from an educational management perspective, this study focused on achieving the following objectives: the knowledge of pupils about the Re-entry policy, the role of the school management in the implementation of the Re-entry policy, challenges faced by girls who went back to school after delivery, and the mitigation measures taken to overcome the challenges faced by girls who went back to school after delivery.

It was discovered that the school tried to put some teen mothers on PTA sponsorship as a way to mitigate the financial challenges faced by the teen mothers. With regard to what pupils knew about the Re-entry policy, it was also discovered that there was minimal sensitization about the Re-entry policy by the school management given to the teachers, parents and pupils. On the roles of the school management in the implementation of the Re-entry policy, it was established in the study that the school management had a role to disseminate information about the policy to various stakeholders. However, this role had not been fulfilled.

#### **6.2. Recommendations**

Based on the findings of this study, the following recommendations are made:

1. The Re-entry policy should be included in the school curriculum so that both the learners and the teachers can have adequate knowledge of the policy. The school curriculum should treat the policy the way information about HIV and AIDS is treated.

2. The school management should sensitize pupils, parents or guardians about the Re-entry policy through school assemblies, school board meetings, PTA meetings and other platforms.
3. Though the Re-entry policy is a mitigation measure, the focus should be for the government through the MoGE to deal with the root cause of teenage pregnancy in schools by providing sexual reproductive health education.

### **6.3 Future research**

For future research, it is recommended that a research can be carried out in the following areas if the Re-entry Policy is to be effective:

- 6.3.1 It is recommended that a study be done on the challenges faced by teachers who are teaching the teen mothers in government schools.
- 6.3.2 It is also recommended that a study be done to investigate the role of the Non-governmental Organizations in the effective implementation of the Re-entry policy in government schools.

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## APPENDICES

### APPENDIX 1: Alphanumeric Symbols used to Identify Various Participants in this Study

Name of the school	Symbol used
<b>Mulwani Secondary School</b>	<b>GT1 - Guidance teacher one</b> <b>GT2 - Guidance teacher two</b> <b>HT - Head teacher</b> <b>DH1- Deputy Head one</b> <b>DH2- Deputy Head two</b> <b>ST1 - Senior teacher one</b> <b>ST2 - Senior teacher two</b> <b>TM1 - Teen mother one</b> <b>TM2 - Teen mother two</b> <b>TM3 - Teen mother three</b> <b>TM4 - Teen mother four</b> <b>TM5 - Teen mother five</b> <b>TM6 - Teen mother six</b> <b>TM7 - Teen mother seven</b> <b>TM8- Teen mother eight</b> <b>TM9- Teen mother nine</b> <b>TM10- Teen mother ten</b> <b>T1 - Teacher one</b> <b>T2 - Teacher two</b> <b>T3 - Teacher three</b> <b>T4 - Teacher four</b> <b>T5 - Teacher five</b> <b>T6 - Teacher six</b> <b>T7 - Teacher seven</b> <b>T8 - Teacher eight</b>

## **APPENDIX 2: Information to the interview participant**

Dear participant,

I am a student at the University of Zambia pursuing a Master's degree programme in Guidance and Counselling. In partial fulfillment of my programme, I am required to conduct a research. As such, you have been purposefully selected to be one of my participants in this research. Kindly answer the questions in this interview faithfully. Be assured that the responses you give will not be used for any other purpose other than for academic purpose. Be reminded also that your participation is voluntary, and I would greatly appreciate your help. If you have any queries concerning my research or concerning your involvement in my research, please feel free to discuss with me.

Thank you.

**Mildred Nzima**

### **APPENDIX 3: Interview guide for teachers only**

#### **PART 1: Demographic data**

1. Gender: .....
2. Age: .....
3. How long have you been a teacher? .....
4. How long have you been at this school? .....
5. What is your position in school? .....
6. How long have you been in this position? .....

#### **PART 2: Interview questions for teachers only**

1. Could you kindly explain the role of the school management in the implementation of the Re-entry Policy?
2. How would you describe the knowledge of learners about the Re-entry policy?
3. In your opinion, what challenges within the school environment do girls face when they fall pregnant before they go on maternity leave?
4. Kindly explain what challenges within the school environment girls face when they come back to school after delivery.
5. How is your school helping to mitigate the above challenges? Kindly explain.
7. Generally, how would you describe the effectiveness of the Re-entry Policy at your school?
6. What would you recommend to ensure that the Re-entry policy is more effective in the promotion of female education at your school?

**THANK YOU FOR YOUR RESPONSES**

## **APPENDIX 4: Interview guide for teen mothers only**

### **Part 1: Demographic data**

1. Age: .....
2. How many are you in your family? .....
3. How would you rate the economic status of your family? .....
4. What grade are you doing? .....
5. How long have you been at this school? .....
6. At what age did you become pregnant? .....

### **PART 2: Interview questions for teen mothers only**

1. Please explain how long you were away from school when you became pregnant?
2. How did you get information that you can still come back to school after delivery?
3. Could you kindly explain how easy or difficult it was for you to come back to school after being pregnant.
4. What challenges did you face from the school environment before you went on maternity leave?
5. What challenges did you face from the school environment when you came back from maternity leave?
6. Do you think the school is providing enough information to girls to equip them with information about the opportunity to come back to school after falling pregnant? Please explain.
7. Please explain your opinion about whether your school is doing enough to protect teen mothers who come back to school after delivery.
8. What would you recommend to be done to ensure that we overcome the challenges faced by girls who go back to school after delivery?

**THANK YOU FOR YOUR RESPONSES**

**APPENDIX 5: Consent form**

Dear Potential Participant,

I am a student at the University of Zambia conducting a research on the re-entry policy. In view of this, you have been purposefully selected to be one of the participants in the interviews. I would like you to indicate if you are willing to participate in this study or not, by ticking in the space provided below.

Please tick in a box of your choice to confirm your voluntary participation or your declining.

Yes  No

If you agree, please fill in the spaces below.

Participant's Position: .....

Participant's Signature: .....

Date: .....