CHALLENGES FACED BY TEEN MOTHERS WHO RE-ENTERED SCHOOL: A CASE OF SELECTED SCHOOLS ON THE COPPERBELT PROVINCE OF ZAMBIA

BY

MWEEMBA GIBSON MOONGA

A Dissertation Submitted to the University of Zambia in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Psychology

THE UNIVERSITY OF ZAMBIA

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AUTHOR'S DECLARATION

I **Mweemba Gibson Moonga** do declare that this dissertation is my own work and that it has not previously been submitted for a degree at the University of Zambia or any other University.

Date……………………… signature……………………………….

ABSTRACT

Zambia has a policy in place to carter 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 establish the challenges faced by teen mothers in secondary schools on the Copperbelt Province, Zambia.

The study used an interpretative phenomenology approach (IPA). IPA is a data interpretative framework (inductive approach) that captures and explores the meanings that participants assign to their experiences. This study involved 15 participants, consisting of 5 teachers, 5 parents of teen mothers and 5 pupils from secondary schools. These were selected using purposive sampling. The rationale of using these groups is premised on the multi-dimensional nature of teen mothers' challenges emanating from the school, family and community. Semi-structured interviews were used to collect data and a voice recorder was used to record these interviews. The data was categorized according to emerging themes which were later subjected to IPA interpretation.

The findings of this study indicated that teen mothers, who returned to school, encountered challenges arising from the negative perception among fellow learners, and the lack of support from teachers and parents. It was also found that teen mothers experienced emotional instability due to lack of professional counseling, and faced a lot of withdrawal from the family and friendship. A few parents that understood the predicament of teen mothers gave holistic support towards their education. Results also show that the bond of attachment of the child gave teen mothers undue pressure and a great challenge of emotional stability. The study further established that there is no tracking system of teen mothers in the re-entry policy. It can be concluded that although the re-entry policy has given the girl-child a chance to return to school upon giving birth, the environment within the school and community remains unfavourable for the full implementation of the policy. The study recommended that there is need for the Ministry of Education ,Science, Vocational training and Early Childhood should adopt a holistic approach which does not dwell on changing girls' behaviours, but to change the attitudes in society so that girls are encouraged to stay in school. The Ministry of Education should reflect on and urge changes to the Policy to make it law to protect teen girls in schools.

DEDICATION

This study is dedicated to my dear wife Mashila Sharon Mweemba for her understanding and support during my absence from home for many months.

To my only daughters Luyando and Lushomo, thanks for the love you showed me during moments when I was away at school and to my late father and mother.

CERTIFICATION OF APPROVAL

This dissertation of **Mweemba Gibson Moonga** is approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Psychology of the University of Zambia.

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ACKNOWLEDGEMENT

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CHAPTER ONE
INTRODUCTION

1.0 Background

It was a common trend in Zambia that many girls who got pregnant in school were expelled from school, forcing them to enter into early marriages and motherhood. This situation led to under development on the women's side. In June 1995, the Zambia Association for University Women organized a conference on the situation of the girl child in Zambia. The conference which was held in preparation for the Fourth World Conference on Women proposed to government that girls who become pregnant should be re admitted into school once care for the child was assured (MOE, 2005). This was the launch pad of the re-entry policy. However, starting 1997, the Zambian government allowed such girls to take leave and go on maternity and then continue with their education after delivery. The call for this policy came from various organizations including the civil society groups. When the influence of women's movement in Zambia grew, one of the issues they decided to fight for was justice for girls who were thrown out of school after getting pregnant.

In September, 1997, a conference on girl's education was held at Mulungushi International Conference Center, Lusaka, at which the Minister of Education, Dr Syamukayumba Syamujaye announced that school girls who became pregnant would no longer be expelled and those who had been expelled in 1997 should be allowed to return to school (MOE, 1998).

This policy is now being implemented in Zambia and with it, came the debate on its advantages and disadvantages. It faced some challenges in some sectors of the education system and the community at large. A report by the centre of study on adolescents showed that the dropout rate of girls due to pregnancy was at 23% nationally. Few of these girls resume school despite the existence of the re-entry policy. The majority are unable due to stigma and ridicule from teachers, peers and the communities thereby missing out on the benefits that accrue from education (Sitali, 2009).

According to Nkunyangi (2005), the policy has not been internalized and mainstreamed in the education system. It exists more at policy level than in practice. Besides, there is stigma associated with having teen mothers in schools. There is no doubt that such girls are a

challenge to handle and therefore need special attention and rehabilitation. Nevertheless, teen mothers are considered to be immoral and there is fear that this vice would attract a bad name for the schools, giving them a bad image. Additionally, MoE (2007) indicates that the church, parents in mission schools were against this policy and totally refused to re-admit the girls rather opting to give the affected girls transfers. Thus implementation of this policy remains a challenge in mission schools as it is viewed as supporting immorality among school pupils. Many of these schools could not condone it as sex before marriage is against the Christian faith. MoE (2007) notes that some of the girls, who return to school after delivering, found it difficult to interact with fellow students partly due to their conscience or to their changed physical shapes. Wanyama and Simatwa (2011) are of the view that the fear that girls who re-entered after pregnancy will be of bad influence to others is a factor that needs to be militated against. It is generally known that bad company spoils, so since girls who return to schools after pregnancy are considered to be immoral, there is a challenge such as the fear that they may influence others through sharing of their experiences which might result into the spread of the vice.

Bayona and Kadji (1996) state that culturally, the expectation is for girls to marry when they conceive, it is understood that pregnancy and marriages go hand in hand. With this view it is not known how the Ministry of Education which implemented this policy is prepared to handle such challenges. Challenges of this nature are not only experienced in school environment, but also at home and in the community where these girls come from.

According to the Ouagadougou Declaration (UNESCO, 1993), the millions of girls out of schools in Africa is concrete evidence of short comings in our efforts to establish national education system as well as indication of distance between the present situation and achieving education for all target.

Despite the policy being implemented, according to the Ministry of Education 2009 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).

Sitali (1999) noted that there must be a deliberate policy to help teen mothers, in spite of school re-entry policies existing in Zambia. Challenges that girls' faces in secondary schools

have not been pursued yet, leading to several dropout cases for girls with teenage pregnancies. This also goes with the situation in which they find themselves, because they assume adult responsibilities and with such, there are a lot of challenges encountered.

What this leads to is the fact that many young girls will continue to either get married off at early ages or acquire informal jobs that can barely support them, continued cycle of poverty and denied opportunities for them (Akelle, 2007). Therefore, the challenges encountered in the re-entry policy of girls in secondary school forms the basis of this study.

1.1 Statement of the problem

Despite the existence of the school re-entry policy in Zambia from 1997, the challenges that hinder girls who re-enter secondary school appears not to have been pursued yet, leading to a continuation of a vicious cycle of high dropout cases among girls. These challenges seem to be one of the major causes of girls' dropping out of school. According to the Ministry of Education, Educational Statistical Bulletin (2009), 15, 497 girls got pregnant in 2009 but only 6, 679 were re-admitted in schools. It is important to know why such a number was unable to return to school. Therefore, this study aims at finding out the challenges that girls who re-enter school following a pregnancy face in selected secondary schools of the Copperbelt Province in Zambia.

1.2 Purpose of the study

The purpose of this study was to establish the challenges girls who re-entered school following a pregnancy faced in secondary schools.

1.3 Main objective

The objective of this study was to establish the challenges that girls who re-entered school following a pregnancy face in secondary schools.

1.4 Specific objectives

The study intended to meet the following objectives:

1. To establish the challenges girls who re-entered school following pregnancy face in secondary schools.

2. To establish the challenges faced by girls who have re entered school in the communities where they live; and

3. To establish the strategies put in place by schools to help girls who re- entered school following pregnancy cope with challenges.

1.5 Research questions

1. What challenges do girls face in schools after being readmitted into school following pregnancy?

2. What challenges do girls who have been re-entered into school face within the communities where they live?

3. What strategies are put in place for girls who re-enter school following pregnancy for coping with the challenges faced in the existence of the re-entry policy?

1.6 Significance of the study

The significance of this study is premised on the fact that it is focusing on critical needs of girls, who suffer the twinned problem of high attrition rate and limited access to education. Yet education is not a privilege, but a basic universal human right. The study sought to establish challenges of girls who re-entered school following a pregnancy in secondary school. This is critical as such a study will provide data and the extent to which the short comings will expose the problem. It is hoped that the findings of the study will be useful to policy makers in the Ministry of Education and schools in Zambia and in other countries.

It was also hoped that the findings from this study could generate new information that could assist in the education of teen mothers. It was also expected that the findings could be used to evaluate the re-entry policy introduced in 1997.

In addition, it was hoped that curriculum experts, policy makers and decision makers in general, may use the findings from this study to introduce effective measures aiming at improving awareness, assertiveness and education among teen mothers.

Lastly, it was hoped that the findings from this study would contribute knowledge in the field of educational psychology.

1.7 Delimitation

This study was conducted in Copperbelt province, most specifically in Kitwe city. Three schools were involved in the study.

1.8 Limitations of the study

This study was limited to teen mothers from the selected schools, their parents and guidance and counseling teachers of Copperbelt province.

1.9 Theoretical Frame work

This study was informed by Bronfenbrenner's Family systems theory. Bronfenbrenner's family systems theory provides a useful approach to understanding the family as an ever-developing and changing social unit in which members constantly have to accommodate and adapt to each other's demands as well as to demands from outside the family (Essa,2011).

Brofenbrenner answers the question on the challenges of teen mothers by signifying that the theory provides a dynamic rather than static view of how families function and the influence that family members have on each other, and that it is not one way but interactive and reciprocal. This theory has been used to relate the challenges that teen mothers experience from home, school environment and in the community, and the role of teachers and the parents. It is necessary to view its interactive patterns and the unspoken rules that govern the members' behaviour. Essa (2011) contends that health families work well together, communicate often, are able to make effective decisions and can handle change.

In addition, understanding the family means looking at its functioning within the larger context; For instance, the extended family, the community, and the neighborhood. The early childhood center becomes part of that larger context in which families function (Brofenbrenner & Morris, 1998). Bronfenbrenner's (1979) ecological model was found suitable for this study because it consists of many levels of analysis that include the Microsystems, mesosystem the exosystem, the macro system and chronosystems.

The Microsystems is the most immediate system that affects the individual; it includes the family, classroom or work place. The Microsystems have got structures that directly posses challenges to the teen mother and these include relationship with the parents and immediate family. The challenges that teen mothers faces in terms of school are a result of direct interaction with parents and immediate family members (Brofenbrenner & Morris, 1998). Brofenbrenner further says that these components of the Microsystems are linked together in the mesosystem through such relationships as family, teacher interaction or employment practices that affect the family (for instance employer supported child care or paid maternity leave).

The mesosystem is the level of analysis that involves the connections between the structures of the Microsystems and other structures. These relationships and interaction between the teen mother with neighbourhood friends, friends at school and church bring with it challenges to the teen mother at school.

The exosystem includes broader components of the neighborhood and community that affect families in the macrosystem, which includes cultural, political and economic forces (Brofenbrenner & Crouter,1993).It is from this that teen mothers' challenges can be understood. Brofenbrenner (1979) noted that the macrosystem has a trickledown effect on other levels through policies, access to resources and cultural norms. These cultural norms, access to resources and policies posse challenges to teen mothers.

The chronosystem involves changes that occur overtime. These include for example death of a family member, or internal that involves physical changes at puberty and possesses challenges to the teen mothers and their school. Time appears not merely as an attribute of the growing human being, but also as a property of the surrounding environment thus the sociocultural changes that take place over time (e.g. the changes that take place in the gender roles, societal roles, cultural dynamism and media influences).Essa (2011) noted that the chronosystems theory encompasses change or consistency overtime not only in the characteristics of the person but also in the environment in which teen mothers live (e.g. changes over life course, socioeconomics ,degree of hectiness and ability in everyday life).

The systems theory is suitable for this study because it talks of the most immediate system that affects the teen mothers which include family, classroom or the community. These

structures directly posses challenges to the teen mothers and these include relationship with fellow pupils (school), the parents and immediate family. So the challenges that teen mothers face in terms of school are a result of direct interaction with family, school and immediate family members, policies, access to resources and cultural norms and changes that take place overtime.

1.10 Definition of terms

Family: This will refer 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 mothers, fathers, grandparents, guardians of teen mothers who serve as parental figures for teen mothers and are responsible for day-to-day care of teen mothers and their babies.

Teen Mothers: Used to interchangeably with girls with a baby to refer to mothers in school.

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

CHAPTER TWO
LITERATURE REVIEW

2.0 Overview

This chapter presents the relevant literature on the challenges that girls or teen mothers face after re-entering the education system at secondary school level. It also presents a review of similar studies that have been done in various countries around the world. In addition, it dwells on measures taken to mitigate these challenges in different parts of the world. Lastly, the review presents some commonly used guidelines to mitigating the challenges that teen mothers experience in schools.

2.1 Advocacy for girls who drop out of school due to pregnancy and Challenges

The re-entry policy which was launched in 1997 advocates that girl who drop out of school due to pregnancy should be readmitted after giving birth. The Zambian government allowed such girls to take leave and go on maternity leave and then continue with their education after delivery (MOE, 2005; 1998). This was after a number of advocacy groups pressed for the introduction of the same policy as already pointed in Chapter One. The growing problem of pregnant school girls and related issues are not unique to Zambia. The United States of America for instance has the highest teenage pregnancy rates in the developed world, twice as high as those in England, Wales, and Canada and nine times as high as the rates in the Netherlands and Japan (hhtp:www.guttmacher.org/pubs/journals/3201400.html, 1998).

A number of studies have been done in the United States of America to look at teenage parenting and school. One of the studies was done by Testa in 1992. He wanted to find out about the issues related to teenage parenting: challenges, interventions and programmes.The research established that girls between the ages of 10 and 14 years were the fastest growing group of parents, coupled with difficulties to cope with life when they gave birth. The trend indicated that many adolescent mothers did not marry and were in poverty .The study further established that teen fathers lacked involvement with their children and with the mothers of their children (Testa, 1992).

The evidence from developed countries such as Australia, Canada, the United States of America and developing countries such as South Africa point out that teenage pregnancy contributes to poverty (Canada. Ministry of Education, 1998). In Australia, the evidence showed that teen mothers faced social problems because they had reduced their education and possibilities for employment opportunities which can lead to poverty and financial difficulties (Boulden, 2001). Berry and Lennon (1998) further note that teen mother's face numerous challenges such as poverty, which considerably affects their ability to care for themselves and their children.

In the United States of America, Maynard(1996) notes that teen mothers are therefore 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. Wilson (1996) further notes that teen mothers face increased health problems decreased educational achievement and an increased chance of living in poverty.

In Africa, The Forum for African Women Educationists (FAWE, 1995) estimated that 20% of the girls who drop out did so due to pregnancies. In Kenya it is estimated that between 8,000 and 10,000 girls drop out of school every year due to pregnancy. This indeed poses a great challenge to the society and the re-entry policies are seen as a solution. People felt that some programmes to look into the affairs of young mothers be put in place so as to help them cope with life because of the permanent change they have undergone of parenthood, which often comes with great challenges that need maturity and adulthood. These challenges come in different forms and as such pose great risks of success for young mothers (Bayona & Kadji, 1996).

Wilson (1996) notes that teen mothers are often subjected to discrimination and criticism from peers and staff members when attending a regular high school. Even though a dedicated school for teen mothers may be more beneficial, they may feel left out from typical high school activities. Despite being engaged in school programs, teen mothers still must deal with significant issues in their home and community. Some of the students have family rapport issues that negatively impact their ability to remain motivated to attend school consistently (Maynard, 1996).

2.2 Stigmatization of teen mothers

Stigma is a sign of social unacceptability: the shame or disgrace attached to something regarded as socially unacceptable. The stigma that comes with being a teen mother is alive and real. Advocates say that bias against teen mothers often results in cruel social stigmatization and are regarded as morally tainted and often placed in separate classes and sitting arrangement lest they contaminate others with teen sexuality (Gillham, 1997).

Gillham (1997) further contends that current and accurate statistics are difficult to find, but research by Fogel (1995), indicates that two thirds of teen mothers do not finish high school and a high percentage of them remain poor and have a second child because of fighting for social acceptance and social seclusion.

Banda (2007) in his descriptive study alludes to the fact that in some mission schools teen mothers are turned away from their schools and shunted to public schools, inadequate home schooling or special programmes and as such too many teen mothers see themselves as having nothing to strive for but shame and disgrace. This is further complicated by their chaotic family relationships and their friends shunning them and considering them as welfare mongers, unprincipled, immoral and unmotivated. Families may be torn apart, distant and unforgiving.

Goffman (1971) further states that stigma is an attribute that is deeply discrediting, although it needs to be clarified that the real context of stigmatization revolves not around attributes, but rather around relations between the "stigmatised" person and the" normal" person. Because the stigmatised are not seen as fully humane people, the normal takes intentionally discriminating actions reducing the life possibilities of the stigmatised (Goffman, 1971).

Stigma is a societal function, a process which occurs where identity norms exist (McGurk, 1993). Norms are also attached to sexuality and sexual behaviour, in consequence becoming a teen mother is one of the actions deviating from the norms and as such teen mothers in schools suffer from stigma. These are cultural bonds, itis a great challenge to these teen mothers who struggle to acclimatize and concentrate in schools and life (Helge, 1989).

The Robin Hood Foundation (1996) made known that in industrial nations, teen mothers carry a social stigma and that this social behaviour status results in many of them being at

risk of remaining as solitary parents. A study done on teenage pregnancy in Australia also revealed that young mothers are at great risk of being sole parents, of being involved in a series of unstable relationships and of being victims of violence within relationships (Boulden, 2001).

The study done by Canada, Ministry of education (1998) on the challenges and choices of keeping teenage mothers in schools revealed that fellow learners and teachers use judgmental glances or mean remarks, and that other teenage mothers quit school because of pressure from school administration or teachers (Canada. Ministry of Education, 1998)

According to Wanyama and Simatwa (2011) many teen mothers assume their family responsibilities alone because the fathers of their babies often leave prior the birth. In the same futile the Canadian Ministry of Education (1998) in its study further stated that teen mothers do not receive any support from the fathers who often do not show concrete commitment as fathers. Chilisa (2002) contends that the re-entry policy on the other hand has been criticized for being discriminatory; for example, school boys who are fathers or fathers to be are not asked to leave school until the child is born while continuation policy meets the educational human rights of the girl, it may well be that it overlooks other rights such as those of having support and comfort during and after delivery.

However, not all girls experience the same challenges in their educational endeavours. Teen mothers face distinctive challenges in ensuring that their new mothering roles and identities do not turn into a premature exit from school. Evidence from the Demographic and Healthy surveys (DHS) in the United States of America point to the fact that early child bearing remains pervasive in developing countries and continues to constrain girls from participating in education (Eloundou-Enyegue, 2004).

Chilisa (2002) argues that such policies (as the re-entry policy) constitute a subtle form of violence on the affected girls as the re entry process is entrenched in ideologies of exclusion. However, evidence indicates that their endorsement has not been accompanied by related discursive shift in the way teen mothers are perceived within the education system and the society as a whole. They have had to contend with a hostile school environment, where they are isolated, humiliated and stigmatized by the fellow pupils; with hardly any effective

interventions from teachers (Chigona & Chetty 2007,). Furthermore, Chetty and Chigona (2007) criticize the act as being punitive on the affected girls.

In this vain Santrock (2009) argues that in many schools, classrooms and teachers operate in isolation, not just from each other but from the community focus, to encourage students to think about how learning and problem solving can be used to better understand and improve the world in which we live in. Santrock furthermore contends that classrooms need clearly defined rules and procedures, students need to know specifically how you want them to behave without clearly defined classroom rules and procedures, the inevitable misunderstandings can breed chaos. A study by UNESCO (2010) on pregnant schoolgirls and mothers within the school environment in Tanzania indicated that young mothers reported that the teasing and taunting from their peers start once rumours of pregnancy start circulating. UNESCO further revealed that the taunting of the teen mothers left them with emotional scars; they broke down and cried when talking about this experience. One student mother pointed out that while in school; boys would start making sarcastic comments that would trigger off laughter from the rest of the students (UNESCO, 2010).

2.3 Rejection of teen mother by the family

Banda (2005) noted that majority of young single mothers run away from home to live in rented small rooms in nearby places, others go round for shelter from well wishers which lasts for only weeks or months. Others have suffered beatings from their brothers who believe unmarried girls should not be allowed to live in family land. Several teen mothers shared how they were abused by family members who threw them out of home and ended in nearby suburbs. The research further revealed that the family setup believes that unmarried young single mother is a disgrace to the family which if not punished other young girls would follow suit. In a study done by Shari Miller (1999) on "Motherhood during the teen years: a developmental perspective on risk factors for child bearing" using a case study, approved that the combination of rejection and aggression influenced the social environment of teen mothers and became associated with involvement with deviant peers, and in turn the peer context affected personal norms and beliefs related to behaviour (Coie &Jacobs, 1993).

2.4 Role conflicts of teen mothers

Although teenage is viewed as a conversion period and preparation for adulthood (Phoenix, 1991; Nsamenang, 2002), adolescents are still perceived as jural minors and children as is evident in the Convention of the Right of the Child (CRC) that defines a child as anyone below 20 years of age (often referred to as teenage mothers) are in an ambiguous status as they have taken on adult roles of mothering at a time when they are supposed to be in school and that they are not considered fully grown enough to handle such responsibilities.

In a study done by the Ministry of Education (1998) on teenage mothers in Zambia, the evidence showed that teenage mothers face problems in organising their new lives, managing their roles as mothers, and meeting the demands of school. The study further revealed that teen mothers 'day to day problem in progressing with education lag or fall behind with school work and have to catch up during school holidays and weekends which is expensive in terms of tuitions and transport, but in some cases they are working very late in the evening to meet deadlines (MoE, 1998).De Boek and Honwana (2005) argue that by taking on adult roles the young mothers blur the social divide between childhood and adulthood.

Chetty and Chigona (2007) in their study in south Africa on returning to school after giving birth made known that it is not easy for teen mothers because of the hardship in organising time for both studying and parenthood. Literature also points to the fact that since these teen moms have assumed new status, their roles are always in conflict because of some emergency frequenting issues pertaining to school, parenthood and wife (Kaufman et al,2001).

Lema (1997) further argues that in Tanzania, regardless of the age, a girl is regarded as an adult after she has given birth; she is expected to assume adult responsibilities and terminate her education. The emphasis on the institution of marriage as the appropriate arena for childbearing fits well within the gender division of roles and responsibilities that placed different expectations on mothers from those fathers (Phoenix, 1991).Thus, mothers are expected to meet the caring needs of their children and their fathers, these ideals are easier said than done for teen mothers and since they are expected to be in school, pose a great challenge in balancing these roles.

In 2010 the Tanzanian Ministry of Education and vocational Training clarified that there was no official policy preventing girls from returning to school after giving birth and produced guidelines to help schools understand their responsibilities to girls who become mothers (UNICEF, 2010). According to the guidelines, schools must re-admit girls after they have given birth, however, girls may still be expelled as soon as their pregnant status is revealed because their presence in the classroom is often regarded as disruptive and setting a bad example, Fennel and Arnot (2008, 68) state that women's lives do not fall into time mediated compartments of girl, sister mother..... But these many overlap and co exist through her life. In their research, it was evident that teen mothers or re entry girls had their roles as mothers, daughters and learners co-existed simultaneously and conflicted. Furthermore, Mulongo (2005) argues that as young unmarried mothers, living under the authority of their parents meant that they had to fulfill their socially prescribed roles of daughters with gender division of labour regime.

Research with low income adolescent mothers who were interviewed through a focus group in Puerto Rica supports the view that there may be cultural differences between country types in terms of their tolerance of early childbearing. Garcia and Vasquez Garcia (1996) demonstrated that early childbearing in Puerto Rican society was considered to be normal and was not necessarily associated with negative outcomes.

2.5 Time management of teen mothers

With conflicting roles those teen mothers under- go, it is evident that such conflicting roles cost teen mothers time management in school. A study in Namibia on teenage pregnancy in central and southern Namibia revealed that an overwhelming workload, lack of peer support and too many demands at once ,contributed to a sense of frustration and panic that there was not enough time to complete their workloads (at school, home and attendance to baby's needs as well as the demands of the father). In this vain, Boulden (2001) alludes to the fact that balancing the demands of family and school can cause many teen mothers to feel fatigued and generally stressed.

Chetty and Chigona (2007) in their study on Girls' Education in South Africa on Special consideration to teen mothers revealed that teen mothering is a major cause of school drop out for girls, social economic and cultural issues also make girls attendance a complex

decision for girls' parents. This was so because of their expected roles that could not be permitted due to time and school. The research further indicated that girls do not have enough time to complete their homework and to study at home because their relatives who take care of the babies want to be free of the child chores. Additionally, the study further revealed that the babies also want the attention from their mothers when they return from school.

In a study on returning to school, done by Kaufman (et al, 2001) in the United States of America revealed that returning to school after giving birth is not easy for teen mothers because of the hardship in organizing time for both studying and parenthood. This was also echoed in the United States of America that managing to take care of a child and devoting adequate time to school is not easy task for teen mothers (Arlington Public Schools, 2004). Stress arises when the goal structures that an individual holds have the potential for conflict, especially when an individual is committed to two or more goals that cannot be easily attained at the same time (Santrock, 2009). Thus devoting efforts to attaining one goal can impede the attainment of another goal. This role conflict contributes to stress being experienced by the individual. Stress is a particular class of experience and coping is the response that follows from these experiences.

2.6 Low self- esteem of teen mothers

Low self-esteem is a problem for certain individuals as it prevents them from making the best of their schooling and their lives. Low self esteem is a significant cause of low academic performance (Kenway, 1990).

Many teenage mothers report feeling out of control, worthless or useless to their communities. This has been a major setback for them hence not realizing their potential in achieving their dreams. A study on Community challenges in Meru revealed that due to stress many end up in taking and involving themselves with illegal drugs. As a result, men of all age take advantage of them which has made many of them give birth to more than two children whose fathers they do not know .Others engage in crimes to earn their living, some are just living and do not know what they want in life as they believe their dreams are shattered (www.queensofafrica.org/index.php).

Teenage mothers face depression, anxiety and feelings of low-self esteem. UNESCO (1996) contends that teen mothers need to be proactive in their emotional health and seek out ways to increase their resistance to depression and other emotional needs.

A study conducted by Zarina (2010) in South Africa on Deconstructing teenage pregnancy: Teenage mama's talk about self, on eight teenage mothers using semi structured interviews and analyzed through thematic content analysis made known that dominant discourses in society played a pivotal role in teenage mothers' construction of self and their experiences of being marginalized from mainstream society. The study further revealed that despite some of the challenges encountered, the participants were able to persevere towards their goals and aspirations such as performing well academically and developing a clear sense of self.

2.7 Teen mothers and Poverty

Phoenix (1991) contends that being out there with young children, it becomes very difficult to go round carrying children as they seek for casual day jobs which are not available always due to economic trends and then plan to go to school later, they go back home and sometimes sleep hungry.

A study conducted in the United States using a descriptive survey established that among all teen mothers, less than one third receive any financial support from the nonresident fathers of their children (Congressional Budget Office, 1990).

Poverty status is one of the strongest predictors of success and that most of these girls do not cope well wth this challenge. Poverty is the factor most strongly related to teen pregnancy. In addition some researchers have suggested that high poverty rates in the United States account for the fact that US teen birth rates are the highest of any industrialized Nation (MacFarlane, 1997; Males, 1994). In Australia evidence showed that teenage mothers faced social problems because they had reduced their education and possibilities for employment opportunities which could lead to poverty and financial difficulties (Boulden, 2000).

In a United States Report, The US Department of Health and human services (2000) found that a large number of teenage mothers are poor, with more than 60% of them living below

the poverty line. Furthermore the majority of teen mothers do not have the economic or social resources in place to provide for themselves or their children.

Moffit (2002) conducted a study on teenage mothers; poverty; parenting; abusive behaviour; twins using a longitudinal twin study with a sample of 1,116 women via interviews and observations, and from teachers via interviews made known that young mothers encountered more socio-economic deprivation and had significantly less human and social capital, and experienced mental health difficulties. The research further revealed that their partners were less reliable and supportive, both economically and emotionally and weer more antisocial and abusive.

In South Africa, Researchers made known that teen pregnancy and disruption of schooling are causally interlinked and both can be attributed to poverty. Additionally, poverty is seen as a contributing factor to girls falling pregnant (Mokgabalone, 1999).

In Zambia, findings from the situational analysis on girls' education, Kelly (1998) revealed that the links with house hold income, gender and dropping out indicated that girls from the poorest households were less likely to attend school in preference for boys. Thus poverty is a 'plausible explanation' of school disruption (Mwansa, 2011) for the majority of girls who drop out of school in Zambia. The direct and indirect costs charged by schools which include, transport to and from school, school fees, school uniforms and other Parent Teachers Association(PTA), levies contribute to girls dropping out (Mwansa, 2011). Additionally the research made known 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 for sex in return. It is also further assumed that the same trend continues for teen mothers in schools in order to manage the needs of the baby and their needs.

2.8 Rejection of teen mothers the community

Wanyama and Simatwa (2011) argue that they suffer discrimination as the community does not value or recognize them as they call them prostitutes. In a study on community challenges in Meru, it revealed that young teen mothers confessed that it becomes hard for one to get married as men would not accept someone else's child/children and sees it/them as

burden. It further revealed that old men take them for granted and sexually abuse them for small favours and that men demand for unprotected sex just to punish them which in most cases lead to unwanted pregnancies and or infections e.g. sexually transmitted infections which has a high rate among this group.

Banda (2005) furthermore adds that teen mothers are perceived as perverse and hence no man likes to associate with them or even to ask for a hand in marriage. This has been catalyzed by the cultural beliefs that girls are not meant for education or leadership hence no less effort is put to take teen mothers back in school or help upkeep to put them on track to finish school properly.

An investigation done by Mpetswa (2000) focusing on seven teenage mothers made known that community members tend to have a wide range of negative reactions towards teen mothers. Some members of the community tended to react with shock whilst others would gossip about the parents of the teen mothers .It was further revealed that some church members would even be refused (teen mother)an opportunity to participate in congregational activities. Some of the participants in Mpetswa's (2000) study reported having experienced a lot of ill treatment from their families who felt betrayed by their children.

In Botswana the re-entry policy had been in place since 1976 but the implementation part has not been very effective for only about 30 percent of the girls return to school annually. A similar experience was observed by Bayona & Kandji-Murangi (1996) in their study which established that becoming a mother in your teen years is not an ideal situation for most people. Teen mothers in this age category are still growing, physically and emotionally, and are not always as ready to hold adult situations as they might think. Teen mothers face adult responsibilities even before they give birth, and the obligations continue for years down the road. Stress, financial challenges and a lack of education are among the problems teen mothers experience.

In Madagascar, new mothers can return to school immediately after delivering if they wish. In Cameroon, girls have the right to negotiate the duration of their maternity leave with their school, and can arrange the extra classes so that they do not lag behind in their school work during the agreed period of absence from school (Felton &Haihambo, 2002). This is a clear understanding of the policy without considering the challenges it poses to the teen mothers.

School going girls face adult responsibilities and as such one wonders the pressure they undergo to meet the needs of school and their obligations with the new roles they assume as mothers.

Haihambo (2002) noted that both 2002 and the 2006 Rundu studies in Namibia on educational assessment of the re-entry policy found that while many schools had a specific female teacher who counselled girls on issues pertaining to sexuality-either a teacher formally assigned to play this role by school management or someone who had taken the task on out of her own initiative. However, none of the teachers had specific training in counselling skills although some had attended workshops on this topic. This also poses a challenge to the pregnant school girls and teen mother as the environment changes by virtue of their situation to their fellow pupils, teachers and the community in which they come from.

In Zambia, despite the policy being implemented, according to the Ministry of Education 2009 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).This shows that there are a lot of challenges girls experience in this scenario.

MoE (2003) in a research carried out in Kalomo states that although the Ministry of Education had put in a Policy allowing girls to return to school after delivering, parents did not see its practicability nor did teachers help the parents understand the importance of returning to school. This entails a lot of challenges in this policy to the teen mothers. It has been commonly observed that teen mothers experience challenges in balancing the children's needs and school demands. With this, so many factors contribute towards the problem to the pursuit of education.

In addition, findings from the situational analysis on girls conducted in Zambia (Kelly, 1998) 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. Thus, poverty is a probable explanation of school disturbance (Hunter & May, 2003) for the majority of girls who drop out of school in Zambia. The direct and indirect costs charged by schools which include school fees, school uniforms and other PTA levies contribute to girls dropping out (Mwansa et al, 2004).The study further revealed that the failure to raise money

to pay school fees and other needs contributed to the majority of the early or second pregnancy as some of those who failed to raise the high school fees were assisted by elderly men who demanded sex in return.

2.9 Support strategies for teen mothers

Teenage motherhood has been a major concern and the reason for leaving school prematurely. As a result, it is important for schools, governments and community at large to provide programmes for teen parents. These programmes would in essence keep the students in school until completion of high school education while simultaneously preparing them for their adult role as parents (Effinger, 1991).

According to Kirby (2000) student tracking may be the single most important step in beginning an effective dropout prevention program. It is necessarily first to identify student needs and services. For the dropout cases, the Governments should be aware of the significance of the dropout numbers and of their implications for human capital development and support services.

Arlington Public Schools in Virginia (2007) addresses the needs of pregnant and parenting students through its Teenage Parenting Programs (TPP).The main mission of TPP is to provide comprehensive services to address the issue of adolescent pregnancy, which include educational needs, pregnancy prevention, teen parenting and healthy families. In this program in the United States of America, teen mothers attend school throughout their pregnancy and also in the early stages of parenthood and they continue through to the completion of the school year. According to Arlington Public Schools (2007), there are programs that locate out of school pregnant and parenting teens so as to facilitate their return to school or vocational training and alternatives for parenting teens in schools are available.

According to Effinger (1991), it is important to make sure that all parenting students have access to the full range of educational options through a school based teen parent program. An example of these educational options was reported by Zelman (1982) in a study of twelve special programs for pregnant teenagers and adolescent parents in eleven school district of the United States of America. The author contended however that programs usually lacked strong administrative support and many were set up to only comply with the federal law.

According to Effinger (1991), in America, investment has been made in developing life skills such as the self-concept, well building support systems, learning how to access child care and other support services. The literature further indicates that learning how to meet the challenges (being teen mother) combining school work and family roles, learning how to give and receive emotional support, networking for work opportunities and connections and enhancing interpersonal communications and relationships.

Burgess (2005) surveyed four hundred and ninety three American teen mothers; his findings demonstrated that teenage mothers differ in their ability and disposition to provide a stimulating home learning environment and emphasized training of teen mothers in order to cope well with life challenges. Furthermore, In the United States of America, Martens (2011) in his study navigating as a teen mother highlights the support that the United States of America give to the teen mothers.

Martens (2011) alludes to the fact that transportation and child care in the past have been issues that kept girls from returning to school during or after having a baby (Mittelstadt,1997). Martens (2011) further argue that today in Florida students are now provided transportation to their school or an alternative school along with childcare for their baby. These were the two biggest challenges or obstacles many teen mothers had to overcome in order to get to school and focus on their education.

Rebmann(2006) also conducted an anecdotal study which focused on a small group of ten girls living together in a homeless teen mothers residential home and traced how the combination of a life skills group and moments, grabbed in the hall, living room or offices and made known that in the empowerment of the group as a whole, provided encouragement and empowerment by offering social support as teen mothers were able to learn from each other how to identify their own strength as well as learning about new resources they could use.

In Jamaica, UNFPA has supported the training of 50 young men in the Clarendon and Manchester regions of Jamaica. Through various activities, they help sensitize their peers on sexuality and reproductive health issues including family planning, HIV prevention and sexual reproductive health services. These unique facilities allow the adolescent mothers to breastfeed at convenient times during the day under the supervision of professional caregivers

who also care for the babies and offer guidance on motherhood and parent/child relationship (UNFPA, 2013).

According to Hanna (2001), teen mothers still have to cope with the fact that their development is that of adolescence and so during this adjustment phase, they still need to define their sense of self worth and their own identity. Being a teen mother forces them to take responsibility. They are obliged to deal with not only their developmental needs but also with those of their child. Teen mothers find themselves in a position in which they need to balance what works adequately for both themselves and their child.

There is an impact on families when a teenage daughter gets pregnant and some of the changes occur in the family as a daughter becomes a mother. The baby's arrival may be seen as a unifying force as it may bring the family together as a unity or as a replacement of a lost family member. The status of the young mother rises within the family in some cases changing from scapegoat to favoured child (Hudson & Ineichen, 1995).

2.10 Emotional Support

In the absence of emotional support the teen mothers may experience increased anxiety and frustration, from which others may develop depression. Without emotional support and understanding from those close to her, significant others, the teen mother may undergo radical personality changes or even commit suicide (Marlene & Mackey, 1998).

In the United Kingdom, There is a United Kingdom Teenage Pregnancy Unit which was created in 1999 which looks into the support of teen mothers.The Teenage Pregnancy Unit has focused its resources on areas of deprivation, education, health and other social amenities of teen mothers and pregnant teens.

2.11 Summary of literature review

This chapter has reviewed various literatures on teen motherhood. The main themes that emerged from most of the literature reviewed above were advocacy for the teen mothers' schooling and challenges faced by teens. The review has showed that most of the research focused on the following areas of teen mothers: teenage parenting and school; teenage pregnancy in Australia;) the challenges and choice of keeping teen mothers; girls education in South Africa; national policies on pregnancy in education systems in Sub-Sahara Africa;

adolescent and parenthood;Testa,1992; Boulden,2001;Canada.Ministry of Education,1998;Chetty & Chigona,2007;and Coley &Lansdale,1998; Chilisa,1994. Pregnant related drop out and gender inequality in education; 8) parenting teenage pregnancies in rural America; adolescent pregnancy and parenthood in South Africa; education for all Eloundou-enyegue,2004;Helge ,1989; Kaufman & Stadler. However, studies on challenges of teen mothers on the Copperbelt Province of Zambia in schools are not known hence creating a gap in our knowledge. There was, therefore need to establish the challenges of teen mothers.

The findings of the studies suggest that there were variations in the challenges that were faced by teen mothers on the Copperbelt Province of Zambia. Literature revealed that, challenges such as discrimination, stigmatization, economic and poverty affected the smooth learning of teen mothers. Literature did also reveal that organizations, including local authorities can generally understand the Re-entry Policy and use it to take back to school teen mothers and avoid certain challenges that go with it. Literature further revealed that local authorities have failed lamentably to provide continuity and quality services to teen mothers due to lack of sufficiently qualified professional counseling to their personal challenges.

CHAPTER THREE
METHODOLOGY

3.0 Overview

This chapter describes the methodology used in this study. The chapter includes the following section: research design, the target population, sample size and sampling methods, data collection procedure and data analysis as well as the instruments used and the reason for choosing them.

3.1 Research Design

The methodology employed was the interpretative phenomenological analysis which is purely qualitative. Interpretative Phenomenological analysis (IPA) is an experiential qualitative approach to research in psychology and the human and social sciences (Newman, 1994; Creswell, 2007).The aim of the phenomenological approach is to bring to light the 'lived experiences' of the phenomenon to a description which is universal to another person, then listen to that person's dialogue and interpret what he or she is telling in a written text. During this period, a researcher brackets or suspends past knowledge and tries to get new insights to enrich the description of the data being collected. Bracketing is the process of setting aside one's own beliefs, feelings and perception so as to become more open and faithful to the phenomenon (Colaizzi, 1978; Strubert and Carpeter, 1999 cited in Creswell, 2007).

This study was an interpretative phenomenological analysis (IPA) on challenges of teen mothers in secondary schools on the Copperbelt Province. Since IPA is an experiential qualitative approach, it was concerned with trying to understand lived experiences and how participants themselves made sense of their experiences after delivery and re-admission into school. Researchers who use interpretative approach believe that the world is socially constructed, social phenomena do not exist independently of our interpretation of them, and that having an objective analysis is not possible. They believe that since humans are intentional and self-reflective, scholars should study attitudes over action (Repko, 2008). Interpretivists gather information through participant observations, interviews, case studies, hermeneutics, intuition/experience and discourse analysis (Repko, 2008). This approach

(IPA/interviews) was used to get a deeper understanding of the challenges that girls experience in the re-entry policy in schools after delivering. The study was conducted in secondary schools on the Copperbelt Province of Zambia.

3. 2Target population

The research targeted the guidance and counseling teachers and parents who have teen mothers under this policy and girls on this policy in selected secondary schools.

3.3 Research sample and sampling procedure

The sample was drawn purposively. This was so because of the group of people believed to be reliable for the study, the girls who were pregnant and had since returned to school after delivery under the re entry policy. This study involved a total of 15 participants, consisting of 5 teachers, 5 parents and 5 pupils from secondary schools. Larkin and Flowers (2005) argue that IPA has mostly been applied to small samples with numbers of participants no higher than 15. The rationale for using small samples in IPA is to regulate the researcher to have an in depth focus on phenomena under investigation through capturing the experiences of the individual research participants.

The reason for selecting parents was to get a clear picture and first hand information and feelings of having a teen mother in the family and their day to day reflections about their daughter's condition. This was so because parents understand their daughters condition better. Furthermore, the parents are the primary care givers who face the challenges from their daughters on a daily basis.

3.4 Research instruments

Taking into consideration that this study was intended to be entirely qualitative, data was collected using semi structured interviews. These interviews were based on the use of an interview guide. Kombo and Tromp (2011:93) add that ''this is a written list of questions or topics that need to be covered by the interview''. White (2003:67) adds that an interview provides "access to what is inside the person's head, [it] makes it possible to measure what a person knows (knowledge or information) what a person likes or dislikes (values and

preferences) and what a person thinks (attitudes and beliefs)''.Thus in an interview, one can probe for more specific answers and can repeat a question when the response indicates that the respondent misunderstood. For the purpose of triangulation, a number of books, official records, reports and data from the internet were used.

3.5 Data collection

Permission to conduct this study was sought from the relevant authorities at The University of Zambia, District Education Offices, and from the School managers.

Data was collected using interviews and were recorded using a voice recorder. Interviews were used because of their use of open ended questions which allow the researcher some flexibility in the research process to capture any relevant emerging themes (Corbetta, 2003). During the interviews the researcher took notes and the researcher recorded the interviews using a voice recorder. During the interview, there were only two people, the interviewer and the interviewee. This was face to face interview that allowed the researcher to collect in-depth information on the challenges girls face after delivery into school. This was possible because in cases of misunderstandings the interviewer could probe and ask follow up questions for clarification and in-depth information. The interviews on average took twenty to thirty minutes each.

3.6 Data Analysis

The data in this study was analyzed qualitatively using an IPA method. This was so because IPA is concerned with the understanding of the lived experience and how participants themselves make sense of their experiences (Caelli, 2001).The data sources came from pupils, teachers and Parents, and were presented in those categories accordingly. In discussion the data was integrated because of similar emerging themes from the data collected. The responses from research respondents were put into categories according to the emerging themes and then analyzed and interpreted decisively and with detachment in order to allow the researcher to go beyond the information given from the gathered data, and then make vivid and reliable conclusions. The data was integrated because it came from three sources. The parents were involved because of their primary responsibility of the teen mothers and the role they play as primary care givers to teen mothers. The integration of

different participants' experiences gave a broader and more comprehensive understanding of the challenges of girls who were re admitted in secondary schools after delivery.

3.7 Ethical consideration

Ethical consideration was taken into account in this study. All the data collected was strictly treated as confidential and would not be used for any purposes other than the intended one. Consent was sought from the respondents and the researcher ensured that the subject participants voluntarily participated in this study and maintained an open and honest approach to the study. The consent form was given and signed by the respondents. The names of the participants were protected and kept confidential and if the participant wished to withdraw, they were free to do so.

CHAPTER FOUR
PRESENTATIONS OF FINDINGS

4.0 Overview

This chapter presents the findings of this study by answering the objectives outlined in Chapter One. The results are presented in the following order; the findings from the teen mothers under study, the guidance and counselling teachers and parents or guardians of teen mothers. To identify the individual participants in this study, the alphanumeric characters P1 (e.g. Pupil number one), P 1(meaning pupil number one), PT, 1(parent number one), and TR, 1(Teacher of guidance and counselling number one) and so forth are used as the case applies (Table 1).

Table 1:   Alphanumeric symbols used to identify various participants in this study

School	Research participants
Chambishi Secondary School	P1= teen mother pupil number 1 P2= teen mother pupil number 2 TRC= Guidance and Counselling teacher of Chambishi school PT1= Parent of the teen mother P1 PT2= Parent of teen Mother P2
Helen Kaunda secondary school	P3= Teen mother pupil number 3 P4=Teen mother pupil number 4 PT3= parent of teen mother p3 PT4=parent of teen mother p4 TRH= Guidance and Counselling teacher of Helen Kaunda high school
Ndeke secondary school	P5= Teen mother pupil number 5 PT5= parent of teen mother number 5 TRN= Guidance and Counselling teacher of Ndeke high school

4.1 School related challenges

The school related challenges that teen mothers faced upon re-entering the education system are presented from the perspective of pupils', parents', and guidance and counselling teachers' experience as will be shown in the subsequent sections.

4.1.1 Findings from the teen mothers

In this section, I present the interview results as reflected by the questions responded to by the teen mothers regarding the challenges they faced upon re-entering school.

The common challenge that teen mothers who re-entered secondary school faced was stigmatization or biased perception. They were unfavourably judged relative to their fellow pupils. The participant teen mothers in this study narrated that people regarded them as misfits, problematic and young prostitutes or adults among fellow learners. A typical example of this negative image that the teen mothers attracted is summed up in P1`s experience, who explained that;

> …*When I came back to school, I was told that you are a mother and you have a baby, such comments forced me out of school for two weeks, till my father and the priest talked to me and advised me to ignore whatever comments my fellow pupils were saying,....they made me feel out of place* (P1 interview, June, 2013).

On the same point, a teen mother (P, 2 interviews, June, 2013) faced public ridicule from fellow pupils who told her that;

> ..*You are a mother and a parent now so you should slow down in life and should not spoil your friends since you chose to assume adult responsibilities (P2, interview, June, 2013).*

These disparaging remarks, according to participant teen mother P2, hurt her so much to the point that she contemplated stopping school.

It was revealed in this study that even teachers had held   stereotypic views as they regarded the teen mothers who re-entered school as deviants. It was reported that some of the teachers went as far as passing negative comments on teen mothers who fail to meet their expectations in class. One teen mother narrated that one teacher told her that;

> *Unless it is something to do with motherhood you would have done my work which is for your own good* (P, 3 interviews, June, 2013).

Participant P 3 further narrated that when there was noise in class, her teachers pass comments that were meant to humiliate them or that there were also illicit disparaging remarks from fellow pupils like;

> *I do not expect noise in a class where there are adults, and you would hear boys saying ''nifibanyina'' (meaning it's these mothers)* (P3, interview, June, 2013).

Furthermore, it was revealed that the teen mothers tended to be passive in class for fear that should they make a mistake or get a question wrong, they might be laughed at by fellow pupils. Most of the pupils always wanted to hear what a teen mother would say and mock her for giving a wrong answer. At times some boys made it a habit to laugh at teen mothers to the effect that teen mothers remained silent learners. One teen mother recounted that,

> *I always keep quiet in class because some boys whether you get it right or wrong them will still mock you, complimenting you as a queen, mother of all (*P,4 interview, June, 2013).

P4 (interview June, 2013) further said that her fellow pupils often laugh at her in the sense that a mother is an adult person who is not supposed to fail to give a correct answer in class. It was also revealed that even when the class was not swept, the blame went to the teen mothers who they (fellow pupils) mockingly saidwere mothers of all and as such were often used as their scapegoats.

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They often said:

   … *You are our queen mother and should do all our responsibilities* (P4, interview, June 2013).

In this study, it was also reported that the teen mothers' education progress was seriously hampered by the additional responsibilities that they performed, especially at home. Participant P5 narrated her ordeal in this regard, stating that;

> *…am always in high anxiety as I have a load of work waiting for me at home and in class...I have to perform in class and I have a duty of taking care of my child, my husband and the house, I don't rest and if I don't do my homework in school, then am in trouble the following day in our class because am literally tired after doing my house chores at home (P 5, interview, June, 2013).*

The above scenario is regarded as a common faltering block and as something that prevents many teen mothers from meeting the demands of their school work. Thus, the difference in freedom from additional responsibilities between teen mothers and their fellow peers is often seen as determining the success of the former in school work. The more responsibilities that these girls take on as a result of their motherhood status, the less likely that they will succeed in school work. This situation can be worsened if their immediate environment is also not conducive to stimulate academic activities. The teen mothers in this study expressed the difficulties that they faced in dealing with their immediate environment and school work as follows:

> *We share the limited space and it is difficult to sit down and do some homework and do other house chores (P3, interview, June, 2013).*

> *We share a single room the five of us and usually there is noise and no space for me to sit down and do my homework because others want to sleep or do other things (p2, interview, June, 2013).*

My academic performance these days has gone low because I have a lot on my mind and the spirit to forge a head and study is slowly fading out and I feel like giving up (P3, interview, June, 2013).

Still on the subject of unconducive learning environment, participant P4 (interview, June, 2013 recounted that;

I was chased from home and all my friends could not allow me to visit them because they feared I would influence them, At one time the teacher left me from the school team stating that I was a parent and needed to be home to take care of the baby. I have no problem of being a mother because it has become a normal trend.

Participant P 4 (interview, 2013) further added that;

…I have no money to rent a good home, my results are bad in school and I have limited access to health services for myself and the baby and above all family problems because the man who impregnated me is not there for us.

It was found in this study that teen mother were predisposed to being lonely largely because of the negative feedback from fellow pupils and other people around them. Most of the friends shun them for fear of being classified in the same category with teen mothers.

P3,(interview, June, 2013) narrated that;

"I do not have friends and in most cases am alone and if my fellow teen mothers are around, we are together for a while but not for a long time."

I found the response from three (3) teen mothers to validate the above views that most of the times they would prefer to be alone or be with fellow teenage mothers;

… I do not have friends and in most cases am alone and if my fellow teen mothers are around we are together but not for a long time, so it is difficult to

socialize freely without thinking of what others are also thinking about you (P2, interview, June, 2013).

The teen mothers expressed their actions of withdrawing from socialization as a result of unhappiness over the hurtful comments made by teachers and fellow learners. In the communities, isolation of teen mothers is also driven by the strong beliefs and perceptions that people form about such girls when they mingle with their daughters who are still young and going to school. Participant teen mother P 2 narrated that;

…I was told to stop visiting my friend as I was going to influence her with bad manners, but for me it was a mistake and I did not know anything (P2, interview, June, 2013).

Another teen mother reported that;

…I am not studying well because I study alone and when I follow my friends, their parents look at me negatively and I have less time to consult them (P3, interview, June, 2013).

These comments hurt teen mothers and in that they were being isolated from their childhood friends with whom they were supposed to confide in.

Although the immediate environment of the five teen mothers in this study was reported to be not supportive of their pursuance of education, participant teen mothers P5 narrated differently on this challenge. It was revealed that her parents were taking all the responsibilities of baby care and school needs. P 5 (interview, June, 2013) narrated that;

…"My parents told me not to worry about the baby and that they will take care of her and allowed me to come back to school. They do everything for me and the only thing that challenges me is my absence from my baby, I miss her so much."

4.1.2 Findings from the parents

In this section, I will present the findings from the parents of the teen mothers with regard to their views and experiences on supporting their children to continue attending school. It was found that parents echoed similar challenges that teen mothers face in their endeavours to complete school and meet their gender prescribed obligations. One parent said the following about her child`s challenges;

> *…I feel pity for her, she is too young to be a parent and schooling and above all handle her house chores. These responsibilities are not easy to handle and I fear for her performance in school (PT1, interview, June, 2013).*

The parents reported that there were a lot of challenges for teen mothers. One of the parents of the teen mother had this to say;

> *…I have been to school myself, there are financial challenges, academic challenges and the school environment itself is not favourable because your friends view you differently and you tend to think they are talking about you. There is no stability with this status and you will never be the same again (PT1, interview, June, 2013).*

Relating to the question on how they support their child with regard to school and home responsibilities, one parent had this to say;

> *…Every woman who has decided to have a baby is an adult person and therefore, they do their gender roles. The only help I give her is to help pay school fees for her and to baby seat the child (PT2, interview, June, 2013).*

Another parent had the following to say about her level of involvement in helping her daughter overcome problems of additional responsibilities such as taking care of the baby;

> *…Each one is responsible for her actions and that she will be taught responsibilities that go with her status so that she will raise the baby very*

well. This is the starting point to making her home (PT1, interview, June, 2013).

Some parents were at pains to accept the situation of their children and cited the loss of cultural values as the cause of such problems of teenage pregnancy. One of the parents expressed the following view about teen mothers and the culture;

> *…What is happening is crazy and may be a fulfilling self prophecy; these kids have deviated from the norms and values of our society. These are children who have lost our beliefs and believe in anything for as long as it makes them happy. This is a wasted generation that does not respect the norms and values of our society. This is the more reason why they die fast and having kids when they are kids themselves (PT2, interview, June, 2013).*

It was revealed that some parents regarded their children who had become young mothers as a source of embarrassment. One parent of the teen mother had this to say;

> *…It is difficult to share these problems of young mothers with friends or other people because it is like you are embarrassing yourself to the community and literally becomes your problem (PT3, interview, June, 2013).*

Commenting on girls' responsibilities, some parent had this to say;

> *…I have taken care of all the responsibilities about the baby and all I want is her to concentrate on school work. She is my daughter and my responsibility (*PT4, interview, June, 2013*).*

Through interviews it was also found that one parent could not support her child who had become pregnant whilst in school. She narrated that:

> *...I chased my daughter away because the moment she became pregnant, she became an adult person who wanted to be independent, it pained me and I almost killed her.(* PT3, interview, June, 2013*)*

Another parent reported that;

> *…I was disappointed and wanted to kill my daughter for the unthinkable thing she did, but then I have understood the problem and told her to ask anything she wanted regarding school and that I would pay and as am talking to you I pay for private tuitions and finance her education (PT1, interview, June, 2013).*

PT1 further said that;

> *… She is my family and as such she is my responsibility and I will do anything to see her complete her education (PT1, interview, June, 2013).*

The other parent on the contrary had a different view of teen motherhood as a whole. He did not only blame his own child, but he laid the blame on the changes of society and culture and aligned it to the bible prophecy. The parent further revealed that the aspect of human rights among the learners had brought more harm than good.

> *… I have seen pupils reporting teachers to police for doing their job and for fear of that, the teachers are no longer effective and have taken an easy way to avoid such conflicts, so this generation has a lot of rights that have made them irresponsible and careless with life (PT5, interview, December, 2013).*

Teen mothers have to begin new life, new friends and everything changes and are regarded as adults. One parent said;

> *…This generation is like a cursed one, they do not know what is wrong and what is right. They behave like dogs and dogs behave like humans now. They have completely done away with our rich culture of great respect and love. They want to be playing sex in public. It's a shame and it shows how morals are fading away from our children (PT4, interview, December, 2013).*

4.2 Economic challenges

It is informative that many teen mothers do not work and are dependants, and cannot afford the services of taking care of the baby. These economic challenges can reduce the chances of teen mothers to complete their education considerably. It was seen from the interviews that some parents were not ready or willing to assist these teen mothers. They viewed educating teen mothers as wasting time or resources which should be given to others who are serious with school.

> *… I chased my daughter away because the moment she become pregnant, she become an adult person who wanted to be independent, it pained me and I almost killed her (PT4, interview, June, 2013).*

In many instances, a teen mother face serious economic challenges as the man responsible for the pregnancy may not even be working or accept the responsibilities of looking after the child. This situation may be worsened if the teen mother`s parents also struggle to provide basic needs. These circumstances may force a teen mother to drop out of school and get married eventually as shown bellow;

> *… I am not studying well because I look after my baby after school and there is literally no time for studies at home, I have to perform house chores and other duties to raise money for my baby's milk. I have to take my baby for under five clinics on Mondays; I have to do it since the father is always out for piece work*s (P3, interview, June, 2013).

In this light, it can be seen that economic challenges might exacerbate the problem of teenage pregnancy.

4.2.1 Findings from the guidance and counselling teachers

In this section, I present the findings from the guidance and counselling teachers of teen mothers in the schools where the study took place.

The first question sought to find out the experiences that guidance and counselling teachers had with teen mothers since re-entering school after pregnancy. It was surprising to find that some of them regarded teen mothers in school as a problem.

> *…They are a problem in school because they regard themselves as adults and they find it difficult to cope with their friends who stigmatise and discriminate against them. They report of being taunted and bullied by friends and some teachers (*PTRH, interview, June, 2013).

One guidance and counselling teacher had this to say*;*

> *… In the community, these girls are viewed as deviants; prostitutes and misfits who people do not need near their children believing that they can spoil others with their behaviour (TRN, interview, December, 2013).*

4.2.2 Strategies to help teen mothers

As regards the question on strategies put in place to support teen mothers the guidance and counselling teacher said;

> *…Yes the strategies are there in the name of the policy that exists, a long time ago through the changes programme and some money from NGOs (non - governmental organizations) some teen mothers and vulnerable children were being sponsored (TRC1, interview, June, 2013).*

He further commented that;

> *…Such organizations have shifted their support to orphans and vulnerable students. We leave doors open to them to ask any assistance they want from teachers and more especially this guidance and counselling office (TRC1,interview, June,2013).*

The other guidance and counselling teacher had this to say ;

*…If the Government was serious, these teen mothers would have a programme of their own, counselling should start from the time they are known to be pregnant up to the time they are ready to come back to school. They do not concentrate in school because they have a lot to think about, but if they have a special programme and prepared for that they can be acting as normal as any other student (*TRH2,interview,June,2013*).*

He added further that a long time ago and even now were;

*…Schools for continuous education where such people were programmed and taught different kinds of skills, others do not even know how to take care of their babies and worse of it all, you mix them with these confused young generation (*TRH2, interview, June,2013*).*

One guidance and counseling teacher said;

*…The whole thing is guided by the policy and all administrators follow as a government programme, it is well written but the implementation of what is written there, is the problem that is far-fetched and I do not think personally that it will work. It's weak (*TRN, interview, June, 2013*).*

Another guidance and counseling teacher said:

…I have linked many of these girls to NGOs like Copperbelt Health Education Project (chep) for them to get assistance in education and FAWEZA (TRC1, interview, June, 2013).

In another interview the guidance and counseling teacher had to say this:

… Educate people to understand their situation and treat them like equals. The teachers also must treat or consider them as learners with special needs (TRN, interview, June, 2013).

The other teacher had this to say;

> *…These girls are difficult to handle because you will find that when you are advising them, they exactly do the opposite and it becomes difficult to help them (TRN, interview, June, 2013).*

Concerning the mode of help, one of teachers interviewed had this to say:

> *…We need to continuously link these girls to Non Governmental organisations like Chep and FAWEZA so that they can get scholarships and those women can educate them about the dangers of having babies at a tender age (TRN, interview, June, 2013).*

One teacher had this to say on counselling and guidance on teen mothers:

> *…Am not a trained counselor, just learnt some basics from workshops and the knowledge from church and school, so really to give professional counselling is difficult for me. The most counselling we give is career counselling in school. There is no systematic programme for counselling of teen mothers in schools unless there is a workshop and we do not have even a special room for counselling (TRH, interview, June, 2013).*

As regard the strategies of support systems to teen mothers, one parent said;

> *…I was disappointed and wanted to kill my daughter for the unthinkable thing she did, but then I have understood the problem,I told her to ask anything she wanted as regarding school and that I would pay and as am talking to you I pay for private tuitions and finance her education* (PT4,interview, June,2013)

4.3 Challenges from the community

As regards the second question; "what challenges do teen-mothers experience in the community?"

All the participants expressed views of challenges from the community's point of view. One of the pupils had the following to say about the challenges:

> *… Yes, I was told by one elderly person that this is a taboo, these girls are fulfilling the Bible prophecy, and the world is coming to an end* (P5, interview, June, 2013).

She further added that;

> *…I felt guilty and thought that I had offended God and can be punished anytime. You know how we fear the Bible. I also stopped going to church for fear of being looked at as a sinner* (P5, interview, June, 2013).

Commenting on the view of the community, one pupil said;

> *…They make your family look disgraced, shameful and paint a picture that there is a problem and that there is no discipline in the family. Your neighbours wonder about you as a teen mother and as you walk in the streets there are fingers pointing at you describing you as they deem it fit* (P3, interview, June, 2013).

Commenting on the community challenges, one pupil had this to say*;*

> *…These old fashioned people have problems with the way I live my life, they do not know the world has changed and people are free to do what they want. Am still going to school but they talk of me and look at me differently* (P4, interview, 2013).

Another pupil recounted that at times when you meet older men in the streets they pass comments that are hurting, such as;

...I think the baby is big enough to attract another one, what do you think? She is a prostitute. She has to offer services since she has a bastard child (P5, interview, 2013).

On the same point the teacher recounted that at times you would literally see these young mothers that they are psychologically disturbed and continuously ask for permission to go home and attend to other duties. The teacher also revealed that these teen mothers have double responsibilities which make it difficult for them to concentrate in school and socialize with friends freely,

…At times you would see her alone in the playing fields and this concern me seriously. Those are suicidal signs and they concern us as teachers (TRH, interview, 2013).

They tend to isolate themselves and feel pity on themselves which might lead to overstressing themselves. These girls at times are stigmatised by their fellow students and teachers also are not an exception to this. People pass certain comments that stigmatise these young mothers and such comments put them at challenge of choices whether to remain in school or to go back home and have a peace of mind. The other teacher added that

…They are full of fear because teen mothers feel that they are not accepted at school so they isolate themselves from others and look unhappy (PTH, interview, December, 2013).

4.4 Personal challenges

Most of the teen mothers revealed that they faced personal challenges that distracted them in their endevours for education.

…These old fashioned people have problems about the way I live my life, they do not know the world has changed and people are free to do what they want. Am still going to school but they talk about me and look at me differently (P2, interview, June, 2013).

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From this revealed information, it was seen that the teen mother was trying to live with modern life with respect to human rights as compared to the traditional values of the society. These values demanded a certain form of behaviour as a child to have a child is strange, but because of human rights, some teen mothers deem it fit to have a child.

One pupil said;

> *…The comments that I get from school, non availability of sponsorship, the refusal of the man who gave me a baby and lack of support from school leaves me confused. It's only that the Headmistress is a woman who understands my situation, if I was in another school, I would have stopped school because I only paid when I came and now am in grade 12, and I have not paid anything because of her* (P5,interview,June,2013).

The pupil further revealed that;

> *…If there was a special programme for people with babies alone would have made sense because we would have being given the attention we deserve, for now it's for normal regular pupils that they are concerned much about. We just hear organizations coming and going, when I went to ask for assistance I was told that they had left* (P5, interview, June, 2013).

4.5 Summary

This chapter has presented the findings from different participants of the study namely pupils (teen mothers), guidance and counselling teachers and parents whose children are teen mothers. The findings have been presented in accordance with the three study question.

There are several issues raised in relation to the challenges of teen mothers. A number of issues were emphasized such as the way teen mothers are perceived with regard to their current state, their responsibilities and the impact of teen motherhood status in school. It was also found that the comments from the community, teachers and other learners made it difficult for them (teen mothers) to cope with the school environment. Other challenges

revealed by the study included economic challenges and personal challenges that teen mothers experienced.

As for strategies taken by schools to support teen mothers, the study revealed that the strategies taken by teachers include counselling, remedial work and leaving doors open for consultancy and also linking up teen mothers to NGOs that are supporting them. It was also revealed that the policy to be followed is re entry policy from the government. It is also shown in this study that some parents had the financial capacity to support them and opted to take their daughters to private tuitions.

CHAPTER FIVE
DISCUSSION OF FINDINGS

5.0 Overview

This chapter provides an in depth discussion, analysis and interpretation of findings. The themes and categories that resulted from the three data sources were grouped into three categories namely school related challenges, economic and personal challenges.

The first objective of the study sought to establish the challenges teen mothers faced in their return to school. The teen mothers, teachers and parents involved in this study echoed a number of challenges and there were a number of themes that emerged from these challenges. One of the highly emphasized challenges by the interviewees was education related challenge in the school environment. This was also related to a number of sub themes which affected the teen mothers. It should be noted that, the objective of the Government to introduce the re entry policy was to increase access of girls' education and reduce the dropout rate of pregnant girls in schools

5.1 School related challenges

Teen mothers face a lot of challenges within the school environment which have altered their lives and directed their life into the unprecedented future or change of their life styles in their endeavours to completing their schooling. That is the challenges that teen mothers face in schools have a great bearing on the education of teen mothers.

5.1.1 Change of status

The study established that the challenges that teen mothers face   include the change of status as perceived by their fellow learners and teachers in the school environment. The pupils perceived them   as adults or mothers among girls who should not be befriended in fear of becoming like them.   Although teen mothers regarded themselves as equals to the rest of the pupils, their fellow pupils called them all sorts of names and descriptions that were meant to embarrass them. They had also this cultural conviction that associates motherhood with adulthood. This finding is in line with a study that was conducted in Tanzania by Lema (1997), who found that a girl was regarded an adult after giving birth and was expected to assume adult responsibilities. This finding is also in line with a study done by Atumbe et al

(2010) that the change of status meant that a teen mother had assumed adult responsibilities and was supposed to leave home and be independent.Indeed in the present study it was noted that:

..You are a mother and a parent now and that you should slow down in life and should not spoil your friends since you assumed adult responsibilities (P2, interview, June, 2013).

This change of status is also imposed by cultural connotations, where people believe that when a person has a baby, she automatically assumes a status of an adult person and she also assumes adult responsibilities. This was also established in Uganda in a study done by Atumbe (et al; 2010), that teen mothers are supposed to leave the parents' home and begin their new roles as mothers. Thus, the school environment makes these teen mothers have challenges in coping with school because it leaves them with double responsibilities. These challenges leave them with less time to study and as such it becomes difficult to concentrate in school, and when you do not concentrate on school you drop out. Chetty and Chigona (2007), further add that cultural issues also make girls' attendance, status and situation a complex decision for girls' parents. With this cultural connotation, it leaves them open to ridicule in school environment because they have deviated from the norms their fellow learners believe in. Hence the following was captured from this study:

*... when I came back to school, I was told that you are a mother and you have a baby, such comments forced me out of school for two weeks, till my father and the priest talked to me and advised me to ignore whatever comments my fellow pupils were saying...they made me feel out of place, but my friends never came back, they stopped school (*P1interview, June, 2013*).*

It is in this view that many faced challenges of stigmatization, social isolation, public ridicule and embarrassment that gave them subsequent thought and hard-hitting time of being in school. This is also in line with the results from a qualitative study in central Uganda where it is widely believed that unmarried pregnant/teen mother should not stay in the same class as their fellow learners because their status is disruptive to the learning environment. It

was also echoed in Tanzania where UNESCO (2010) found out that the teen girls may be still expelled as soon as their pregnant status is revealed because their presence in the classroom is often regarded as disruptive and setting a bad example. Thus, teen mothers face considerable challenges in school, not least because of the difficulty in attending class, as well as overcoming the stigma of being a teen mother at school. It was also established that some of the words that were used by fellow learners in class and teachers were offensive to the teen mothers. This left them in an awkward situation. Some of the teen mothers could not stand the shame and scorn that was poured on them and dropped out of school as shown below;

> ...*Most of the girls felt that by the change of status that they were old enough and decided to stay with their husbands and come to school, but it was difficult and the majority became pregnant again and dropped out of school,.......about 11 from grade 12 classes have dropped out of school due to a second pregnancy* (TRC,2013).

It is noted that such challenges from school that these teen mothers face have a greater effect on their progress. The study established that some teen mothers opted to stay with their husbands and others got pregnant again and dropped out of school. This is because of their status in school and how they were perceived by the teachers, fellow learners and the community (UNFPA, 2010; Ineichen & Hudson, 1995; Zachry, 2005).The research also established that such a hostile environment leads to many teen mothers to develop lack of interest in school. In this study, it was found that three out of five teen mothers identified peers, school environment and /or teachers as an influence to their lack of interest in the school.

5.1.2 Loss of norms and cultural values of teen mothers

The study also established that some parents were at pains in accepting the situation of their children because of loss of norms and cultural values; this was not the case in the past because girls had patience to wait till they got married But on the contrary to the dynamic changes of society, there is a change in the norms and values of the society and hence the teen motherhood. As was revealed by a parent (P2, 2013),

…what is happening is crazy and may be fulfilling the prophecy; these kids have deviated from the norms of our society. These are children who have lost our beliefs and believe in anything for as long as it makes them happy. This is a wasted generation that does not respect the norms and values of our society. This is the more reason why they die fast and having kids when they are kids themselves.

The study further revealed that some parents were sympathetic of the teen mothers status because of their tender age and the responsibilities that go with the predicament of being a teen mother, thus the gender prescribed obligations and school. As a matter of fact the responsibilities are not easy to achieve and from experience point of view one parent reported that he felt pity for teen mothers because teen mothers were too young to be parents and schooling at the same time and above all handle house chores and other responsibilities, let alone performance in school.

Some Parents and teachers reported that any woman who had a baby was an adult person and therefore they have to assume the responsibilities that go with parenthood.

5.1.3 Assuming responsibility of teen mothers

The study established that some parents assumed responsibility of their teen mothers in order to give them chance to go to school. Parents reported that it was difficult to share the problems of young mothers with friends or other people because it was like embarrassing oneself to the community. To such effect, some parent took responsibility of the baby and allowed a teen mother to concentrate on school work. It was also reported that some parents were disappointed to the point of killing their daughters but then understood the problem and took responsibility and even helped in paying for tuitions.

The study also established that the teen mothers were a problem to the guidance and counselling teachers because they regarded themselves as adults and found it difficult to cope with their friends who taunted and bullied them. It was also further established that in the community the teen mothers were viewed as deviants; prostitutes and misfits whom some parents did not need near their teen daughters lest they spoil/influence them with their behavior (Chilisa (2002,Lema,1997).

The study also established that teen mothers took responsibility because they were in an adult situation to realize their ability to make decisions for themselves that would get them to their end goals of school. The interpretation is that of accepting the situation in which they were, making decisions and to have self awareness so that teen mothers could truly progress and grow.

5.1.4 Stigmatization and discrimination of teen mothers

The teen mothers reported being stigmatised because of having a child and being in school at the same time. They faced public ridicule and social unacceptability from the peers, the teachers and the community at large. Most of these teen mothers revealed that they were perceived as morally tainted and often placed in certain sitting arrangements in class lest they contaminate others as a bad example. To this effect, the following was noted;

> *...I was told to be sitting with my fellow teen mother so that we would share and feel free to talk to each other, but this was stigmatizing me because I wanted to be sitting with my cousin who is not a teen mother whom I study with at home (P4, 2013).*

This revelation is in line with the study that was conducted by Gilham (1997) that concluded that bias against teen mothers that they were often placed in separate classes and sitting arrangements least they contaminate others with teen sexuality. This finding is also similar to the study that was done in Tanzania by the ministry of Education and Vocational Training that their presence in the classroom is often regarded as disruptive and setting a bad example (UNESCO, 2010).

To this effect, stigma is an attribute that is deeply discrediting and puts a person in a position of shame and disgrace. The teen mothers felt stigmatized and not fully humane people and as such they found themselves in an unfriendly environment. This disadvantaged them from learning, socializing and concentrating in school. These findings are also in line with McGurk (1993) who stated that norms are also attached to sexuality and sexual behaviour, consequently, being a teen mother is one of the actions deviating from the norms and as such teen mothers in schools suffer from stigma. Thus, it becomes a great challenge to these teen mothers who struggle to acclimatize and concentrate in schools and life. From the study revelations, it was comprehensible that a teen mother carries social stigma and that this social behaviour status results in many of them being out of school to acquire social acceptance and

persevere or remain in isolation. Therefore most teen mothers in his study left school and opted to stay with their husbands who understood their behaviour and accepted them for who they were. This also is similar to the findings in Canada (MoE, 1998), that fellow learners and teachers use judgmental glances or mean remarks and that other teenage mothers quit school because of pressure from school administration or teachers.

Some teen mothers reported being discriminated by fellow learners and teachers. It was revealed that teen mothers who attempted to interact with fellow learners, and teachers faced discrimination and stigma. The teen mothers said that the teachers and pupils were in a habit of picking on them for anything wrong in class. This tendency served to reinforce the view that the teen mothers were not to be treated as ordinary pupils. To this effect, the following was echoed;

> *...when the teacher came into class, he shouted at the class that he does not expect a class to be noisy where there are elderly people (mothers)...and my fellow learners would say nifibafyashi efilepanga ichongo (it's these mothers who are making noise)(P4,2013).*

It was also established from the guidance and counselling teachers that the use of such language was discriminatory and stigmatizing. It is being unfriendly and unacceptable. More issues of discrimination were raised by the girls that fellow learners and teachers teased and mocked them and said some unpalatable words aiming at hurting them. Sometimes it could be through the jokes but the motive behind was to hurt them.

The data collected from the guidance and counselling teachers also indicated that teen mothers were at times not socializing with other learners. They reported that socialization between teen mothers and fellow learners was rather suspicious knowing that they were not accepted. Teenage mothers had expressed negative perceptions about education, including a lack of relevance and a negative school environment. In her literature review, Zachry (2005) cited studies by several researchers who identified theses issues as structural disorganization and negative teacher interactions.

On the contrary, other studies have shown how supportive and organized school environment can serve as inducements to teen parents that identified the importance of school programmes

focused on helping with caring for a child; these programmes often meant a difference between dropping out and continuing schooling. It was also established that it was seldom that teen mothers were asked what resources and types of support they felt was important for realizing their desired level of educational attainment (Zachry,2005,Kaplan,1996,& De jong,2001).

5.1.5 Rejection from the community

The study revealed that there is a natural and essential part of maturity where people make choices for themselves and that every decision made is another step along the path from total dependence to independence. Additionally, the study further revealed that the process teen mothers went through to establish their own beliefs and that often includes rejecting their beliefs and as such lead learners to be perceived differently from the community. People from the community rejected them because they thought they could influence or initiate others to having babies before time. People in the community believe that it is not right for a school going kid to have a kid, and as such that behaviour is rejected from the community. They are discriminated against and all sorts of demeaning words are unleashed at them. According to the findings of this study other attributes to rejection from the community are that people consider them as prostitutes and problematic girls who anyone could relieve himself of. People in the community have different attitudes towards teen mothers and perceive them differently, as shown from the present study:

> …*These are children who have lost our beliefs and believe in anything for as long as it makes them happy. This is a wasted generation that does not respect the norms and values of society (PT2, 2013).*

The study further revealed that the teen mothers were rejected from other sectors of the society, as reflected below:

> …*I no longer visit my friends at their places because their parents considered me to be a prostitute by virtue of having a baby while in school. They think I can influence my friend and that I have bad manners (P2, 2013 and P3, 2013).*

These findings are consistent with the results of the study conducted by Wanyama and Simatwa (2011), Banda (2005),who stated that teen mothers suffer discrimination and rejection as the community does not value or recognize them as they call them prostitutes and perverse and hence, very few like to associate with them.

The interpretation is that motherhood is a mark of pride if it occurs in your own house and an embarrassment if it occurs while living in a primary care's home. The cultural norm is that a female should establish an independent house hold with a partner before becoming pregnant. Remaining in the primary care giver's home brings a lot of the above cited suspicions and rejection from the community and as something shameful for both a teen mother and her family because it is viewed as evidence that a school girl had multiple sexual partners.

5.1.6 Gossip, rumours and Propaganda

The study established that community members had wide range of negative reactions towards teen mothers. The interpretation was that some members of the community tended to react with shock whilst others would gossip about the parents of the teen mothers. They would tell stories that were not true and kept on spreading false information about the teen mothers. The teen mothers further lamented that some church members refused them an opportunity to participate in congregational activities and experienced a lot of ill treatment from the community. It was also established that people from the community were having informal conversations about their private affairs with often inaccurate information that made people to have negative reactions towards teen mothers (Mpetswa, 2000).

5.1.7 Social stigma

There is an element of viewing teen mothers as a problem in the society. Most people view them as a misfit such that they do not want them to contaminate others in the community and are subjected to other forms of mistreatment and public ridicule. The results from the interviews showed that the teen mothers did not get enough support from the school authorities and the school itself. One of the guidance and counselling teachers had this to say;

> …It's not always that they are considered special learners because we treat
> them equally, if they messed up, it's their own fault and none is responsible for
> their responsibilities, indiscipline and moral collapse (TRN, 2013).

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This gave a picture that most of the teachers were not willing to assist teen mothers and to treat them as learners with special needs because as a matter of fact, they are learners with special needs who require attention, that is of paramount importance because of the pressure and challenges they encounter in their endeavours in school, home or community. It is clearly seen that there must be consideration of teen mothers and to treat them with special care because of their nature, at times they absent themselves from school not because they want to but because of their situations and circumstances surrounding them. So teachers must put great attention as these people have a conflict of roles, as shown below:

> …*Every Mondays I have to take my baby to the clinic for under five and when I do not go to school, I am scorned and sometimes people from the community and school pass derogatory remarks against me and this makes me think otherwise with school* (P4,2013).

With such lamentations, it was imperative that the school and guidance and counselling teachers delve into the issue of teen mothers and schooling to de stigmatize the girls, give them motivation and impetus to learn and create a need for a society to accommodate it and to enable the girls to achieve education. There must be a deliberate effort for the community to recast their perception towards teenage motherhood and specifically on the social stigma associated with this cultural connotation of contamination (Wanda, 2006; Wekesa, 2010).It is important that teenage mothers' close family members should make it easier for her instead of snapping a judgment of immorality of her. This also includes teachers and fellow learners and it is also of utmost importance that the same treatment be extended to her peers who tease and taunt them (Oyaro, 2008; Wekesa, 2010).

It is important to build a good rapport as a team so that teen mothers can reconstruct their identity as that of being an immoral person, a failure or a loser in life but that of a positive attitude that brings unit in the family system. The aspect of thinking that there is nothing good that can come out of their situation is not good, From the interview result, it can be clearly interpreted that the society needs to equip them with assertiveness and not an identity of nothing good can come out of their situation. In doing so, it can be deduced that the society shields their ambitions and future dreams of furthering their education (UNESCO, 2012, Wekesa, 2010).

5.1.8 Role conflict (school and responsibilities)

The study revealed that teen mothers had different roles to do at the same time they are in school and at home. All the girls reported that they did not have enough time to complete their tasks and duties because of time and situations in which they found themselves.

> *...You will find that when you are supposed to be in school, you take your child for under five clinics or when you are supposed to study, you are found cooking for the family (P5, 2013).*

Such roles are a challenge to fulfilling school obligations, house chores and child care chores.

A similar sentiment was echoed in the United States, where it was argued that managing to take care of a child and devoting to adequate time to school is not an easy task for teen mothers (Arlington Schools, 2004).This is also consistent to a study done by MoE (1998) in Kalomo district on teen mothers that they face problems in organising their new lives, managing their roles as mothers and meeting the demands of school. Thus mothers are expected to meet the caring needs of their children and their fathers and in many cases that of guardians besides balancing school work. This situation poses a great challenge to their progression in school. This is supported by Fennel and Arnot (2008) that teen mothers or re entry girls had their roles as mothers, daughters and learners co exist simultaneously and in conflict. It was evident from the data collected that teen mothers had to perform their socially prescribed roles of daughters and mothers with their cultural set up and gender division.

5.1.9 Education and Parenting

The interviews described challenges that began at the point of childbirth. Teen mothers identified financial and material needs as a concern before the onset of everything. Money is a challenge and a barrier to providing their child with the desired level of care. The study further drew connections between financial needs, exiting school and child care. It was also established that the home environment conflicted with their obligations and school expectations (Maynard, 1999).

The evidence suggests that teen mothers face the potentially conflicting tasks of negotiating the challenges of adolescence as well as the demands of parenthood. The teen mothers experience disadvantages in terms of education, health and income. They are more likely to experience relationship breakdown and may be single for a long time. Teen mothers tend not to put in the best in the school because of parenting and other conflicting roles they play because of their status. In most cases you would find them performing their roles as mothers by taking the child for under five clinics and attending to other house chores at the expense of school (Maynard, 1999). Mostly because they are still young they have complications that require them to visit the hospital frequently, but this is not made possible because of school. Most interviewees revealed that they had problems in balancing school needs and home chores and their personal obligations. The teen mothers noted that, with the introduction of the policy and some advocacy, most of their friends came back to school but failed to cope up with school because of other responsibilities like parenting and being a wife.

The findings from the study further revealed that teen mothers experienced a lot of absenteeism because of their obligations. Sometimes instead of being in school teen mothers decided to stay at home to baby seat and had to do house chores every day. It is of common view that at times babies get sick and this made it difficult for teen mothers to go to school.

5.1.9 Child care

The study established that childcare is a serious challenge to continuing formal education. Child caring prevented the teen mother from attending school or doing school work. However, family and the community member also helped these teen mothers occasionally. There is need for the government or the private sector to have professional caregivers so that these policies can fulfill their purpose. It was also revealed that some parents assumed responsibility of taking care of the baby. One parent (PT1, 2013) had this to say;

> *"…she is my family and as such she is my responsibility and would do anything to see her complete school ".*

It is further revealed that some parents understood the problems teen mothers were going through and those were very helpful.

5.1.10 Social obligations

The teen mothers complained that meeting even basic needs at home and school was challenging because they did not have the capacity in the first place to meet or fulfill day to day needs because of the status. The case below highlights this dilemma

> *…I am concentrating on school, so that I can have education and take care of my baby and perhaps educate him (P1, 2013).*

The connection drown from here is that it is laborious to consistently take care of the baby (which include taking the baby for under five clinics) and, provide the basics like sufficient food whilst at the same time attend school. Besides the time factor, financial issues hinder them from attending and completing school.

5.1.11 Time management

It was reported that most of the teen mothers did not have enough time to complete their school work and to study at home. When they returned home from school they had to do their social obligations and other chores that are of their gender division. They further reported that the babies wanted their attention and that they also wanted to be with their babies while school work was pending, as reflected below;

> *...I have to take care of my baby and every Mondays I have to take him for under five clinics and come to school late. Sometimes after break and you find that you have not done the home work. Literally there is no time and you find that you are tired and retire to bed early, also the baby cries in the nights, so it is difficult but through God's grace, am living(P5,2013).*

This is similar to a study done by Haihambo (2004) in Namibia which revealed that an overwhelming workload, lack of peer support and too many demands at once contributes to a sense of frustration and panic that there is not enough time to complete their work loads. This means that time management possess an enormous challenge to teen mothers in schools. Kaufman et al. (2001) , furthermore state that returning to school after giving birth is not easy for teen mothers because of the hardship in organising time for both studying and parenthood.

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It was also indicated that some teen mothers came from homes where they lived as a big family and there was no adequate space for them to do school work independently because others within the home could not sleep under the lights. Teen mothers would lament that some family members were not helpful in assisting them in doing their school work at home. See situation bellow;

> *We share the limited space and it is difficult to sit down and do some home work and do other house chores (P3, 2013).*

The situation makes it hard for teen mothers to do their school work and in consequence do not do their school work, further complicating her school life and straining the relations with teachers in school. Such challenges pose great risk of a teen mother dropping out of school.

> *…We share a single room the five of us and usually there is noise and no space for me to sit down and do my homework because others want to sleep or do other things (P2, 2013).*

Such complaints drew connections of lack of time management coupled with the load of work from school and home social obligations and their roles of gender division This is a challenge to a teen mother who has no help or people to assist her or understand her situation.

5.1.12 Low self esteem
This theme looked at some of the challenges faced by teen mothers as they care for the baby and school. Low self esteem is a problem for certain individuals as it prevents them from making the best of their schooling and their lives. The teen mothers reported that they were concerned about their appearance and that there was some sort of irregularity with the way they looked before their peers and teachers. They echoed that some peers made fun of them or looked down on them and that this made them feel like they were outcasts. They also reported that sometimes parents and other authority figures were putting them down and always criticized them, never valued and cared for them. They also revealed an element of feeling unloved. The interviews further revealed that teen mothers were unable to live up to their potential because of pressure of unrealistic expectations. There was low academic

performance experienced and that they were trying hard to improve and catch up with friends but such objectives were not met because of their low morale.

> *…This child is a waste and she will never go anywhere, she may have another baby and they may just waste the money (PT3, 2013).*

> *My academic performance these days has gone low because I have a lot on my mind and the spirit to forge ahead and study is slowly fading out and I feel like giving up (P3, 2013).*

This is similar to studies done by UNESCO (1996) and Ken way (1990) that teen mothers face depression, anxiety and feelings of low self esteem. It is emphasized that teen mothers should be motivated to see themselves as smart, confident and strong to help them meet the challenges of schooling.

On the contrary, one of the findings was that social exclusion rather than teenage motherhood was the challenge and a problem, stating much that was negative about the experience of teen parenting for the mothers. To their recounts it was established that the most challenging factor was social exclusion and not being a teen mother.

> *…I was chased from home and all my friends could not allow me to visit them because they feared I would influence them, At one time the teacher left me from the school team stating that I was a parent and needed at home to take care of the baby, I have no problem of being a mother because it has become a normal trend (P4,2013)..*

The greatest challenge out of this exclusion is the risk of educational failure and that teen child bearing remains a serious concern in terms of psychological, economic and health consequences for parents and children.

5.1.13 Stress and depression

There is a high rate of worries and pressure for teen mothers because of the extreme stress they experience at such a young age. They found themselves overwhelmed with the regular

demands of being the primary care taker of a new baby and school. Such pressure and stress was as a result of being out of favour from their families, communities and friends because of their status. When they are frowned upon by the public or members of the family or the school environment, it disrupts the flow of development and learning in the school which can lead to feelings of inadequacy. From the interviews of teen mothers, it was reported that at times they felt lonely, stressed up and experienced a feeling of inadequacy. This is a factor that contributes or that can cause depression (Boulden, 2001; Zachry, 2007).

One of the teachers recounted that

> *…you would see her alone in the playing fields looking very worried and low, and this concerns me seriously because those are suicidal signs and concern us as teacher (TRC, 2013).*

Teen mothers tend to isolate themselves because they feel inadequate before their friends and everybody and feel pity of themselves which might lead to over stressing themselves. It is such experiences which disrupt the smooth schooling of teen mothers. This stress also emanates from being stigmatised by their fellow pupils and teachers. Furthermore, it is difficult for these teen mothers to find friends in their own peer group with whom they can share parenting experiences. The interviews conducted also revealed that teen mothers changed their personality, thus, they developed insomnia due to pressure by the crying of the baby in the night, worries and school work or sleeping too much due tofatigue and feelings of worthlessness. To this effect one teacher narrated:

> *…they are full of fear because they feel that they are not accepted at school, they isolate themselves from others and look unhappy (TRC, 2013).*

Additionally, one teen mother also reported that;

> *…I do not have friends and in most cases am alone and if my fellow teen mothers are around, we are together for a while but not for a long time (P3, 2013).*

Literature indicates that teen mothers face big challenge of stress and depression, UNESCO (1996), Chetty and Chigona (2011). Due to their status, teen mothers also get isolated, discriminated against and are hurt by the petulance and comments against them that portray teen mothers to be in a negative way of behaviour or life. To this effect, teen mothers seemed to be having frequent emotional outbursts. They also explained that at times they experienced withdrawal from the family and friends. Such actions posed a great challenge in accomplishing school. What is needed for a teen mother to complete school is to have a good family relationship, cordial and warm relations from the friends and community, so as to have a good learning and enabling environment. When you cut yourself from the family, you cut yourself from help and isolate yourself which leaves you lonely. Loneliness is a contributing factor of stress and depression. At times they reported losing sense of self because of the changes and tensions between parents, separation and minor differences in the family, Poverty or parents who are not involved with their children's lives as a great challenge of teen mothers' stress.

5.2 Challenges from the community

5.2.1 Poverty

The teen mothers and parents reported of poverty as a challenge to meeting the needs of the girls into school and coping with the baby. The elements of poverty are real and it is difficult to concentrate in school when the baby has no milk and food. The teen mothers recounted that at times they went hungry because there was no food and the person who was supposed to provide support was not there. One teenage mother recounted that teenage childbearing tends to exacerbate the problems of poverty and family instability.

> *…I have no money to rent a good house, my results are bad in school and I have limited access to health services for myself and the baby and above all family problems because the man who impregnated me is not there for us (P4,2013),*

It is indeed a great challenge to teen mothers because this disrupts schooling and leaves teen mothers to open options or force them out of school to make ends meet. To this effect with or without the sponsor or head of the house other indirect and direct costs seem to be far from

being fetched and this is a challenge to teen mothers in schools. This is also similar to the findings by Mwansa et al. (2004), that the failure to raise money to pay school fees contributed to the majority to early pregnancy/second pregnancy as some of those who failed to raise the high school fees were assisted by elderly men who demanded for sex in return. Additionally, a person in poverty may live in despair and it is difficult for such people because they lack resources necessary to pay for basic needs, transportation to and from school/appointments.

The study further revealed that some teen mothers did not receive financial support from the father of their child and that he rarely came to her aid. This study is similar to a study in the United States that established that among all teen mothers, less than one third receive any financial support from the nonresident fathers of their children (Congressional Budget Office, 1990).

Poverty status is one of the strongest predictors of success and that most of these girls do not cope well with this challenge. Poverty is the factor most strongly related to teen pregnancy and dropout from school. In addition, some researchers have suggested that high poverty rates in the United States account for the fact that US teen birth rates are the highest of any industrialized Nation (MacFarlane, 1997; Males, 1994). In Australia the evidence showed that teenage mothers faced social problems because they had reduced their education and possibilities for employment opportunities, which lead to poverty and financial difficulties (Boulden, 2000) and this is not an exception to the Zambian teen mothers on the Copperbelt province. It is suffice to say certain consequences are globally experienced and or encountered.

In a United States Report, The US Department of Health and Human Services (2000) found that, a large number of teenage mothers are poor, with more than 60% of them living below the poverty line. Furthermore the majority of teen mothers did not have the   economic or social resources in place to provide for themselves or their children. This could be attributed to the methodologies that were used to undertake these studies where some had used smaller samples like quantitative and large samples like longitudinal which indicate the prevalence and distribution of the challenges/problem of teen mothers which in consequence lead to school dropout along such factors as socioeconomic factors (poverty). Now with this

qualitative study, it has given us the lived experiences of teen mothers from their own experiences/voices about the hurdles they endure everyday to make ends meet.

On the contrary some findings indicate that some teen mothers come from well to do homes and they have everything at their disposal and yet find themselves facing similar challenges.

In a United States Report, The US Department of Health and Human Services (2000) found that a large number of teenage mothers are poor, with more than 60% of them living below the poverty line. Furthermore the majority of teen mothers do not have the economic or social resources in place to provide for themselves or their children. Such similar findings are not an exception to Zambia and it is from this that we can learn and implement these policies correctly.

5.2.2 Culture and norms

From the community, cultural connotation was also a challenge that the teen mothers faced in the community. Such challenges were societal problems because they were viewed as ranging from ignorance and moral collapse (Helge, 1989).The comments that people from the society passed hurt teen mothers emotionally and affected them socially in the society. It was so because they were deemed to have succumbed to the collapsing morals in the society and that they were part and parcel of the problem. People in the society perceived them differently because of the belief they have about marriage. It is strange for a kid to have a fellow kid ,something they consider a deviation from the norms of the society. However, it is important to embrace the changes taking place in the society so that we are able to cope with and live in harmony as a family (Helge, 1989).

As was noted by P1 (2013),

>…*The child has made me to focus on school and now am determined to complete my school so that I can have a good future and take care of my child.*

From this exert, it is clearly evident that some teen mothers because of the challenges of having a bleak future have resorted to adoring school and wanting to do more about school despite the challenges faced with the school environment. Research by Pillow (2004) collaborated with these findings that many teen mothers return to school because of their

babies-they are determined to complete schooling for the sake of their babies. It was shown that some teen mothers had been motivated to learn so that they would be able to take care of their children in future and have a good job.

This is contrary, according to the findings to a pupil who reported that;

> *…I have to take care of my baby and do my school work ,no one is concerned with my baby, my heart is not calm because I don't trust the care giver. She is only known by the man who impregnated me who doesn't care (P4, 2013).*

So the girl's challenge in coping with schooling is attributed to their babies and also to the fact that teachers and parents often give up on them and fail; to take their plans seriously (Schultz, 2001).

5.2.3 Support strategies to teen mothers

In the United States support groups for teenage parents are found throughout the country that help teenagers to communicate as teen parents, how to build a unified parenting structure and also teach teens about relevant financial and health issues regarding their children and schooling. For low income families, they are taught how to receive assistance (Martens, 2011).

There are also agencies based on gender mentoring teens to talk to other teenage parents to get insight from someone who has been in their situation. They have teen mentoring programmes which reach out to teens who are already parents and to those who are expecting students are guided through the process of birth and what is to follow with regards to finance, education and what to expect. They teach parents about child needs and pregnancy, they are taught about pre natal caring, schooling, parenting and education (Rebmann, 2006). But on the contrary on the happenings in Zambia and in particular on the Copperbelt Province, these agencies are not doing their job, They only provide payments to teen mothers in form of bursaries and provide them with milk and sugar. According to the interviews, in the present study it was discovered that the agency that was working to uplift and help teen mothers left, and stopped funding. The US Aid was funding through changes I and II and which has

stopped funding. They depended on Faweza for bursaries but these bursaries are not forth coming.

So these differences in the way teen mothers are taken care of their challenges differ according to the availability of assistance at an immediate pressing need and the demands of school. With such hurdles completing schooling may not be possible if the support they need to complete their studies is insufficient. Instead of getting support, the study revealed that teen mothers endure misunderstandings and pressure (Kaufman et al,2001; Arlington Public Schools,2004; Chetty & Chigona,2007)..

These girls need support to facilitate their schooling, thus making it possible for them to complete their education and become self-reliant. The support given to teen mothers should range from home to school. The programmes also should be definitive enough to spell out the functions and how it should work to help them in the care of the child; school needs and emotional support to enable them concentrate on school work. Other factors that should be considered to enable them to continue schooling also depends on the girls' ability to manage logistics and finances associated with schooling simultaneously (Kaufman, Wet and Stadler, 2001).

Such challenges are similar to other studies done in Europe and Asia, but in this scenario in the Zambian context, there is more talking on the policy and paper work than implementing the objectives of the policy and programmes. Some policies have been implemented and others left hanging on the paper because the people entrusted to implement champion the art of greediness and neglect the challenges teen mothers face .In consequence the girls experience un due pressure from parents, peers and teachers, and on the other hand, these teen mothers receive very little support from school and their homes; while on the other had they are usually misunderstood (Arlington Public School, 2004).

On the contrary, some get the support that they need in Zambian homes, just like the support that the United States offers to public schools. The disruptions that go with childbearing are taken up with parents and guardians and leave the girl to concentrate on school. It was reported that the parents assumed responsibilities of taking care of the child and allowed her to concentrate on school. See illustration below;

…My parents told me not to worry about the baby and that they would take care of her and allowed me to go to school. They do everything and the only thing that challenges me is my absence from her, I miss my baby so much (P1, 2013).

But on the contrary, the bond of attachment to the child gives the girls undue pressure and a great challenge of emotional instability and great anxiety (Grant and Hallman, 2006).So in view of this, the underlying premise of their lamentations of challenges was that adequate support to the teen mothers would enable most of them to stay in school and succeed in their endeavours in education. Although the recipients of support are the teen mothers themselves, there must be great consideration in the education, emotional support, counselling to prepare them and equip them with the skills necessary for them to succeed and not to drop out of school.

5.2.3 Support given

Teen mothers need the reassurance and strength that comes from sharing their fears, worries, anger, happiness and other emotions that rise as they strive to completing their education and raise a child. It is also important that this task is done by a professional therapist who can guide teen mothers in dealing with multitude feelings that are often overwhelming for them. These students need to be counselled so that they come to terms with reality pertaining to their situation and accept it and live with it so as to lessen the burden of reassurance.

…I was not counselled and I have never gone anywhere for counselling, it's only my sister who tells me to just mind the school and the child, there is no professional counselling (P2, 2013).

It is also noted that in schools they have no professional counselors to help counsel teen mothers. But the problem the researcher found was that the guidance and counseling teachers were appointed because of their commitment to church and their humility. The ideas of counselling were learnt either from the workshops attended or from the teachings from the church. They are not trained counselors because they are supposed to counsel teen mothers

from the time of pregnancy to the time they return to school. Such counseling is important but it was not done in schools and at home.

The parents for teen mothers were not keen to organize counselling for their girls because they did not want to publicize their situation to the community, they feared of their status in society and as a result parents were making decisions for teen mothers. It was also established that the guidance and counseling teachers lacked professional preparedness. There was lack of support from teachers, parents and peers and facilities for counselling which were sometimes inadequate and or inappropriate because the teachers themselves dwell much on career counselling and choices of subjects than providing psychosocial counselling to teen mothers. The faulted counseling process led to emotional instability and eventually forced teen mothers drop out of school or undermined by colleagues.

On the contrary in the United States counselling starts from the time the teen gets pregnant to delivery and after such that the teen mothers are well prepared (Oyaro, 2008, UNESCO, 2012).The interpretation is that there must be relatedness which is the desire to establish close emotional bonds and attachments with others. When teachers and parents are responsive and demonstrate that they care about teen mothers' interests and well being, the teen mothers show great interest in school. But when teen mothers are denied the interpersonal involvement they seek from adults, when adults for example are unresponsive to their needs, they(teen mothers) lose interest and eventually may drop out of school.

5.2.4 Information support

There is also need to have support groups which can enlighten the teen mothers as to where to get professional counselling, for financial assistance, child support, nutrition benefits and low to no cost health care for themselves and their children rather than depending on their teen husbands or their parents or guardians. Teen mothers often remain unaware of specific services available to them if they lack information support to guide them. Teen mothers need good local support groups in order to benefit not only from the groups aid but to provide additional resources to meet the needs outside the scope of the support group (Auckland Women's center, 2010).It is also suffice to say teen mothers also need to be provided with peer interaction. While we know that they feel as though they are the only one in the world going through the stresses of being such a young mother, it could be a great relief and mood-

elevating when they meet other teen mothers in the same position/situation and can share their difficulties.

5.3 Personal Challenges

The personal challenges and school challenges were found to be related and important for teen mothers and were mostly discussed under school related challenges.

The study established that teen mothers faced personal challenges that distracted them in their endeavours for education. It was also established that teen mothers endure misunderstandings and pressure within themselves and the public. The teen mothers further revealed that they feel disempowered because they are looked at differently and consequently develop forms of resistance which in most cases may foster their failure or dropping out of school. The case below illustrates the situation

> *…These old fashioned people have problems with the way I live my life, they do not know that the world has changed and people are free to do what they want. Am still going to school but they talk of me and look at me differently* (P2, interview, June, 2013).

From such a revelation, it was seen that teen mothers under go personal challenges because of misunderstandings in the level of changes in the society. Some teen mothers reported that they got fed up with the nagging and prejudices of teachers, pupils and people from the community and as such decided to stay away from school. It was also established that teachers embarrassed teen mothers because they had prejudice against them and as such, it had a big impact on teen mothers who spoke back to negative comments or attitudes. With such, it was unfortunate that some teachers misinterpreted the teen mothers' response as being a problem and rude because of the status of having a child and being an adult.

5.1.9 Summary

Presented in this chapter were the discussions on the challenges teen mothers experience in school, community and with the family.

It was established in this study that the school, parents and teachers were at the core in alleviating or worsening challenges teen mothers experienced in school, community, and home. However, the study established that there was need to understand the situation of teen mothers and that a tracking system of teen mothers should be in place to avoid any dropout.

The study also established that teen mothers change their personality and develop insomnia due to pressure by crying baby in the night, worries and school work or sleeping too much due to fatigue and feelings of worthlessness.

It was established that most of the teen mothers dropped out of school due to economic, school related challenges and personal challenges they encountered for the second attempt into school and or second pregnancy.

The study also established that emotional outburst and setbacks due to lack of counseling, teen mothers lacked information about support systems and experienced a lot of withdraw from the family and friends, therefore, posing a great challenge of completing school. A few (parents, teachers and pupils) that understood the predicament of the teen mothers gave holistic support towards their education and that of the bond of attachment of the child gave girls undue pressure and a great challenge of emotional stability and anxiety.

Furthermore, it was established that at Ndeke Secondary, Hellen Kaunda Secondary and Chambishi Secondary Schools, counseling is not done at professional level for the teen mothers from the time of pregnancy to birth, and throughout the schooling period and there is no tracking system to monitor the challenges, setback of the teen mothers.

Bronfenbrenner's theory (1983) formed the theoretical framework of this study. Brofenbrenner (1983) discusses the family systems theory as a useful approach to understanding the family as an ever developing and changing social unit in which members constantly have to accommodate and adapt to each others' demands as well as from outside the family. In this study on the challenges of teen mother, the theory of Brofenbrenner was found to be suitable for the study as a theoretical framework because of the processes

involved in human development. The theory provides a dynamic rather than static view of how families function. So the challenges that teen mothers experience from the perspective of family systems theory, the influence that members have on each other is not one way but rather interactive and reciprocal. Thus the family members, school teachers, community and or government can help in this case. The family has a great influence on challenges that teen mothers endure in their pursuit for schooling.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents conclusions drawn from the study on challenges faced by teen mothers who re- entered school on the Copperbelt province of Zambia. The Chapter concludes with recommendations and suggestions for future research.

6.1 Conclusion

The study established that teen mothers faced a lot of challenges in their pursuit of completing school. Teen mothers explained their challenges ranging from the school environment (such as stigmatization and discrimination, being tainted, less concentration, poor time management, role conflicts and irregular attendance to school because of baby needs, lack of counselling and bulling in school), economic challenges (poverty and finances, lack of support) and personal related challenges (role conflicts, low- self esteem, rejection from the family, and community).

The challenges on teen mothers established in the study seem to have contributed to the high dropout rate of teen mothers as they were unable to meet the demands of their situation or the predicament they found themselves into.

6.2 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should ensure that they adopt a holistic approach which does not dwell on changing teen mothers' behaviours, but to change the attitudes in society so that girls are encouraged to stay in school.

2. The Ministry of Education must reflect on and urge changes to the Re-entryPolicy so that it can be transformed into law to protect a girl child from early pregnancy or marriage.

3. The Policy makers should attend to what teen mothers themselves see as the challenging issues.

4. The Government through its education system should introduce a tracking system of teen mothers and introduce professional counselling in schools to curb the scourge.

5. The Zambian curriculum should break the silence on sexuality and include it in the curriculum with emphasis on human rights going with responsibility. The role of government, teachers, peers and parents and the community at large plays an important role in the education of teen mothers either positively or negatively and that the system should go by the family system to bring about learning of teen mothers to overcome the challenges they encounter in their endeavours.

Additionally, the tracking system of teen mothers and professional counselling to teen mothers could be something of great help as they would understand themselves and the situation they are in. Perhaps the few that had been counseled through workshops could be the reason why some have persevered. More so important is the aspect of perfect implementation of the re- entry policy so as to serve its purpose and lessen the challenges that teen mothers experience in schools.

The discussion in the chapter also looked at the support strategies that are offered to teen mothers and was established that very little is done on paper and in documents; the government, the school authority and the parents must work as a family unit or system to understand the needs and situation of teen mothers. The Ministry of Education should ensure that teen mothers and their parents are aware of, and can access professional counselling and girls to take responsibility of their predicament. Otherwise given the support it deserves, the dropout rate would reduce and the continuous teen pregnancies and mothers would be controlled.

6.3 Suggestions for future Research

Future research should focus following:

1. Challenges that the babies of the teen mothers experience in the absence of their mothers.

2. The bond of attachment to babies that teen mothers miss when they are in class.

3. The effectiveness of inclusive schooling of teen mothers.

4. Adapting schools to some values of the community in case of teen mothers

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Appendix 1

Interview guide for the girls on the programme

1. Could you tell me the experience/challenges you have had since re- entering school after pregnancy?
2. Basing on your experiences, how do you cope with school?
3. Do you share these experiences with trusted others?
4. How do you collaborate and share these experiences with school authorities?
5. Do you share these experiences with significant others at home/community.
6. What is your position on these experiences?
7. What systems are put in place to help you cope with school?
8. Do they meet your expectations?
9. How do you manage to meet your needs, child's needs and school needs?

Appendix 2

INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS

1. Could you tell me the experiences you have had with these girls since re-entering school after pregnancy?
2. Basing on these experiences, what have you done to avert these experiences?
3. Do you share these experiences with their parents? If so how do you counsel them?
4. What mode of help do you render to the girls who have re entered school after pregnancy?
5. How do you help them with academic pressure?
6. What strategies have you put in place to help these girls who have been re admitted into school after pregnancy?
7. How do you meet these strategies?
8. What is the sequence of these strategies and how do they relate to the experiences of girls?

Appendix 3

INTERVIEW GUIDE FOR THE PARENTS

1. What was your reaction when you came to know that your daughter was pregnant?

2. Could you tell me your challenges/experience with regard to this case?

3. Basing on your experiences, why do you think this is the case?

4. How have you managed this?

5. How do you help her with regard to school and home responsibilities?

6. How do you consider your daughter now that she is back in school?

7. What might you see happening based on your experiences?

8. What might it mean if certain conditions and circumstances changed?

9. Do you share these experiences with significant others?

Appendix 4

The University of Zambia

School of Education

Department of EPSSE

P.O Box 32379

Lusaka.

Dear Participant,

I am Gibson Mweemba; a student from The University of Zambia. I am conducting a Study on Challenges faced by teen mothers in Schools and to conduct interviews with Teen mothers, Guidance and Counselling Teachers and the parents of teen mothers.

The information that would be obtained will be kept confidential and is purely for academic purposes and nothing else. The Pseudo names would be used for identification. So if you are willing to participate, I request you to sign in the space provided and should you feel uncomfortable or change of mind during the interview, you are free to withdraw.

Participant   …………………………Date………………..signature…………………….

Researcher……………………………Date…………………signature………………………

Witness……………………………….Date…………………Signature………………………

Appendix 5

Appendix 6