COPYRIGHT

All copyrights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by means, electronic, recording, mechanical, photocopying, or otherwise, without prior permission in writing, from the author or the University of Zambia.

DECLARATION

I, Lucy Shirley Changwe do solemnly declare that this declaration represents my own work, which has not been submitted for any degree at this or any other university.

Signed: ……

Date: ……

DEDICATION

I dedicate this dissertation to my father, Derrick T. Changwe who was always there for me; my late mother, Scholastica B.M. Changwe, my children, Mbai, Musanvu, Kadimbili and Luyando and my spouse Kennedy Chinyama whose support and encouragement will inspire my soul, forever.

APPROVAL

This dissertation of Lucy S. Changwe is approved as fulfilling part of the requirements of the award of the degree of Master of Education Administration by the University of Zambia.

Examiners' Signatures

1. Name:…….

   Signed …….Date……...

2. Name:…….

   Signed …….Date……...

3. Name:…….

   Signed …….Date……...

ACKNOWLEDGEMENTS

I would like to thank Dr. Oswell C. Chakulimba, my supervisor, for all his guidance and the supervision he provided during the time I was working on this dissertation.

Special thanks also goes to Mr. Henry J. Msango who gave me a hearing each time I sought guidance on a number of issues relating to the first part of my Master of Education in Educational Administration.

Many thanks go to Dr. P. Manchinshi for his encouragement and advice. I must equally thank Mr. Oliver Changwe for advice on the use of the Statistical Package for Social Sciences (SPSS). My gratitude also goes to Mr. Davies Zulu who helped me in analyzing my data using the SPSS. Further thanks go to Ms. Rose Salukatula who encouraged me to carry on with this course despite the many commitments I had at my place of work.

Sincere thanks go to Mr. Webby Chikaza, Head of Department at Mumbwa High School, Mr. Chrispin Nkandu, a teacher at Mkushi High School, and Mr. Nalishuwa of Chipembi Girls' School for accepting to help me administer the questionnaires, and acting as my research assistants.

Lastly, I am equally grateful to my fellow postgraduate students for their mutual support and encouragement.

ABSTRACT

This study sought to find out what role school administrators played and what challenges they faced in the implementation of the re-entry policy in three schools in the Central Province of Zambia.

In order to achieve the above aim and objectives, two hundred (200) respondents composed of three (3) head teachers, three (3) deputy head teachers, five (5) matrons, three (3) guidance and counseling teachers, eight-six (86) ordinary teachers, fifty (50) grade teachers and fifty (50) teachers in charge of clubs were selected by random sampling using the pick-a-lot random sampling method.

Respondents composed of head teachers, deputy head teachers, matrons, guidance and counseling teachers were interviewed using an interview guide. Further, questionnaires were used to get information from all the respondents including head teachers, deputy head teachers, matrons, guidance and counseling teachers. Documentation analysis was also conducted to get information that was in form of records and minutes of meetings paying particular attention to resolutions on pregnancy cases.

Both qualitative and quantitative approaches were used to analyze data using percentages tables, codes and themes. This study revealed that school administrators had a number of roles they played in the implementation of the re-entry policy. These roles include the provision of information about the existence of the re-entry policy to the general public and other

stakeholders. They also informed stakeholders on how the re-entry policy could be utilized by victims of pregnancy, liaised with other stakeholders in the implementation of the re-entry policy, provided support systems for girls returning to school after cessation of pregnancy to enable them get back into school life again, devised mechanisms for following up on girls that had left school due to pregnancy and helped create conducive environments for returning girls in schools.

In the area of support systems in schools, this study found that school administrators had set up departments, namely guidance and counseling and gender department to help pregnancy victims in schools. However, it was also found that the two departments were not tailored to support the re-entry policy as they had not been adjusted to specifically support re-entering girls but to provide career guidance to all pupils.

With regard to the views of school administrators towards girls that had returned to school after giving birth, this study found that school administrators' views were negative. The study also found that the negative attitude of school administrators towards retuning school girls could be attributed to the fact that school administrator lacked training in handling pregnancy victims.

TABLE OF CONTENTS

Copy Right…..…….…… i

Declaration…….…… ii

Dedication…….. iii

Approval……..... iv

Acknowledgement ……. v

Abstract …… vi

List Of Tables …… x

Acronyms …….. xi

Chapter One: Introduction…….. 1

1.1. Background To The Study ……. 1

1.2. The Statement Of The Problem …….…… 8

1.3. Purpose Of The Study ……..……. 10

1.4. Objectives Of The Study ……...……. 10

1.5. Research Questions …… 11

1.6. Significance Of The Study ……..…… 11

1.7. Limitations Of The Study ……..…… 12

1.8. Definitions Of Terms……..... 12

1.9. Summary …… 13

Chapter Two: Literature Review …….. 15

2.1. Introduction …… 15

2.2. Literature On Western Countries……..... 15

2.3. Literature On Africa …….. 17

2.4. Literature On Zambia ……...……. 23

2.5. Summary Of Reviewed Literature ……. 30

Chapter Three: Methodology…….. 34

3.1. Introduction …… 34

3.2. Research Design …… 34

3.3. Population …….. 34

3.4. Sample Size …… 35

3.5. Sampling Procedure …… 36

3.6. Research Instruments ……..…… 36

3.7. Ethical Issues …….. 37

3.8. Validity ……...…… 39

3.9. Data Analysis …… 39

3.10. Problems Encountered During Research ……..... 40

Chapter Four: Presentation Of Research Findings ……..... 41

4.1. Introduction ……..……. 41

4.2. School Administrators' Role In The Implementation Of The Re-Entry Policy……. 41

4.3. Steps Administrators Take When Pregnancies Were Detected Among School Girls…… 43

4.4. Support Systems Existing At School Level For Returning School Girls…….. 45

4.5 Views Of School Administrators Towards Girls Returning To School After Giving Birth .. 46

Chapter Five: Discussion Of The Findings ……. 49

5.1. Introduction …… 49

5.2. The Role Of School Administrators In The Implementation Of The Re-Entry Policy ……. 49

5.3. Steps Taken By Administrators When Pregnancies Were Detected Among School Girls .. 55

5.4. Support Systems Existing In Schools For Girls Returning To School After Giving Birth .. 56

5.5. Views Of School Administrators Towards Girls Returning To School After Giving Birth.. 58

Chapter Six: Conclusion And Recommendation…… 67

6.1. Introduction ……. 67

6.2. Conclusion …… 68

6.3. Recommendations ……. 70

6.4. Future Areas of Research ……... 71

Reference ……. 72

Appendix A: Questionnaire For All The Respondents…….. 75

Appendix B: Interview Guide For Head Teachers, Deputy Head Teachers, Matrons And Guidance And Counselling Teachers ……..…… 78

Appendix C: Maternity Leave And Re-Admission Form…….. 79

Appendix D: Detailed Record Sheet For Pregnant School Girls…… 80

LIST OF TABLES

Table 1.1 Number of Pupils Receiving bursaries in basic schools by Gender and year……..…… 2

Table 1.2 Drop outs and percentages due to pregnancies in various categories of Schools ……...……. 4

Table 2.1 Views on Re-admission of pregnant girls into school-2001 …… 15

Table 3.1 Number of Secondary and High Schools in Central Province …… 20

Table 3.2 Composition of the population …… 21

Table 3.3 Composition of the sample …...…… 21

Table 4.1 What is the role or school administrators in the implementation of the re-entry policy…….…….. 25

Table 4.2 What do school administrators do when pregnancies are detected among school girls……..……..…… 26

Table 4.3 Views of school administrators towards girls returning to school after giving birth ……..……... 28

ACRONYMS

CAMFED : Campaign for Female Education

FAWE : Forum for African Women Educationalists

FAWEZA : Forum for African Women Educationalists in Zambia

FELAZ : Female Lawyers Association of Zambia

MoE :Ministry of Education

NGO :Non Governmental Organisations

PAGE :Programme for the Advancement of Girls' Education

SADC :Southern Africa Development Community

SHN :School Health and Nutrition

SPSS :Statistical Package for Social Sciences

SSA :Sub Sahara Africa

TEMAK :Teenage Mothers and Girls Associations of Kenya

UNICEF :United Nations International Children's Emergency Fund

UNDP :United Nations Development Plan

WHO :World Health Organisation

ZARD :Zambia Research Department

ZATEC :Zambia Teacher Education Course