



**PERCEPTIONS OF TEACHERS, PARENTS AND FEMALE PUPILS TOWARDS THE
SCHOOL RE-ENTRY POLICY. A CASE OF SELECTED SECONDARY SCHOOLS OF
KABWE DISTRICT IN ZAMBIA**



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



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DECLARATION



I declare that the work presented in this dissertation entitled **Perceptions of Teachers, Parents and Female Pupils towards the School Re-entry Policy. A Case of Selected Secondary Schools of Kabwe District in Zambia**” is to the best of my knowledge that this is my own work and that it is original. The dissertation contains no material that has been accepted for an award of a degree or diploma by the University of Zambia or any other institution. All other works which are not mine are dully acknowledged in the dissertation.

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ABSTRACT

This study was instituted to establish perceptions that the teachers, parents and secondary school girls hold toward the school re-entry policy as well as to determine their knowledge levels of this policy in selected secondary schools in Kabwe district of central province. The aim of the study was to establish the perceptions of teachers, parents and female pupils towards the school re-entry policy.

A descriptive survey design was selected for this study with both qualitative and quantitative approaches at play to explore and describe the findings. Data collection included the use of structured questionnaires with teachers and pupils while in-depth interviews with some teachers and pupils to consolidate the responses from the questionnaires. In addition, focus group discussion was used with the parents to establish their perceptions towards the policy and how much they know about it. The sample of this study was 156 broken down as follows: 91 girls drawn from 5 secondary schools, 45 teachers and 20 parents. Statistical package for social sciences was used to analyze quantitative data while qualitative data was analyzed thematically.

Generally, the study revealed that the knowledge levels of the secondary school girls, teachers and parents of the re-entry policy are quite low. This is so because, despite most respondents agreeing that they were aware of the presence of the policy, further interviews showed that they could not spell out the exact guidelines of the policy and what prompted its introduction. A good number of teachers, about 58% indicated that there has been an increase in the number of pregnancies among school girls ever since the re-entry policy was introduced. The teachers were not able to give the exact statistics of the alleged increase however, what came out in the study was an assumption that many girls are taking advantage of the policy owing to its present form which is seen as promoting promiscuity among pupils. With regards to the parents' perceptions towards the policy, the study found that out of the 20 respondents, only 2 had positive sentiments about it. The rest expressed fear that the presence of this policy has made children not to care about their morals, in fact some of them were calling for the removal of the policy. The majority of the girls do appreciate the presence of the policy however they feel that in its present form, the girls are abusing it.

The study further revealed that all the stakeholders involved in the study feel that the majority of the school girls are engaging in sexual activities both within and outside school which is leading to an increase in pregnancy rates. Some of them attributed this kind of behavior to the presence of the re-entry policy. It can be concluded that the findings do not sit well with the liberal feminist theory from which the ideas of the re-entry policy were borrowed. It can therefore be recommended that the Ministry of General Education should intensify sensitization on the provisions of the policy among key stakeholders such as teachers, parents, the church, traditional leaders and pupils. Additionally, the government should engage the agencies of the grant aided schools on how best to modify the policy so that they too can implement it.



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DEDICATION

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CEDAW	United Nations Convention on the Elimination of Discrimination Against Women
DEBs	District Education Board Secretary
EFA	Education For All
FAWE	Forum For African Women Educationalist
FAWEZA	Forum For African Women Educationalist in Zambia
GMR	Global Monitoring Report
GRZ	Government of Republic of Zambia
MDG	Millennium Development Goals
MoE	Ministry of Education
MoESVTEE	Ministry of Education Science, Vocational Training and Early Education
NGOs	Non-Governmental Organizations
NGP	National Gender Policy
PEO	Provincial Education Officer
SPSS	Statistical Package for Social Sciences
UNCEF	United Nations Children Education Fund
UNCRC	United Nations Conventions on Rights of a Child
UNESCO	United Nations Education Scientific and Cultural Organization
WID	Woman in Development

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem, purpose, the study objectives, research questions, and significance of the study. It also presents limitations, delimitation of the study, the theoretical framework and the operational definitions. It lays a foundation of the study to give a clear perspective of why the study was conducted.

1.1 Background information

Education is one of the fundamental human rights and as such, every citizen is entitled to its provision. Today, many countries including Zambia invest heavily in the education sector, justifiably so, because of the pivotal role education plays in the social and economic development of every nation. Girls' education is equally important and the need to invest in it cannot be overemphasised. Some of the reasons for investing in girls' education are that it gives women an opportunity to contribute to national development and also increases their levels of literacy thus enabling them to understand issues at whatever level.

Historically, in Zambia like many other countries in the world, girls have been marginalised and discriminated against, in terms of access to education compared to their boy counterparts. According to Mwansa (1997), at independence the gap that existed between girls and boys with regards to access to education in Zambia was extremely wide. This was largely because of traditional factors as well as the fact that the economy of the nation was shaped by a history of colonised dominion and uneven development.

Tomasevski (2003) postulates that there has been increased international and national interest in achieving global educational goals; with a specific focus on girls' education within developing countries. This is due to the fact that there has been recognition of the importance of education to national development and its effects as a multiplier of other rights. This significance was embodied in the Millennium Development Goals (MDGs) 2 and 3 which sought to achieve universal primary education and promote gender equality and empower women respectively. Additionally the Education For All (EFA) Goals; specifically EFA Goal 5, which recognised educational access as being unequal for boys and girls. In spite of these and many other efforts,

girls remain over-represented among the count of children who are out-of-school, of course for various reasons. The 2010 EFA Global Monitoring Report (GMR) indicates that of an estimated 72 million out-of school children, 54% of them are girls (UNESCO 2010: 1-2). Gender equity in educational opportunities and outcomes has therefore emerged as one of the main areas of interventions and debates within global justice arena and to that effect, various measures have been put in place to attain it. The introduction of the re-entry policy in the education system is one example of the interventions to prevent girls from dropping out of school due to pregnancy thereby allowing them to complete their education. In order for the policy to be successfully implemented, there is need to establish what perceptions stakeholders such as teachers, parents and school girls hold towards the policy.

The Zambian education system has evolved over time since independence mostly due to many changes made to attempt to provide the education that would be responsive to the needs of this country. Notable among these changes, are the 1977 educational reforms. Evidently, the focus of these reforms was to make the education system that would address the needs of the country. These reforms highlighted education as an instrument for both personal and national development however; there were no specifications to deal with girls' education in particular. Later in 1992, there was the Focus on learning policy which emphasised the need for mobilization of resources for the development of schools. However, the 1996 Educating our future had in it specific issues affecting girl children addressed as it stressed the importance of education for all children in primary, secondary and tertiary educational institutions. (Mwansa, 2011). This meant that the plight of girl child education was addressed and the re-entry policy is one measure of ensuring that girls remain and complete their education in spite of pregnancy.

With such efforts in trying to improve the provision of education in Zambia, it was expected that the girl children would access education as much as boys did and that these girls would go all the way through up to tertiary level. However, this was not the case, reports continued to show the disparity between boys and girls in school. This prompted increased advocacy for girl child education and was spearheaded by civil society in Zambia. The movement has continued to date as noted in, Rakodi, (2005) that today, gender is regarded as a cross cultural issue in Zambia, and although it is integrated in all sectorial programmes, in practice the extent to which this is translated into practice is little. It is more evident in the education sector than any other, where

the parity in access to education between boys and girls is highly noticeable. One of the reasons put across for this continued discrepancy is that even though girls enrolled in grade one, many dropped out on the way for reasons that include: the need for them to do domestic chores, increased household poverty, early marriages and expulsion on pregnancy. In the latter instance, this marked the end of their education pursuit making them prone to early marriage which apparently was the most probable assurance for a better future. As indicated in the FAWE (2005), Best practices-re-entry policy, girls who fell pregnant while in school were expelled never to be re-admitted into the school system. This was considered a serious offence and FAWE (2005) adds that until the 1970s, the education system fired and blacklisted teachers who fell pregnant outside wedlock. However, it is important to note that although such a rule existed in the education sector, it was indiscriminate and unfair, as not all the girls that fell pregnant while in school did it on purpose or out of their own will. Some of them were victims of rape or other circumstances which they had no control over.

In many cases, school girls were made pregnant by fellow students and these boys were expelled from school if reported to the school authorities however, Kelly, Musangu & Subulwa (1999) revealed that there were more expulsions resulting from pregnancy among girls than there were among the boys involved. This scenario contributed to the disparity already alluded to, between boys and girls in school.

Education for girls does without doubt widen opportunities for women to contribute to national development as well as enhance their freedom of choices and greater participation in decision making. Education enables girls to make their own decisions and to influence their families positively. It saves and improves the lives of girls and women. It allows great control of their lives and provides them with skills to contribute to their societies. Osakwe (2004), indicates that girl's education brings more equitable development, stronger families, better services, better child health and effective participation in governance. However, despite the obvious benefits of girls' education to national development, some research findings show that girls' dropout of school rate is higher than that of boys. According to Usman (1995), Nigerian girls, for various reasons ranging from religious, cultural, social-economic and school related factors, are not given a fair chance in the educational sector. This is true because in this country, about 7.3 million children do not go to school and 62% of which are girls. Osakwe (2004) indicates that

girl's primary school completion rate is far behind that of boys, at 76% compared to 85% for boys. This gender disparity means that millions more girls than boys are dropping out of school each year.

Dropping out can be described as a process, rather than a single event, and is often the end result of a long period of disengagement (Housey, 2000). Academic challenges, grade retention, disengagement from school, problems with behaviours and poor attendance frequently begin in elementary school, compound over time, and are linked to dropping out in later years. However, pregnancy emerges as one of the reasons girls drop out of school.

Stillwell (2003) showed a worrying report from Sub-Sahara Africa where the numbers of girls out of school rose from 20 million in 1990 to 24 million in 2002.

The marginalization of girls in terms of access of services, education inclusive, has been a global challenge over time. Therefore, as noted by Chilisa (2002), the need to change this situation became eminent by all the nations owing to the great contribution girls' education brings about to national development. Consequently, many countries came up with means of reducing girl drop outs of school, resulting from teen pregnancy. The re-entry policy was a well thought measure of allowing girls to complete education even if they fell pregnant; however, it is very important for the stake holders who are directly involved in the implementation to view this policy in a positive perspective in order for the policy to be successful. Additionally, these stakeholders ought to have knowledge of the policy in order to understand and appreciate it.

Stemming from the liberal feminism, which argues that women and men are essentially similar, and therefore women should be equally represented in public arenas dominated by men, work, government, the professions, and the sciences. This can only happen when you give equal opportunities to both boys and girls. If women and men are so interchangeable, what difference does it make if a woman or a man does a particular job (Lorber, 1994)? This question awoke the need to give equal opportunities to both men and women in all sectors of life. At the United Nations Fourth Conference held in Beijing in 1995, the popular slogan was 'human rights are women's rights and women's rights are human rights.' The platform for Action document that came out of the UN conference condemned particular cultural practices that are oppressive to women. The 187 governments that signed onto the platform agreed to abolish these practices and

Zambia is one of these countries consequently, as a country she responded to the global initiative by forming a Woman in Development (WID) Policy. In 2000, the National Gender Policy (NGP) was created which has been in force ever since and its vision is to achieve and maintain gender equity and equality in the development process by 2030. This means that the school re- entry policy has quite some backing from the women movements in Zambia and the government inclusive but the question to ask is how do stakeholders perceive the policy and how much knowledge do they have about it?

The Ministries of education in some African countries have put in place a number of policy strategies in the education system and one of them is the school re-entry policy under which, adolescents are admitted and retained in the educational system in line with national, regional, and international goals under various frameworks. These include, the Education for All Goals, the Millennium Development Goals (MDGs), and a number of international conventions. The right to education is one of the human rights entrenched in a number of international and regional human rights instruments. It is key because it gives way to the protection of other rights. Article 26 of the United Nations Universal Declaration of Human Rights states that education is a human right. The United Nations Convention on the Rights of the Child (CRC), Article 28, as well attests to this right. Furthermore, the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United Nations Platform for Action and the Beijing Declaration of 1995.

The policies on school girl pregnancy have been categorised as either continuation or re-entry policies (Chilisa 2002: 24). Continuation policies allow for uninterrupted continuation of schooling by pregnant schoolgirls and an immediate return to schooling after delivery; these kind of policies are and are deemed to be more transformative as they challenge gendered ideologies and practices and are also sensitive to the educational needs of pregnant school girls (Chilisa 2002:24). On the other hand, re-entry policies necessitate disengagement with schooling and only allow for re-entry after a specified period of compulsory leave during pregnancy and lactation. The latter is the one the Zambian government introduced to the education system.

The introduction of the school re-entry policy in the education system is one major stride that has spread across Many African countries. According to Hamusonde (2003), Botswana was one of the first of the countries in the sub-Saharan region to have introduced this important educational

policy in their system. He adds that, since its inception, obviously up to the time he did his research, only 30% of the entrants have benefitted from the policy.

In East Africa, Kenya introduced the school re-entry policy in 1994 and according to FAWE (1995); only 10% of girls to the time of the report have gone back to school under the re-entry policy. According to Wekesa (2010), the policy in Kenya has been plagued by weak and inconsistent implementation evident in the research conducted in five schools and showed variation in identifying pregnant girls, steps taken towards such girls and how the readmission is done. However the authorities concerned have continued to monitor the effectiveness of this policy as noted in the survey conducted on the re-entry pregnant girls in Uganda. Ahikire & Mandanda (2011) quoted the Kenyan daily nation 29/10/2011, where the Ministry of education warned of stern disciplinary action against head teachers who defy the authorities' directive to re admit all girls who fall pregnant after delivery, without conditions so that they could complete their education.

From the above reports and indeed from other African countries such as Botswana, Swaziland and Tanzania, there has been a similar fashion of not many girls benefitting from the existing policy. A number of studies have been carried out on the policy, ranging from the implementation in various countries to the challenges that the girls who are returned to school under the policy face. While a number of these countries have embraced the implementation of the school re-entry policy, Nyirenda (2012) notes that among them, many have failed to systematically monitor the impacts that the policy may have on the education of girls. In this view, the impact may also mean the possible influence that the policy may have on the girls' behaviour in school has not been fully explored. One way to address some challenges faced in the implementation of the policy is to evaluate the perceptions that the direct stakeholders such as teachers, parents and female pupils hold towards the policy and also to assess their knowledge base of the policy. Despite such reports, Akihire & Mandanda (2011) postulate that the re-entry of girls continues to be a salient issue of the education systems of some African countries many of which have put the school re-entry policy in place. This is because girls who fall pregnant while in school are given another opportunity to continue their education and be able to contribute to national social economic development

In Zambia, on the 13th October, 1997, the then minister of education, Dr. Siamujaye announced the school re-entry policy (MOE, 2010). Forum for African Women Educationist in Zambia (FAWEZA) and UNICEF (2004), all agree that since inception of this policy, many girls have benefited from it by returning to various schools to pursue their education and making it in life. The school re-entry policy provides that when a girl falls pregnant while in school, she should be given leave to return after delivery. The policy envisages that the teen mother should return to school when her baby is six months old for day scholars while those in boarding schools should wait until the infant is twelve to eighteen months old. Although this policy has been implemented since it was announced, it has not been made law, this therefore can be said to be one of the reasons some of the schools are not implementing it. It is on record that the faith based schools are not implementing this policy. A study on the policy done by Nyirenda (2012) indicates that there is a great deal of disparity in terms of the re-entry policy implementation between government and grant aided or faith based schools. While in the former schools girls are allowed to re-enter the same schools they were in when they got pregnant, the latter do not fully support the policy. The study reveals that a pregnant girl in such schools will be given forced transfer which amounts to constructive expulsion from school.

Despite the challenges highlighted above, Mwansa (2011) reveals that the government- civil society interaction and consultative process in Zambia represent one of the best-practice cases in the sub-Saharan Africa. The policy is supported by a broad spectrum of people notably the civil society who are championing girls' education in Zambia. Internationally, Zambia has been cited as a best example for implementing this policy. Representatives from a number of countries in the region, including Malawi, Botswana and South Africa have come to Zambia to learn about policy implementation. Quite clearly the broad spectrum referred to above highly constitute the civil society and the policy makers, what about the stakeholders at the receiving end such as teachers, parents and female pupils, what do they know about the policy and what are their perceptions?

Way before the introduction of the re-entry policy, Mwansa, (1995) did conduct a study in Zambia on parents, teachers and pupils to get their views on giving teen mothers another chance to get back to school. His findings were that pupils in general were willing to accept and support the teen mothers in schools, although some felt that those who fell pregnant were not serious

with school work therefore did not deserve this chance. Parents on the other hand gave varying views such as: if the teen mothers were allowed back in school, they would be bad influence to others. In view of this, the parents' fear was that girls in school would no longer look at teen pregnancy as a stumbling block to their completion of their education.

Following the pronouncement of the policy in Zambia, it was subjected to public discussion from which factions in relation to how the public viewed the policy emerged. On one hand the civil society involved in advocacy for girl child education, notably FAWENZA, was elated about the government's decision to make such a pronouncement as they had been instrumental in the fight for it. On the other hand, reservations from the church with regards to the articulation and implementation of this policy were voiced right away. For instance, a circular by the education secretaries of the grant aided schools, 'Guidelines and regulations governing Aided Educational Institutions' (Catholic Secretariat, 2007) as quoted in (Mwansa, 2011) states the following:

The re-entry policy pronounced by MOE is received with mixed feelings by churches running Aided Educational Institutions. In the first place, churches as one of the stakeholders were neither consulted nor communicated to before the announcement of the policy. (Catholic Secretariat, 2007:2).

The main argument and great concern of the Catholic Church was that they felt they should have been involved in the formulation of the policy because having such a policy in place with such provisions as it were, was antagonistic to their faith. This meant that instead of being helpful, the policy would merely promote promiscuity among school going girls as well as boys. To date, the grant aided schools have not embraced this policy and do not implement it, they have a way of evading it and still go un-answerable to the government as the policy has not been made law.

There have been reports of an increase in the number of girls that fall pregnant while in school country wide as indicated in the media. For instance, the minister of education Hon. Phiri, J. told parliament on the 25th of September, 2012 that 12,617 girls were re-admitted to schools under the school re-entry policy after falling pregnant between the years 2009 and 2011. Additionally, the Times of Zambia newspaper dated 11th June, 2012 reported that the Provincial Education Officer (PEO) of western province announced that over 1000 school girls fell pregnant in 2011 in his province and more than half were re admitted to school under this policy. These statistics are

alarming and worrying as they are showing a steady increase in the number of pregnancies in school girls. Unfortunately, there is a recent development that has been observed that most of the girls that are re-admitted under the re-entry policy end up falling pregnant again either while still in school or just after leaving school. According to Times of Zambia dated 3rd April, 2014, about 70% of pupils that are re admitted after pregnancy at Mwanjimambwe primary school in chief Mumena's area of Solwezi fall pregnant again. This is unfortunate indeed because the second chance the girls are given under the re-entry policy is supposed to serve as a correctional measure, to make them reflect on their education and even make them keen to work harder than before.

It is almost two decades since the re-entry policy was announced and implemented in Zambia and there are still concerns stemming from some sectors of society about whether the girls are merely taking advantage of the policy hence the increased rates of pregnancies in schools or they are using it as a help, if found in given circumstances, to pursue their basic education. This study therefore focussed on the perception that girls, teachers and parents have toward the presence of the re-entry policy in the education system and also the knowledge levels of the above mentioned stakeholders of the policy.

1.2 Statement of the problem

Pregnancy among school going children is still one of the many challenges in the education sector and if left unchecked, will be detrimental to the efforts of providing quality and equitable education in Zambia. Fortunately enough, Zambia is in line with national, regional, and international goals under various frameworks such as Sustainable Development Goals. The right to education is one that has been enshrined in a number of regional and international human rights instrument such as the United Nations Convention on Elimination of Discrimination Against Women (CEDAW), the United Nation Platform for Action and Beijing Declaration of 1995. All have agreed to champion tenates of liberal feminism in order to a give girl child equal chances of participating in national development. In the education sector in Zambia, the introduction of the school re-entry policy in 1997 can be seen as one of the measures to ensure that girls do not drop out of school due to pregnancy related issues. It is seen as a way to level the playing field for both boys and girls so that they have equal chances of competing for opportunities in life.

The school re-entry policy has been in existence in Zambia for almost two decades and due to its importance to the education of a girl child, a number of papers have been written and studies done related to the policy just to see how effective it is. These have covered numerous issues ranging from the implementation of the policy and its effectiveness to how the re-entrant copes with school life when they return. In the year 2000, the government of Zambia even reviewed the re-entry policy to make it more responsive to the needs of learners and stakeholders. In her study, Sitali (2009) revealed that stakeholders in the provision of education such as the school administrators who are at the core of ensuring the implementation of this policy in schools are trying hard to implement it but this is not easy as some stakeholders such as teachers, parents and pupils have not welcomed it. Not much recording about the perception that girls in secondary schools, teachers and parents hold towards the re-entry policy have been done. In addition, it is not known to what extent these stakeholders know the guidelines of the school re-entry policy. It is on this premise that this study was conducted to assess the perception of girls particularly in Kabwe and to evaluate the knowledge base of the key stakeholders about the school re-entry policy.

1.3 Purpose of the study

The purpose of the study was to establish the perception of parents, teachers and secondary school girls towards the re-entry policy and to ascertain their levels of knowledge of this policy.

1.4 Objectives of the study

The objectives of the study were to:

- i. Assess the perception of parents', teachers' and secondary school girls towards the re-entry policy.
- ii. Determine the knowledge level in parents, teachers and secondary school girls about the school re-entry policy.
- iii. Determine the influence that the re-entry policy has on the behaviour of girls in secondary schools.

1.5 Research questions

- i. What perception do parents', teachers' and secondary school girls' hold towards the re-entry policy?
- ii. What is the knowledge level of parents, teachers and secondary school girls about the re-entry policy?
- iii. To what extent has the re-entry policy influenced the behaviour of the girls in school?

1.6 Significance of the study

It is hoped that the findings of the study may be used to revise the policy so that it may be implemented all schools including the grant aided ones. Furthermore, the study may help secondary schools design counselling programs that will address girls' perception and attitude to help them make better choices as they pursue their education.

1.7 Limitation of the study

The study was a case of selected schools in Kabwe district making the sample too small to be generalised to all the secondary schools in Zambia. Apart from that, it is likely that some respondents were insincere when answering the questionnaire which may compromise the results. To address this problem, the researcher triangulated the methods of data collection so the data collected from the questionnaire validated the data collected from the interview.

1.8 Delimitation of the study

The study was narrowed in scope in that it was conducted in Kabwe district covering only five selected secondary schools which are all in Kabwe urban. This was so because there are no government run secondary schools in the rural part of Kabwe. Kabwe district is located about 140KM north of Lusaka on the Great North Road.

1.9 Definitions of operational terms

Policy - An explicit or implicit single decision or group of decisions made to initiate or retard action to guide implementation of ideas.

School re-entry policy - policy launched by the government which allows girls who fall pregnant while in school, to return to school after delivery.

Perception- the way in which something is regarded, understood or interpreted by an individual.

Attitude-tendency to respond to something basing on how one thinks or feels toward that thing or person.

Pregnancy- when a female is carrying another life in form of a foetus in their womb.

Teen pregnancy- pregnancy in adolescence while in school.

Prevalence- the behaviour that is common at a particular time.

Relationship with boys and or men- a possible sexual relationship between girls and boys or men.

1.10 Summary of the chapter

This chapter has dealt with the historical background to the study bringing out importance of educating a girl child in the development of a nation. It has also looked at the reasons that prompted the beginning of girl child education advocacy resulting in policies such as the school re-entry policy. Further, the chapter has described the methodology of the study running from the top of the process of the study as it was conducted to the end.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Literature review according to Schulze (2002) is a systematic, critical and a summary of existing works that are relevant to the research topic. This section of the study therefore, deals with detailed analyses of related works done internationally and locally on the subject. In order to achieve this, books, magazines and journal articles were consulted and carefully analyzed to yield the much needed literature which formed the basis for further discussions and comparison of trends. The purpose of this section was to learn from what other scholars have done on the topic and establish boundaries within which the current study could be placed.

Precisely, the section starts with the theoretical framework which helps in situating the study and continues to review the literature. The focus of the study is the knowledge levels of teachers, school girls and parents of the re-entry policy. The study also looks at the respondents perceptions towards the policy.

2.1 Theoretical Framework

This section provides a theoretical framework to aid us in understanding the concepts used in this study. According to Kombo (2011:56), the “theoretical framework is a collection of interrelated ideas based on theories.” It is the structure that supports the study like a foundation of a house which supports the structure. As such, a theoretical framework provides a rationale for predictions about relationships among variables of the study (Basavanthappa, 2007).

This study employed the liberal feminist theory to situate the study and highlight the main themes in the study. Gender equity policies that seek to integrate pregnant and former pregnant teenagers can be traced from agitation by the feminist activist scholars who called for gender equality in the education system. The Liberal Feminist theory can be explained as an individualistic form which concentrates on women having their equality through being responsible for their actions and choices (Brookes, 2008). On a similar note, Giddens (2001:692)

defines liberal feminist theory as a “theory that believes that gender inequality is produced by reduced access for women and girls to civil rights and allocation of social resources such as education and employment”. From the two definitions provided above, it can be noted that the liberal feminist theory acknowledges the existence of disparities in society that are gender related, but the onus is on the individuals affected to improve their situation. Theoretically, liberal feminism claims that gender differences are not based on biology and therefore that women and men are not all that different. Their only difference exists in procreation, and as such should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities however; this can only be achieved if the playing field for both men and women is leveled. The introduction of the school re-entry policy in Zambia can be seen as one of the many ways of leveling the playing field in the attainment of educational goals for boys and girls. This is so because girls who fall pregnant while in school are accorded another opportunity under this policy to return to school and pursue their education thereby widening the opportunities of competing with the boys in future favorably.

Mary Wollstonecraft (1759-1799) was one of the most influential women to advocate for feminism. As a social critic, she declared that both women and men were human beings endowed with inalienable rights to life, liberty and pursuit of happiness. She called for women to be educated and insisted that women should be free to enter business, pursue professional careers and vote if they wished to (Rosemarie, 1989).

The Liberal Feminist Theory is premised around a number of assumptions. These premises are based on the understanding that individual ignorance has contributed to gender prejudice. In order to address this prejudice the affected individual has to take action. Education is therefore seen as a variable that can be used to improve the situation. Liberal feminists are also concerned with equal rights and freedom of the individual. If there are to be reforms, such reforms have to be gradually introduced without upsetting the status quo. Liberal Feminists have moderate aims, their views do not radically challenge the existing values and as such they aim for gradual change in the political, economic and social system (Haralambos & Holborn, 2008). Gender disparities are therefore attributed to a number of factors. Such factors include culture and the way men and women are socialized within that culture. The other factors are closely related to the attitudes of the individual. All these can be changed through empowerment and education of

an individual. In essence, liberal feminism is for gradual reforms through advocacy for equal rights for all, and laws and policies that promote equality.

The theory underpins the current study in the sense that it highlights the fact that many inequalities between males and females are very prevalent in many sectors including the social sector where education is. Since education is considered as the main driver of change, the re-entry policy is very vital in bringing the much envisaged changes because it provides an avenue where females have to close the educational gap. Apart from that, the policy brings about positive discrimination, thereby providing a level playing field for girls to compete with their boy counterparts for opportunities. This ultimately helps to bridge the gender gap as girls who fall pregnant will still come back to pursue their education, in other words pregnancy in school is no longer a hindrance to completion of education with the re-entry policy in place. It is for this reason that the perceptions and knowledge levels of learners, teachers and parents altogether as major stakeholders matter in making the implementation of the re-entry policy a success and must therefore be established.

2.2 Historical overview

Across the globe, disparities in education between girls and boys continued to be on the increase and with time, the gaps either remained the same or even widened. This called for concerted efforts in putting up measures that would reverse the situation and provide increased opportunities for girls to meaningfully attain higher education completion levels as much as their boy counterparts. Owing to the fact that pregnancies were a major cause of girls to drop out of secondary school, allowing girls back into school after delivering was seen as the most workable way of leveling the playing field for both boys and girls in terms of their attainment of educational goals. Literature on studies pursued within and outside Zambia on the re-entry policy largely upholds the significance of this policy as a life-changing measure. It is largely agreed that the policy helps in bridging the gap between boys and girls in as far as education and employment opportunities are concerned more so that a direct correlation exists between education and employment.

As Adetunde & Akensina (2008) contended, the centrality of women's contribution to national development cannot be underestimated. Several studies have shown that an investment in girls'

education is an investment in the family, community and nation as a whole. Education, as emphasized, improves overall quality of life and the education of females is particularly associated with significant reductions in infant mortality and morbidity, improvement in family nutrition and health, lowering of fertility rates, improved chances of children's education, and increased opportunities for income earning in both wage and non-wage sectors (Kelly, 1999).

Globally, girls represent the majority of children out of school and face some of the biggest challenges in getting an education. It was noted that most out-of-school children (88 per cent) live in Africa and Asia (UNICEF, 2009). According to Forum for African Women Educationalists (FAWE, 1996) comparative data for Latin America, Asia and the Middle East indicate that both the gross primary and the secondary enrolment ratios were significantly lower in sub-Saharan African region than in developed regions. It explains further that as many as 36million girls in sub-Saharan Africa are missing from school, and those who gain access to education are often poorly served. The introduction of the re-entry policy in the education systems of many African countries was one way to address the low ratios of girls in schools.

For a long time, girls in Zambia had been marginalized and discriminated against in so far as access to education was concerned. This could be seen in the areas of access, progression and completion where girls fared far below their male counterparts. As advanced by Mwansa (1997), at independence, the gap that existed between girls and boys who accessed education was extremely wide. Many factors were attributed to this state of affairs and ranged from traditional factors where girls were seen as baby sitters and took up quasi-motherly roles, to economic factors. The situation was also somehow exacerbated by a long history of colonial domination with very few women figure-heads to have excelled educationally. The continued gap between boys and girls was a cause for concern.

With heightened calls and conventions such as the Education for All (EFA), the movement for inclusion and striking a gender balance became even stronger hence, the implementation of the re-entry policy in Zambia. Regarding the extent to which the policy is understood and the manner it is perceived is what the study addressed. Despite the timely introduction of the policy, it had continued to be observed that a good number of girls who fell pregnant did not return to school. From the foregoing, the researcher has not come across any study that sought to evaluate issues of knowledge levels, perceptions and the impact the policy had on girls' behavior in school. This is the identified gap which the current study sought to fill.

2.3 Knowledge levels in parents, teachers and secondary school girls of the re-entry policy

Since the introduction of the re-entry policy, studies have shown that many stakeholders including Government, NGOs, and some individuals have been involved in these campaigns to advance the cause for the girl-child and women education in Zambia. The condemning label that was tagged to pregnant school girl then has been seen to have diminished. The progress that has been made in Zambian schools regarding access and retention of the girl-child following country-wide campaigns has been quite resounding. This can be attributed to increased awareness of the existence of the re-entry policy among the various stakeholders. However, according to Omwancha (2012), international literature on inclusive policies indicates that for government interventions in education to be sustained and to bring about positive changes, it is important to involve all the stakeholders in education. The understanding of these circumstances or causes of gender inequity would be crucial in gaining support for policies in education meant to bring about inclusive education. This could allow a diversity of stakeholders' voices to be heard and be incorporated in policy formulation and implementation, in Africa; policy responses to teenage pregnancy have not involved all stakeholders. This has often led to a lack of local support or resistance to policy implementation. In addition to lack of involvement in the formulation of the policy on the part of some stakeholders, their knowledge levels and perceptions are very important to the success of the implementation. On the other hand, Runhare & Vanderyar (2012) from the study conducted in South Africa, contend that one reason for ineffective policy implementation is the inadequate knowledge and appreciation of the inclusive education policy (re-entry) of pregnant teenagers in regular schools.

In an evaluation report on the process and design of the re-entry policy in Zambia, Mwansa (2011) reported that out of 128 informants at national, school levels and civil society organizations, all (100%) reported that they knew of the policy and were able to clearly articulate what it entailed. It was noted that the modes of learning about the policy were largely three and these included; circulars, hearing from friends and through the radio. Contrary to this assertion, Runhare & Vandeyar (2012), indicated that stakeholders at both community and school level had not been informed about the policy guidelines of the re-entry policy in regular schools. This is evidenced in the response that one of the teachers gave, *"I do not know whether there is a policy or not because I have not seen, but it is said that the girls who are pregnant but be allowed back to school. I think we are implementing it since they are not expelled like before"*.

Chiwele (2012) reports that high illiteracy rates in Zambia of about 60% among women and the continuous problem of high school dropouts among girls due to pregnancies were seen as indicators of low knowledge levels about the re-entry policy. The extent of the problem of dropping out of school is emphasized by the Ministry's Educational Statistical Bulletin (2012:37) which noted that the country recorded 2,096 teenage pregnancies among girls from secondary schools and only 1,086 (i.e. 51.8%) girls were re-admitted into schools after delivery. This entails that 1,010 (i.e. 48.2%) girls who got pregnant while in school did not get back into school after delivery. This paints a picture that the knowledge levels of the stakeholders were very low. As Chiwele (2012) further contended, where peoples' knowledge levels are high, the impact of the policy is seen by considering the adherence levels to it (the policy). Non adherence translates to lack of knowledge and interest.

2.4 Perceptions of parents, teachers and secondary school girls about the re-entry policy

A study conducted by Hakoma (2014) in Mazabuka in Zambia where he was comparatively evaluating the perceptions and attitudes of teachers in public and private secondary schools regarding the re-entry policy did state that both negative and positive perceptions existed. However, negative perceptions dominated among the majority of respondents from both types of school. The difference in perceptions and attitude among teachers in public and private secondary schools regarding the re-entry policy in this study was minimal. In spite of the numerous gains that came with the policy, it remains puzzling as to why teachers' perceptions about the policy were largely non-affirmative in this particular study. Perhaps, their views were largely attached to the aspect of morality, but beyond that, it would have been presumed that teachers would have been more supportive than any other group of people owing to their position and knowledge.

Further, Mbagu (2013) in his evaluation report on the status of the re-entry policy in Zambia was in agreement and amplified on this point that education administrators, teachers and the general public's negative perceptions were linked to the purported abuse of the policy by the girls. People generally assert that the policy is being abused with impunity. This study does not assess the knowledge levels of these mentioned stakeholders about the re-entry which makes it difficult to conclusively evaluate their perceptions. Additionally, specific perceptions of parents and girl

pupils have not been addressed. However, this has been challenged by education officials and institutions like FAWEZA who have outlined that there are many benefits accruing from the policy which outweigh the disadvantages.

Chunga (2014) conducted a study in Ndola in which she explored mothering and schooling experiences of pregnant returnee girls. In her study, she targeted various stakeholders amongst them parents of the returnee girls. From the findings, the re-entry policy was generally appreciated and seen to be working in favor of girls who otherwise would have fallen out of the education system due to pregnancy. The emphasis on the goodness of the policy by the parents, who ‘felt the pinch,’ is highlighted here.

“Supporting the girls’ return to school does not mean endorsing their behavior, but helping out girls that have fallen out of the safety net.”

Moreover, others who saw it as a good policy observed that it contributed to the reduction of abortions among school going girls. Although it is not easy to determine this because abortion is illegal in Zambia, and also privately done, it was nonetheless consistently upheld in the study that the policy was well intended by the parents. However, this study does not show how much knowledge these parents have of the re-entry policy in terms of its specific provisions, the gap which should be filled.

Mwansa (2011) in her study meant to evaluate the process used to design and implement the re-entry policy in Zambia considered views of various stakeholders as well. She used interviews to obtain responses. It was reported that the views of the girls converged with others who included; head teachers, teachers, and the church. Both categories of girls interviewed stated that the policy was good although it did not address most of their concerns. When asked what their concerns were, adolescent schoolgirl mothers reported that the policy should have spelt out the need for providing counseling sessions to those who returned. They reported that while at school, they felt stigmatized by their friends and teachers through derogatory remarks such as addressing them by their children’s names: “Bana Mary (Mother of Mary), aunt Lucy etc.” and this made them feel very uncomfortable. It was the view of most of the pupils that the Ministry of Education was doing very little to enforce the implementation of the policy and ensure that girls who returned to school were protected from verbal abuse by the teachers and fellow learners.

Chunga (2014) in her study conducted in Ndola, Zambia on mothering and schooling experiences of pregnant returnee girls in secondary school further pointed out negative perceptions of some educators. It was noted that the presence of these (re-entrants) girls in school was not desirable. This was because their presence in school was an indication of sexual permissiveness, where the girls could get pregnant and still come back to school. Therefore, school was portrayed as losing its sexual sanctity and control on the morality of the children by allowing them to come back. It was reported that the policy implied loss of moral values, but also the epidemic nature of the pregnancy incidences, to the extent of finding such cases in the school premises. From this data, resistance on the part of some teachers was clear despite schools being places in which the policy should be implemented and its provisions realized.

Largely, the presence of morality perceptions that are judgmental in nature continue to exclude a lot of girls. Therefore, bringing the girls back to school was seen to be promoting sexual anarchy and hooliganism in school. The girls are, therefore, constructed as deviants who should not be allowed in school as they can compromise morals of other children and generally discipline in schools. A survey conducted in Uganda on the re-entry the of pregnant in primary and secondary schools in Uganda revealed that some of the teachers were of the view that retention of pregnant girls in school was not a good idea as the bad influence of the pregnant girls spreads to the rest of the girls who may be innocent but begin to think that it is alright to be pregnant while in school (UNICEF, 2011). Wekesa (2010) noted in her studies conducted in Kenya which looked at bending the private-public gender norms and negotiating schooling for young mothers from low-income households. She was of the view that some parents saw schooling only as an experience for children and pregnancy therefore, served as a sharp departure from childhood and sent a clear message to society that the schoolgirls were no longer children as they had now taken on the adult roles of motherhood.

Chunga (2014) further cited the concerns of some learners which also seems negative. Some pupils were of the view that owing to the fact that pregnancy is unacceptable in school, and therefore, a re-entrant will not only feel out of place when they are in school but will also experience the same mockery from the people around. Much as the girls are perceived to be in school physically, their effective learning is greatly influenced by the reactions of the people around them.

Chilisa (2002) further reporting on his study in Botswana amplifies on negative perceptions by reporting that the mothering teen body in school is seen as a problem, with her physiological and reproductive function emphasized as undesirable in a public space of the school. Coupled with other negative comments on the girls like, '*go and feed your baby*', it is evident that the presence of these girls and their 'maternal flows' in the school space is not desirable. Thus, the re-entry girls are internally excluded from this school space not just on the basis of gender but also sexuality and the roles ascribed to motherhood. Moreover, there was strong advocacy for their spatial separation from the other students, which in a way is discriminatory (Chigona & Chetty, 2008). However, the findings in the Botswana study are not categorical on the type of schools where the teachers were drawn from. Additionally, the teachers who were mentioned to have negative perceptions were not disaggregated by sex, age, and marital status, level of education and years of teaching experience. The current study has however has segregated the teachers according to age, sex and level of experience to establish their bearing on the responses. For instance, it is envisioned that the female teachers would be more supportive of the policy than the male because of their gender bias. Similarly, it was envisioned that the highly educated would show more knowledge of the policy.

Furthermore, Marashetty (2003) reports on a study done in Barbados that parents also generally had a negative perception on the re-entry policy because they believed that allowing the teen mothers to re-enter the classroom would impact negatively on other children, who would see being pregnant to be a small issue as another chance was provided. Thus, making education inclusive tends to be a very difficult amidst such differing views and perceptions.

Onyeka, et al. (2011) conducted an evaluation of efforts of secondary schools in Nigeria to ascertain students' reactions on the re-entry policy. The evaluation indicated that 43% of secondary schools were not in favor of the policy whereas 37% were in favor but was of the view that returning girls should continue their education in a different school. It can therefore, be noted that despite the affirmation to the policy, there were still some conditions attached to the returning girls. Perhaps it was such stigma and discrimination that prevented the majority of girls from returning to school after delivering.

Similarly, Banda (2003) reported that for Malawi, the situation was not any different because of the stigma and sometimes the hostile environment to which girl mothers had to return. As a

result, some parents and guardians preferred to have their daughters re-admitted to different schools or completely withdrawn. Clearly, arising from such perceptions, there was still more work to be done that needed to change people's perceptions about girls returning to school after delivery. Without doubt, such factors made re-admission rates for girls in many countries like Botswana, Malawi and Zambia to be lower than what was expected.

In his report dubbed 'keeping girls in school,' Sifuniso (2000) highlights the fact that the situation has not entirely been a gloomy one. From various efforts that have been put in place by different stakeholders using the re-entry policy, it has been reported that there are many girls that have taken advantage of the policy and have returned to school. Despite some stakeholders having been pessimistic, there are some that have taken the policy seriously and are determined to beat all odds and provide a second chance to the young mothers to excel in their education. Ahikire & Mandanda (2011) quoted an overly determined parent who believed in the re-entry policy.

"I am happy for my daughter for coming from labour alive at her age. I will support her education and the baby. This cannot kill her dream." Ms. Kajoina said.

This provides sufficient evidence that some parents understood the intention of the re-entry policy and saw pregnancy as a slight hindrance of their children's education journey. The above case represent some positive change at school level, some level of considerable accommodative approach, which is different from say, the last few years where a girl becoming pregnant was a total outcast.

Sitali, (2009) in her study conducted in Kabwe where she was looking at the effectiveness of the policy in high schools quoted one of her respondents, a school administrator that, 'To some extent, the policy encourages other girls to fall pregnant after all they know they will come back to school'. This is an indication that the policy is still viewed as problematic in some quarters of society some people think that the present form of the policy does encourage promiscuity in school. We may not know how much this particular respondent know about the re-entry policy as the researcher did not ask them to spell out the specific guidelines. What was coming out is that the respondents were aware of the policy.

A survey conducted in Uganda by UNICEF (2011) revealed that some teachers' views on the retention of pregnant girls to school had bad influence which would spread to the rest of the girls in school thereby making them fail to concentrate on school work. In a similar manner, most of the parents thought that pregnant girls in school are a bad example to the rest and that the school system cannot accommodate them. This is an indication that the idea of pregnant girls returning to school has not been wholly accepted by some stakeholders in Uganda. This borders on the perceptions that these stakeholders hold and their knowledge base of the re-entry policy.

2.5 Influence of the re-entry policy on the behavior of girls

In recent years, despite deliberate stop-gap measures like the introduction of the re-entry policy, there has been an increase in the number of pregnancies among school-going girls. According to Namuunda & Mumbuna (2010), between 2002 and 2008, there had been an increase in the number of school girls who fell pregnant; from 765 to 1,566 in 2008 at High school level. MOESVTEE (2013) further reported that the country recorded 2,096 teenage pregnancies among girls from secondary schools and only 1,086 (i.e. 51.8%) girls were re-admitted into schools after delivery. These statistics are quite worrying if they have to be translated into the effectiveness of the policy and the manner in which it is impacting the behavior of learners. It could be noted that the situation is still very rife and this far, its influence on girl education remains minimal if any. Namuunda & Mumbuna (2010) further advanced that although the implementation of the re-entry policy has shown some positive impact, to the extent that, over the years, there were more girls at high school who returned to school after giving birth, there were still challenges that were experienced and subsequently affected the extent to which girls were taking advantage of this policy. From the above, it would be reported that for the policy to maximally yield its intended objectives, there was still more work to be done in such areas as increased sensitization, reaching comprehensive counseling where the benefits of re-entering school are highlighted. Such avenues can surely increase knowledge levels and influence learners more positively. However, research has shown that counseling in schools is not as effective as it should be therefore issues to sex health of teenagers in school is not effectively dealt with. A research conducted by Brigman, (2002) revealed that school counselors often spend time performing clerical duties carrying out administrative tasks and being totally responsible for management and assessment works. Consequently, they have limited time to provide all types of counseling services to pupils.

Additionally, Maluwa-Banda (1998) revealed that Malawian school counselors perceived that school guidance and counseling services being offered in Malawi were weak and had little impact, if any, on the pupils.

Ahikire & Mandanda (2011) in their study conducted in Uganda reported that cultural barriers had a huge impact on the perceptions of girls. It was noted that for educators, it was really hard to tell the situation because a number of girls who got pregnant ran away from school to other places or districts and seldom went back to school. This affected the progression and completion rates. It was reported that by 2011, the completion rate for girls was 11% and the dropout rate for girls was still as high as 89% (Ahikire & Mandanda, 2011). It can be inferred from the data above that the situation for many girls was a worrisome one. It is evident that the introduction of the policy did very little to alter the cultural perceptions of the people and made going back to school very problematic for the girls because their society did not support it.

Chunga (2014) in a similar vein postulated that although they (girls) are demonized and pushed to the periphery of the school and society, these girls also engage with their context, and make decisions to forge a better future not just for themselves, but their babies. Asked on how they view themselves as parenting girls in school, most of them refer to it as a mistake and a disruption that had brought out many challenges for them. Chunga (2014) quoted one girl who stated;

“Yes, I feel bad, it was a mistake, but it happened. I think now I just need to concentrate, in the hope that when I finish school things can change for the better. My focus is to change life for the better so that even my child can have a good life.”

Therefore, the girls (re-entrant) do not justify their action of falling pregnant, but present it as a mistake, something regrettable but nothing in their power to reverse, but they endeavor to do something about it. It is in this case that the policy has been a good intervention. Yet, when they return to school, they still face many challenges that push them to the margins, when for them; school is one solution that can help ameliorate their circumstances. In fact, contrary to most of the public perceptions, all child participants and parents applaud the policy.

2.6 Summary of the chapter

This chapter dealt with the literature review where detailed analyses of studies done within and outside Zambia were done. The section also looked at the theoretical framework to consider the views of other scholars and essentially, the liberal feminist theory helped in situating the study bringing out the importance of the re-entry policy in achieving what was intended by liberal feminism. Although a substantive body of literature exists on the introduction of the re-entry policy and its benefits, there is no established documented information concerning perceptions among the various stakeholders regarding the re-entry policy especially in Zambia. And from the various studies looked at above, the knowledge levels among stakeholders, especially teachers, parents and school girls themselves, about the re-entry policy has not been dealt with exclusively thereby creating a knowledge gap. The knowledge levels in this case entail knowledge about the specific policy guidelines. For this researcher, perceptions held by these stakeholders towards the policy are very important to the achievement of effective implementation of this policy because perception will bring about either acceptance or rejection of the policy depending on whether they are positive or negative.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This section describes the research design that was employed in this study .It also looks at the target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical issues that were considered.

3.1 Research Design

According to McCaig (2010), a research design is an overarching strategy for unearthing useful answers to research problems. This entails that a specific problem will attract the use of a type of research design that will address that specific problem. Therefore the researcher found it fit to use a descriptive survey design in conducting this research. Bless and Achola (1988) define a descriptive survey design as a mode of collecting information by interviewing or administering a questionnaire to a sample of individuals. Since the research sought to collect information about the respondents' opinions on the topic at hand, the descriptive research design was ideal. This design makes extensive use of primary data such that its use in this study privileges the voices of young girls and considers their views alongside those of their teachers and parents so as to analyse their perceptions of the re-entry policy in relation to the girl's behaviour. The study used both quantitative and qualitative methods of data collection. In this case, the questionnaire and interviews were employed to collect data which validated each other and this is referred to as triangulation. It is a methodological rule that should be used in every investigation (Denzin, 1978). This is so because as a strategy it provides ways of capturing information by one method which could not be done by another thereby handling the matter at hand in a more holistic manner.

3.2 Target Population

A research population is generally a large collection of individuals or objects that are the main focus of scientific inquiry. Research is done for the benefit of the populations but because populations are very large sizes, it becomes practically impossible for researchers to test every

individual in the population due to the fact that it is not only too expensive but may be time consuming. Therefore researchers have to rely on sampling (Jaeger, 1997).

The population of the study comprised all secondary school girls, teachers and parents in Kabwe district.

3.3 Sample size

Schulze (2002, p. 13) defines a sample as “an element that is, a smaller group of a target population that is selected for the inclusion in the study”. As already stated, it is impractical to conduct a survey on the entire target population, hence the sample is drawn that is representative, and the characters included in the sample display the same characteristics as that of a target population.

The sample for this study consisted of 156 respondents comprising 91 secondary school girls ranging from grade eight through to twelve, 45 teachers and 20 parents. The sample was drawn from five schools while parents were drawn from the areas surrounding the sampled schools of Kabwe district.

3.3.1 Respondents’ characteristics

Table 3.3.1: Characteristics of respondents

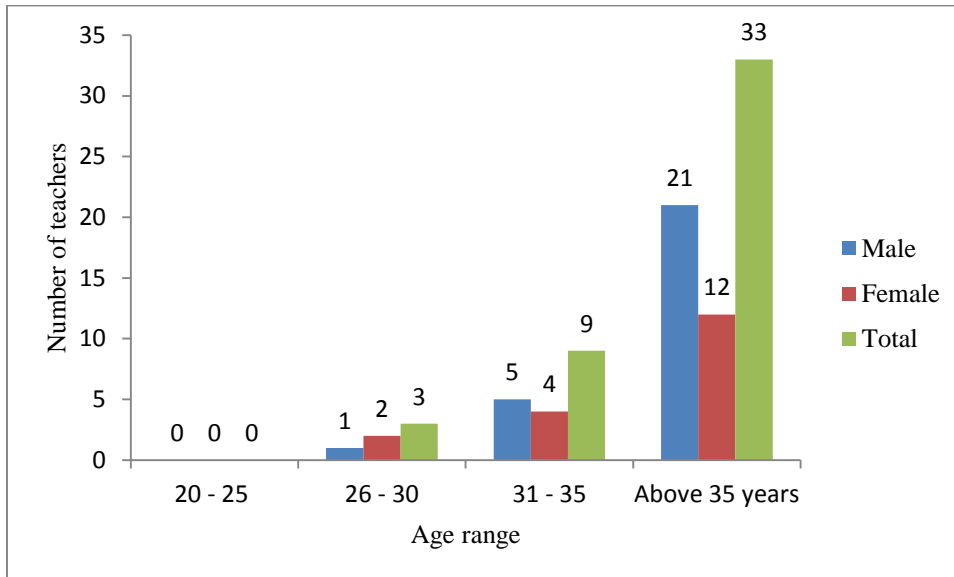
Type of Respondent	Gender		Re-entrants	Total
	Male	Female		
Teacher	26	19	-	45
Parent	4	16	-	20
Pupil	-	86	5	91
Total	30	126		156

The table above shows that there were 45 teachers who participated in this study. Of these 26 (57.8%) were males and 19 (42.2%) were females. There were 20 parents and 16 of them were female. There were 91 girls of which 5 were re-entrants.

Age of teachers

As regards the ages of teachers, Figure 3.3.1 below shows the distributions according to gender.

Figure 3.3.2: Age range of teachers (n = 45)



As can be seen from figure 3.3.2 above, the majority of the teachers were of the age of above 35 years that is 33 out of the 45 out of which 21 were males. There were no teachers that were of the age between 20 and 25.

Length of service in the teaching profession

Teachers were asked to indicate for how long they have been in the teaching profession. Their responses were as shown in Table 3.3.2.

Table 3.3.2: Length in the teaching service

Length of service (in years)	Gender		Total
	Male	Female	
Less than 5	1	4	5
6 – 10	7	7	14
11 – 20	13	6	19
Above 20	5	2	7
Total	26	19	45

With regards to the length of service, most of the teachers, 19 (42.2%) indicated that they had been in the teaching profession for a period of between 11 to 20 years. This was followed by 14 (31.1%) of the teachers who said that they have been in the teaching profession for a period of between 6 to 10 years.

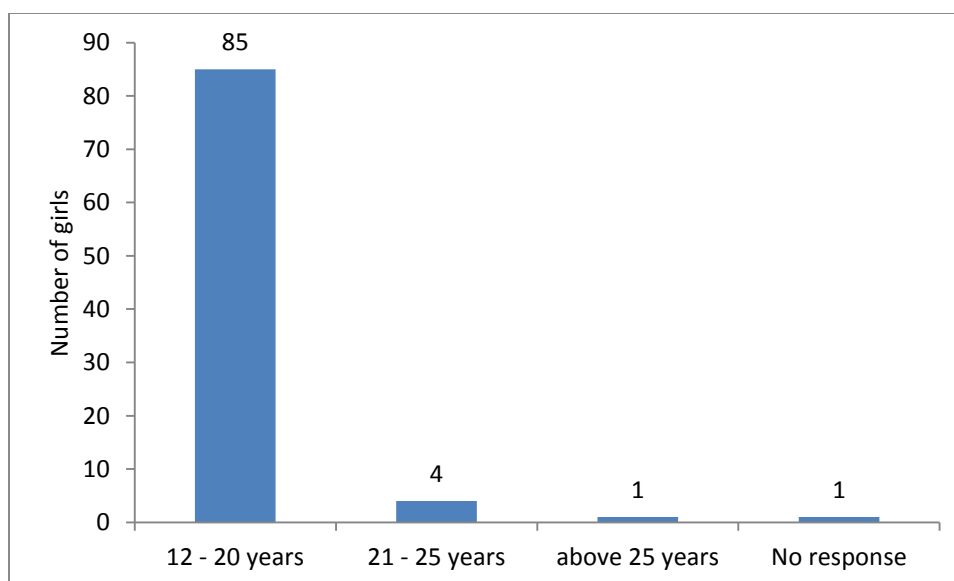
Highest professional qualification

Teachers under study were asked to indicate their highest professional qualifications. Table 3.3 below show their responses.

Table 3.3.3: Teachers' highest professional qualification

Highest qualification	Gender		Total
	Male	Female	
Certificate	1	-	1
Diploma	12	7	19
Degree	12	12	24
Master's degree	1	-	1
Total	26	19	45

Figure 3.3.2: Age of pupils (n = 91)

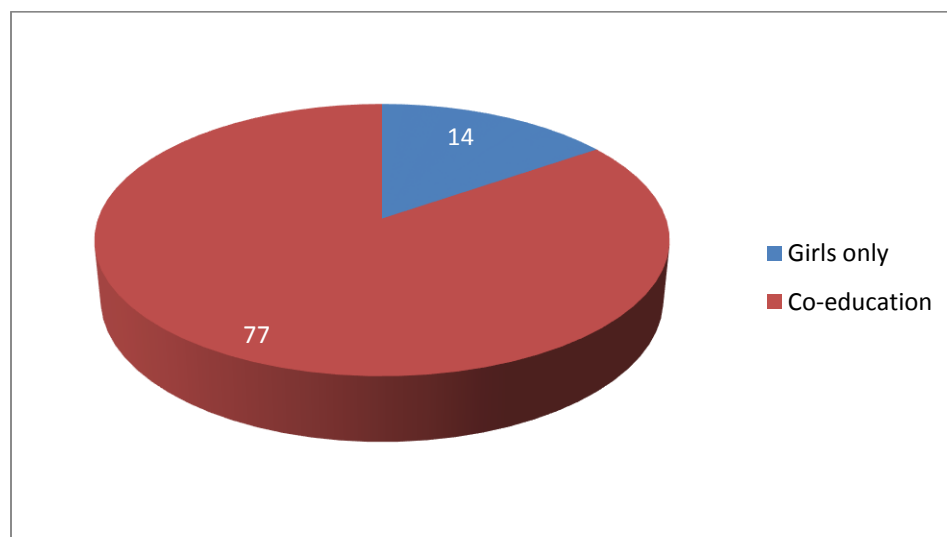


The figure above shows that the majority of the pupils, 85 (93.4%) were aged between 12 and 20 years old. This was followed by 4 (4.4%) of them who indicated that they were in the age range of between 21 and 25 years old.

Type of school pupil was attending

Pupils were asked to indicate the type of school they were attending. Figure below shows the types of schools pupils were attending.

Figure 3.3.3: Type of school (n = 91)



The figure shows that the majority of the pupils, 77 (84.6%) indicated that they were in co-education schools while 14 (15.4%) said that they were in the girls only school.

Grade level of the pupils

As regards the grade level of the pupils, the table below shows their responses.

Table 3.3.4: Grade level of pupils

Grade level	Frequency	Percent
Grade 8	8	8.8
Grade 9	18	19.8
Grade 10	24	26.4
Grade 11	40	43.9
Grade 12	1	1.1
Total	91	100.0

As can be seen from the table above, the majority, 40 (43.9%) of the pupils indicated that they were doing grade 11 followed by 24 (26.4%) who said that they were in grade 10. The least represented were those who indicated that they were doing grade 12.

3.4 Sampling procedures

Kombo and Tromp (2006) consider sampling to be the procedure a researcher uses to gather objects of the study; in this case, objects can be people, places or things to study.

The study employed both probability and non-probability sampling designs. In selecting schools and pupils in some schools, purposive sampling was used while snowball sampling was used to select parents who took part in the study. Simple random sampling was used to select teachers and girls at Raphael Kombe secondary because it's a girls' school. The power of Random sampling procedure provides each member of the population an equal opportunity of being included in the sample (Bless & Achola, 1988).

3.5 Research instruments

In this research, structured questionnaires, interview guide were used to collect data. A questionnaire is described by Gillham (2008) as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In addition, Peterson (2006) argues that a questionnaire enables quantitative data to be collected in a standardized way so that the data is internally consistent and coherent for analysis. A questionnaire was used to collect data from teachers and pupils. This instrument was used in order to ascertain the awareness of the policy in the respondents while an interview schedule was used on teachers responsible for the re-entry policy in these schools as well as some girls. The interview guide was used in order to get the details of their knowledge about the provisions of the policy so that the responses could substantiate the ones from the questionnaires.

3.6 Pilot study

A pilot study is mini-version of a full-scale study or a trial run in preparation for the complete study. According to Baker (1994), a pilot study tries out all research techniques and methods including instructions which the researcher has in mind to see how well they will work in

practice. The basic purpose of a pilot study is to determine how the design of the study can be improved and to identify flaws in the measuring instrument.

In this study, two questionnaires designed for teachers and pupils were pilot tested in one secondary school in Kabwe district. Pupils and teachers were randomly drawn from the population considered in the study. The researcher personally administered the questionnaires to teachers and pupils. The participants were informed that the researcher was conducting a pilot test of the instruments and that all responses were going to be treated with utmost confidentiality.

The respondents were requested to provide a feedback to the researcher on any difficulty they had with items in the questionnaire. The pilot test among other things focused on finding out ambiguous or poorly worded items. After the pilot test, some amendments were made to the questionnaire items. The questionnaires were amended according to the responses and how the researcher saw it fit. It was also observed that some questions were not well understood by some respondents. Such questions were rephrased to make them clearer. Questions that were soliciting similar responses were also detected and corrected accordingly. This exercise was very important as it opened the researcher's eyes to focus on vital information soliciting questions. Pupils and teachers, who participated in the pilot study, were not included in the main study.

3.7 Data collection procedure

The researcher sought permission from the DEBS Kabwe district who introduced the researcher to the heads of the sampled schools. The researcher distributed a consent form and questionnaires to the respondents who were sampled and willing to complete them. Enough time was given to the respondents so that they could complete the questionnaires, after which the researcher collected the questionnaires. After collecting the questionnaires, the researcher randomly selected four pupils and one teacher at each secondary school so that they could take part one on one interview. The researcher then went outside the school premises to look for the parents to take part in the focus group discussion. Focus group discussion was used to collect information from parents. Mount (2003, p. 14) defines a focus group interview as “a purposive discussion of a specific topic or a set of related topics by eight or twelve individuals with similar backgrounds and common interest.” On the other hand, Kruegar & Casey (2000) view focus group discussion as a way of promoting self-disclosure in respondents and also to know what

they are thinking and feeling about the topic at hand. Therefore, the researcher used focus group discussion in this study to obtain in-depth information, perceptions, and ideas of parents about the re-entry policy and its possible influence on the secondary school girls' behaviour.

During these discussions, the researcher moderated all discussions and used a voice recorder so that, the flow of the discussions could not be disturbed. The recorded discussions were later transcribed and analysed.

3.8 Data Analysis

McCaig (2010, P. 45) describes data analysis as “a process that involves organising what you have seen, heard and read, so that you can make sense of what you have learnt.” On the other hand, Patton (2002) states that a data analyst has an obligation to monitor and report their procedures. Which means as one observes the process; one should be able to report on the analytical process by transforming data into information insights and knowledge.

The data for this study was analysed both quantitatively and qualitatively. The quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) computer software to generate tables of frequencies and percentages which were used in describing distributions of the responses. Qualitative data was analysed by coding and grouping the emerging themes. Coding is an interpretative technique that both organises the data and provides a means to introduce the interpretations (Denzin, 2005).

3.9 Ethical Considerations

The researcher is aware of ethical issues in research as such paid particular attention before commencing this study. Before collecting data from the respondents, the researcher explained to all the respondents that the information that was to be collected would be used for only academic purposes and that the information that would be kept strictly confidential. Therefore, pseudo names were used in the current study to uphold the actual identities of the sites. MK1, BW1, CBA, KLG, RAP were used to represent the five schools under study.

Additionally, consent was sought from all the respondents and their participation was voluntary. Mugema & Mugende (2003) argue that awareness of ethical issues protects the integrity of the people involved in the research, some of whom may not be able to represent themselves in the

event of being misrepresented and also protecting the integrity of the researcher and ensure authentic results.

3.10 Summary of the chapter

This chapter has presented the methodology used in this research in terms of research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical issues as considered in the study. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

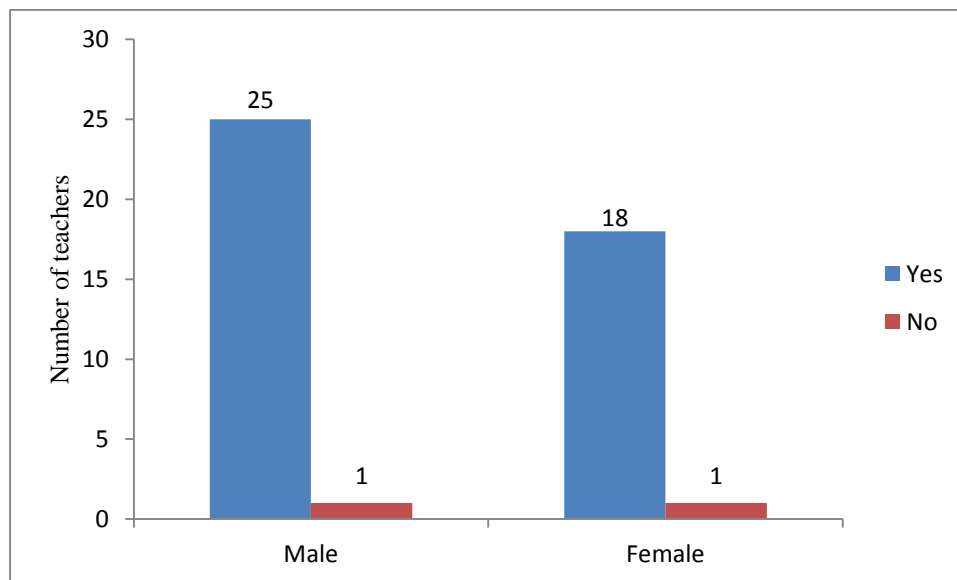
4.0 Overview

This chapter presents the findings of the study. The findings are presented according to the objectives of the study. The objectives of the study were to: determine the knowledge levels in teachers, secondary school girls and parents about the school re-entry policy; assess parents, teachers and secondary school girls' perception toward the re-entry policy; determine the influence that the re-entry policy may have on the behaviour of girls in secondary school.

4.1 Knowledge about the Re-entry policy by the teachers

Teachers were asked to state whether they knew what the school Re-entry policy was. The figure below shows their responses.

Figure 4.1:1 Teachers' knowledge of the Re-entry policy (n = 45)



As can be seen from above the majority 25 (55.6%) of male teachers and 18 (40.0%) female teachers said that they had knowledge of the Re-entry policy. Only a small percentage (2.2%) of both male and female teachers portrayed ignorance of the Re-entry policy.

Further, teachers were asked to indicate how they got to know about the Re-entry policy. The figure below illustrates their responses.

Figure 4.1.2: How teachers got to know about the Re-entry policy (n = 45)

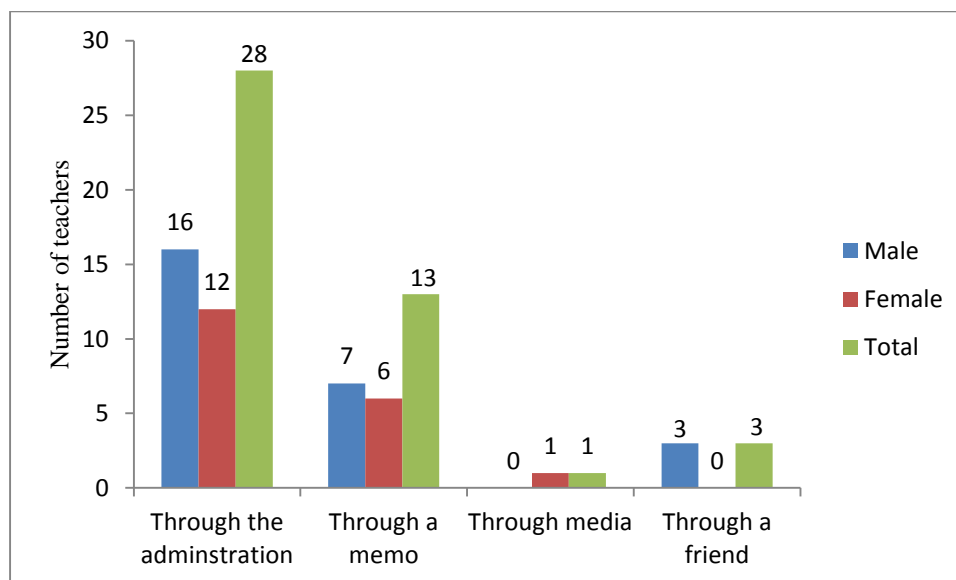


Figure 4.1.2 shows that majority of the teachers, 28 (62.2%) said that they came to know about the Re-entry policy through the school administration. This was followed by 9 (18.9%) of the teachers who said that they came to know about the Re-entry policy through the media. The rest of their reactions to this issue were as shown in the figure.

In an interview with a female teacher, a degree holder and responsible for implementing the re-entry policy at MK1 Secondary school, the following emerged. The teacher in-charge was asked to state if she had any knowledge about the Re-entry policy. She responded thus:

I have the knowledge but do not know the exact provisions of the policy, for instance the duration for leave

The teacher further indicated that she came to learn about the policy when she was at college

At CBA Secondary school, a female teacher (with a degree) in the Careers Office and in-charge of the Re-entry policy had this to say on her knowledge levels of the policy:

I know the provisions of the policy but I do not know the exact duration for leave.

When asked how she came to know about the policy, she said that she knew about it while at college as well as from the school administration.

At KLG Secondary School, a female teacher who is a degree holder and also a Careers guidance Officer in the school has been handling the Re-entry policy issues since 2011. She said:

I have knowledge about the Re-entry policy and also the exact duration for leave that is granted to the pregnant teen.

When the researcher asked her on how she came to know about the policy she said:

I came to know about the policy through the Forum for African Women Educationalists of Zambia (FAWEZA) since I was one of the initiators of this policy

An interview at RAP Secondary School with a male teacher, a diploma holder in the Careers Office and has been handling issues pertaining to the Re-entry policy since 2012 had this to say on his knowledge levels on the policy:

I have the knowledge about the Re-entry policy but I do not know the exact duration for maternity leave availed to the teen mother.

He further stated that he came to acquire the knowledge on this policy through the media and school administration.

At BW1 Secondary School, a female teacher and a degree holder who has been handling the Re-entry policy related issues since 2009 said the following on her knowledge levels of the Re-entry policy:

I have the knowledge about the policy but I do not know the exact duration for the leave and I don't have the handbook for the policy

so my implementation is purely based on what I have heard from my administration.

As regards to how she came to know about the policy, she said that she came to know about this policy through the school administration.

In the focus group discussion with the parents, almost all of them said they had an idea of what the re-entry policy is all about but were quick to mention that they did not know all its provisions and when the policy was introduced. One male parent said,

I only started hearing about this law of going back to school after pregnancy in the last five years and it is during this period that we have seen many pregnancies in schools, girls are going about shamelessly with their bellies in uniforms, to me, this policy has a lot to do with the increase in pregnancies in schools.

Two of the parents expressed ignorance about the existence of the school re-entry policy citing that what they have seen is that some girls still go to school while they are pregnant. One of these two said,

I am surprised that this is a national policy. Whenever I see pregnant girls in school, I used to think that only some schools can allow such a thing. Then there is no doubt that this law has contributed to the increase in pregnancies in schools, its like the government is allowing the pupils to be promiscuous.

Teachers were asked whether the school was implementing the Re-entry policy

From the questionnaires, teachers were asked to state whether their respective schools were implementing the policy. All the male teachers 26 (100.0%) and female teachers, 19 (100.0%) who participated in the study indicated that their respective schools were implementing the Re-entry policy. Further, the teachers were asked to explain their responses. Table below shows their responses.

Table 4.1.1: Indicators showing that the schools were implementing the policy

Indicators	Gender		Total
	Male	Female	
Girls who fall pregnant are given maternity leave to look after their newly born and re-admitted into school after a year	5	6	11
Girls are re-admitted in the grade they fell pregnant after one year	20	11	31
Through FAWEZA the school sensitizes pupils about the re-entry policy and many of them come back after delivery	1	1	2
No response	-	1	1
Total	26	19	45

The table above shows how the teachers knew that their schools were implementing the policy and the findings show that the majority of both male and female teachers, 31 (68.9%) said that proof that their respective schools were implementing the policy was that “Girls are re-admitted in the grade they fell pregnant after a year”. Of these, 20 (44.4%) were males and 11 (24.4%) were female. Further, 5 (11.1%) male teachers and 6 (13.3%) female teachers said “Girls who fall pregnant are given maternity leave to look after their newly born and re-admitted into school after a year”.

Table 4.1.2: Period after which teen mothers were allowed to return to school

Period	Gender		Total
	Male	Female	
6 months after delivery	6	5	11
When the infant is weaned	6	5	11
Any time the teen mother is ready	7	6	13
I don't know	7	3	10
Total	26	19	45

The table above shows that most of the teachers were of the view that the teen mothers were allowed back into school at any time the teen mother was ready to do so. Of these respondents, 7

(15.6%) were males while 6 (13.3%) were female. However, 11 (24.4%) of the teachers indicated that the teen mother should be allowed back to school when the infant is weaned. Then 11(24.4%) of them said that they should return six months after delivery and 10 indicated ignorance about what was asked.

Implementation practices of the Re-entry Policy in Schools

Teachers were required to narrate how their respective schools were implementing the policy. The study revealed variations in institutional practices regarding implementation of the re-entry policy.

At MK1 Secondary School, the teachers responsible for the Re-entry related issues said:

When the girl is 6 months pregnant, she is given leave and should strictly come back to school after the baby reaches two (2) years of age.

At CBA Secondary School, the careers and guidance office has been given the mandate to deal with the re-entry policy. One of the teachers' in-charge of the Re-entry policy had this to say on the implementation of the policy:

Normally leave is given to girls when they are seven months pregnant but sometimes they are advised to fill in the leave forms when begin to feel tired, to return to school after delivery when the child is one (1) year old.

She furthermore said:

Sometimes some girls just sneak out when they discover that they are pregnant and only return after delivery as if nothing had happened to them. In such cases, the school does nothing about such girls due to lack of evidence.

At KLG Secondary School, the in-charge of the Re-entry policy issues narrated thus:

When pregnancy begins to show, the girl is summoned together with her parents and the person responsible for the pregnancy. Then the girl is given leave and if the person responsible for the pregnancy is a school boy, he is also given the same period of leave. All the involved parties are made to fill in forms to show their commitment to the leave

The teacher further added that, *re-entrants who fall pregnant again are not allowed back into school and this aspect is taken very strictly.*

A male teacher at RAP Girls Secondary School narrated his ordeal on this issue in the following manner:

When a girl is reported, she will be given leave when the pregnancy is seven (7) months old, then six (6) months after delivery she is allowed back into school.

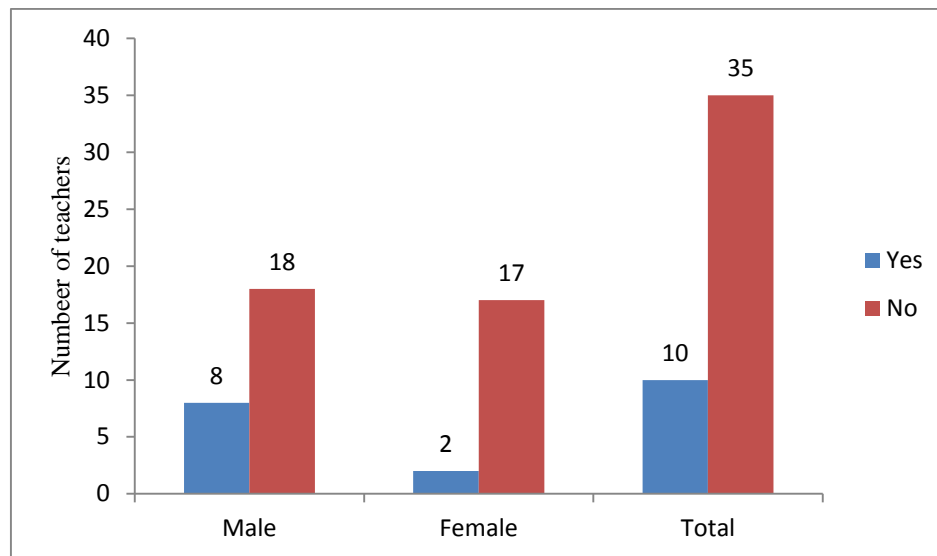
As for the teacher in-charge of the Re-entry policy at BW1 Secondary School, she reported that when the pregnancy is brought to the attention of the school, the girl is counseled and advised about leave. She further said:

When time to go on leave comes, we normally summon the responsible boy or man to fill in the leave forms. She further explained that the girl is advised that if they she is able to come back as soon as she delivers, she is free to do so otherwise she is given leave of about one (1) year.

Whether teachers had the right to stop a pregnant girl from attending school

Teachers were asked to state whether they had the right to stop a pregnant girl from attending school. Their responses were as shown in the Figure below.

Figure 4.1.3: Right to stop a pregnant girl from attending school (n = 45)



The figure above shows that the majority of the teachers, 35 (77.8%) said that teachers had no right to stop a pregnant girl from attending schools. Of these teachers, 18 (40.0%) were males and 17 (37.8%) were females. Only 10 (22.2%) said “yes”. Regarding the reason why they don’t stop pregnant school girls from attending school, the majority of the teachers, 29 (42.2%) stated that, *the law does not permit them*” while 11 (24.2%) of them said that it was “because everyone had the right to education”. Only one male teacher stated that “teachers followed policies in relation to pregnancies”. Of the 29 teachers who said that “the law does not permit them”, 18 (40%) were males while 11 (24.2%) were females.

Whether the school Re-entry policy served its intended purpose

Teachers were asked to say whether the re-entry policy serves its intended purpose. Their responses were as shown in Figure below.

Figure 4.1.4: Whether the policy serves its intended purpose (n = 45)

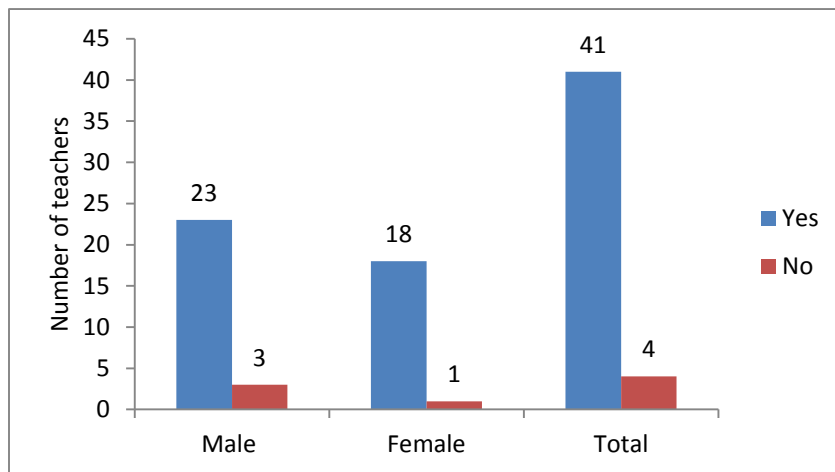


Figure 4.1.4 shows that the majority of the teachers, 41 (91.1%) were of the view that the policy was actually serving the intended purpose. Only a small number of the teachers (4) said “no”.

The teachers were further asked to give reasons for their responses. For the teachers who responded in the affirmative, they argued that the policy allowed or gave the girl child a second chance to attend and finish school. Of these 20 (44.4%) were males while 17 (37.8%) were females. Three teachers, two males and one female said “they don’t get pregnant again”. As for the teachers who said “no” they argued that the policy had encouraged more girls to fall pregnant. Of these teachers four were males while one was a female.

Pupils’ Knowledge of the re-entry policy

Pupils were asked to state whether they had knowledge of the re-entry policy. Their responses were as shown in the figure below.

Figure 4.1.5: Whether pupils had knowledge of the re-entry policy.

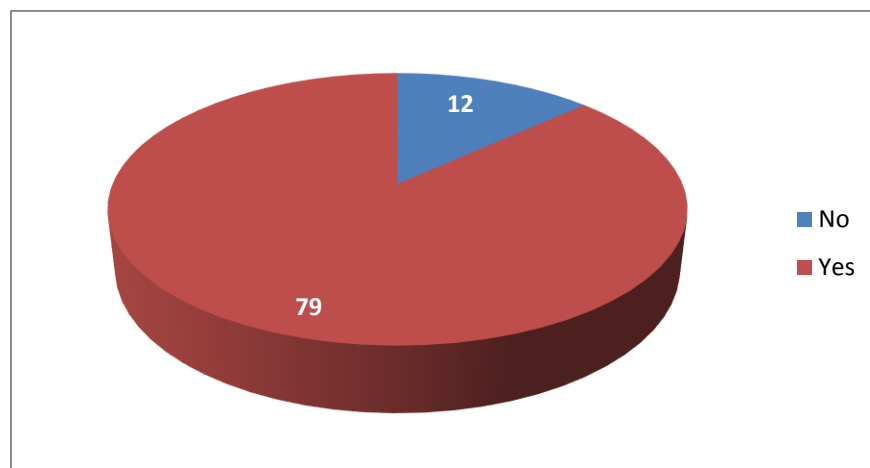


Figure 4.1.5 shows that the majority of the pupils, 79 (86.8%) indicated that they knew what the re-entry policy was all about. However, 12 (13.2%) said that they did not have any knowledge about the re-entry policy.

What should happen to a girl who falls pregnant while in school?

Pupils were required to say what they felt should happen to a pupil who falls pregnant while in school. The findings of the study showed that 85 (93.4%) of the pupils said that the pupil should be expelled from school whereas one pupil was of the view that the pupil should be given leave until delivery. However, four of the pupils said that they did not know what should be done. Two of the pupils did not respond to this issue.

Period after which those who have been given leave should return to school

As regards to when pupils should return to school, 82 (of the pupils said that such pupils should be allowed back into school after one year and six months after delivery whereas six of the pupils said that a pupil should return to school whenever they felt like. Two of the pupils indicated that they did not have knowledge about when the pupil should return to school while one pupil did not respond to this question.

Whether there were procedures to follow when granting leave to pregnant girls

Pupils were asked to indicate whether there were any procedures to follow when granting leave to pregnant girls. Their responses were as shown in the table below.

Table 4.1.3: Frequency distributions on procedures for granting maternity leave to pregnant pupils

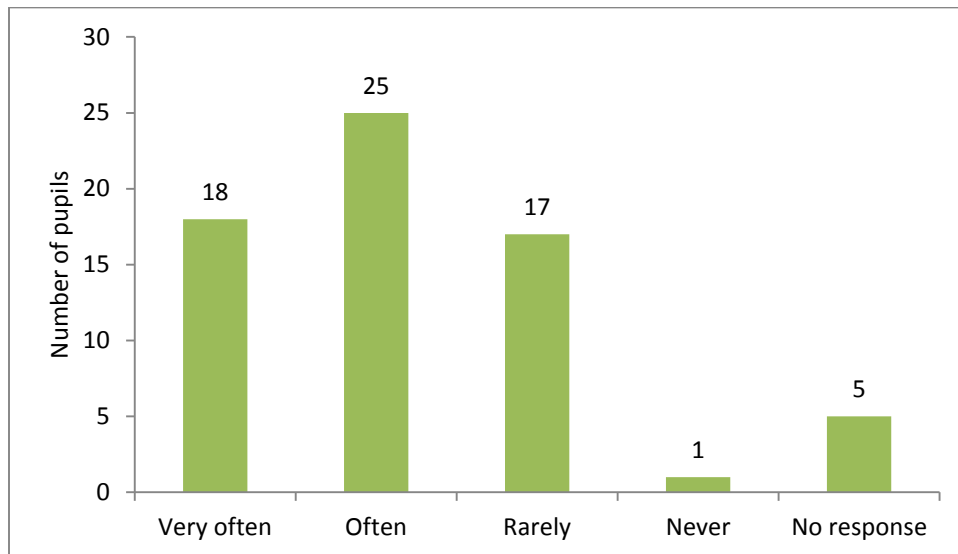
Procedure	Frequency	Percent
Parents meeting the head teacher; talk about it and come up with resolutions	26	28.6
Pupil should continue coming to school until at least 6 months before delivery then will be granted leave	7	7.7
I don't know	13	14.3
No response	45	49.4
Total	91	100.0

As can be seen from table 4.1.3 above, most of the pupils, 26 (28.6%) said that granting maternity to pregnant pupils involved parents meeting the head teacher; talk about it and come up with resolutions while 7 (7.7%) said that it involved pupils continuing going to school until 6 months before delivery. The table further shows that a good number of the pupils 45 (49.4%) did not respond to this question while 13 (14.3%) said that they had no idea.

The extent to which teachers explain the re-entry policy

As regards to whether teachers had time to explain the re-entry policy to the pupils, 61 (67.0%) of the pupils said “yes” while 29 (31.9%) of them said “no” and one pupil did not respond to this issue. For the pupils who said “yes”, a further question was asked to them to indicate how often the teachers explained the re-entry policy to them. The figure below shows their responses.

4.1.6: Frequency of how much teachers explained the policy to pupils (n=66)



As can be seen in the figure above, most of the pupils, 25 (37.9%) said that their teachers “often” explained the re-entry policy to them while 18 (27.3%) indicated that teachers “very often” explained the re-entry policy to them. However, 17 (25.7%) of the pupils reported that their teachers “rarely” explained the re-entry policy to them.

For the pupils who answered in affirmative, a further question was asked to them to explain how it was done. Table 4.1.4 shows their responses.

Table 4.1.4: Methods used by teachers to explain the re-entry policy

Response	Frequency	Percent
Through debate and drama	13	14.3
We are asked to report when pregnant so that we may be given leave	3	3.3
They organize an annual FAWEZA meeting to discuss the policy with the girls	9	9.8
They call all the girls in the school hall and tell us the dangers of having sex and if done unwillingly we are told not to abort but give birth	23	25.3
Through guidance and counseling teachers	3	3.3
Not applicable	27	29.7
No response	13	14.3
Total	91	100.0

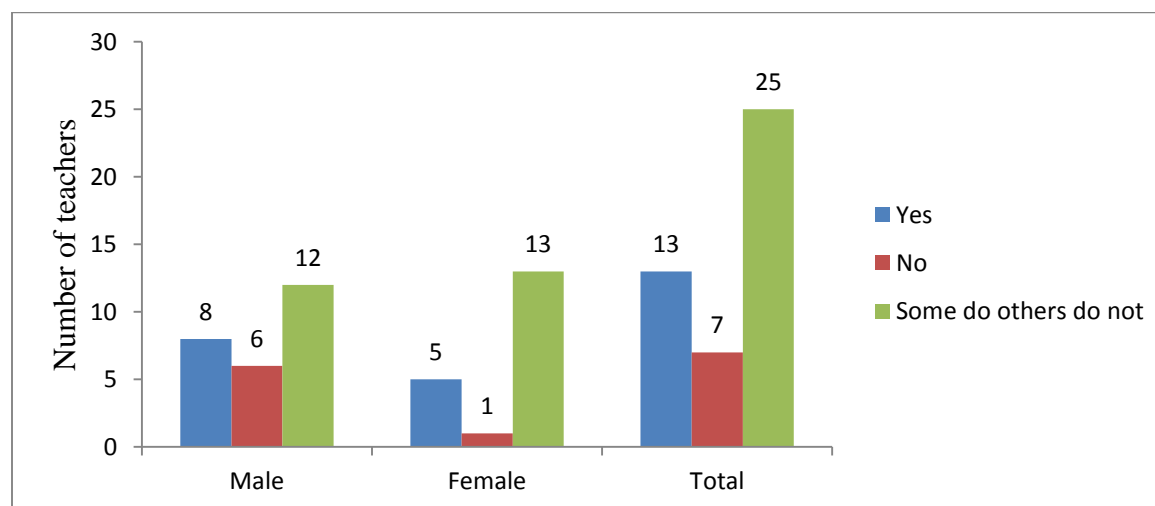
As shown in the table above, most of the pupils, 23 (25.3%) indicated that teachers called all the old girls to the school hall and where they were told about the dangers of having sex and that if this happened unwillingly to them through rape or defilement they should not abort but give birth. The other way the explanation of the policy to the pupils was done was through debate and drama as reported by 13 (14.3%) of the pupils. However, 13 (14.3%) of the pupils did not respond to this issue.

4.2 perceptions of teachers, pupils and parents towards the re-entry policy

The respondents were expected to give their views of the re-entry policy in relation issues such as, whether the policy was serving the intended purpose and whether the girls understood it. Further, it was expected that all the respondents give their views on the current state of the policy, whether there was need to revisit and make alterations to it or merely to leave it as it was or to abolish it completely.

From the point of view of teachers about whether girls understood the policy or not, Figure 4.6 shows the teachers' responses to this issue.

Figure 4.2.1: Whether the purpose of the policy was understood by the girls (n = 45)



As can be seen from Figure 4.2.1, the majority, 25 (54.5%) of the teachers agreed that some pupils understand the policy while others do not. 13 (28.8%) of the teachers said “yes”. The rest of the teachers (seven) said “no”. Of the 25 (54.5%) teachers who said “some do while others do

not, 13 (27.8%) were females while 12 (26.7%) were males. The rest of the responses were as shown in the figure.

Respondents were further asked to substantiate their responses. For the respondents who said “no”, most of them 15 (33.3%) said the girls “misuse the policy” while 13 (28.9%) said that “most of the girls were ignorant of the policy and that those who were aware of it refrained from sex for fear of being ashamed”. Furthermore, four teachers said that “not all girls report that they were pregnant and not all came back even after filling in the leave forms”. As for the teachers who said “yes”, five (11.1%) said that “because the girls never gave up and have seen such girls returning to school and have achieved better results”. Further, four teachers said that this was because sensitization on the policy was everywhere in schools, media and through friends.

Teachers interviewed in this study were asked to give their views on how the girls in school perceived the policy. The findings were as narrated below.

Teachers’ suggested amendments to the Re-entry

Teachers were asked to suggest amendments that should be made to the Re-entry given a chance. Their reactions were as shown in the table below:

Table 4.2.1: Suggested amendments to the Re-entry policy

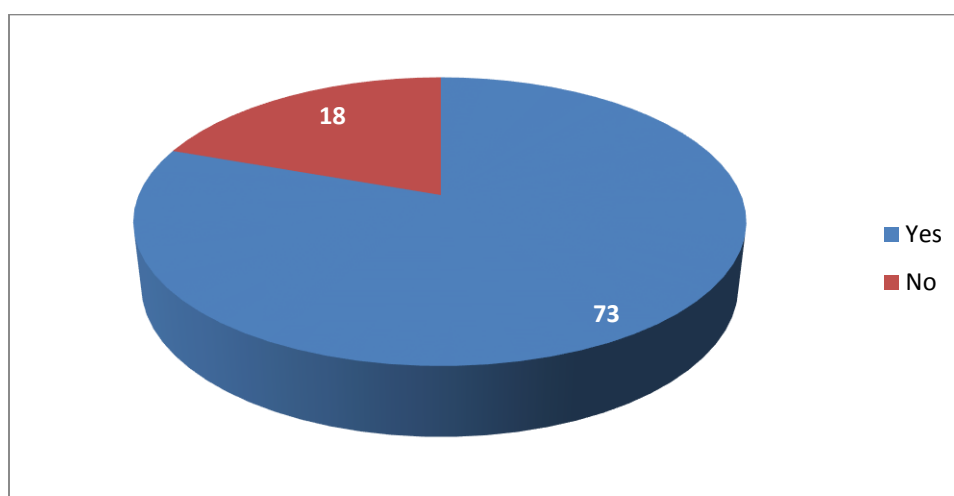
Suggested amendments	Gender		Total
	Male	Female	
Nothing to change but increase sensitization of the effects of pregnancy	6	3	9
Abolish it so as to discourage misconduct	3	5	8
I don’t know the content of the policy	2	-	2
Creating schools specifically for girls who fall pregnant	6	3	9
The policy should include a clause to provide leave only to those girls that are raped or defiled	5	5	10
Give girls more time to look after their newly born babies	-	2	2
Force boys that make girls to go on leave too	1	-	1
No response	3	1	4
Total	26	19	45

As can be seen from table 4.2.1 above, most of the teachers (10) were of the view that the policy should include a clause that provides for only those girls that are victims of rape or defilement. Of these 10 teachers, 5 were males and 5 were female. Another suggestion that came out from nine of the teachers was that the government should create schools that will cater for teenage mothers only. 9 teachers said nothing should be changed but suggested an increase in sensitization of the effects of engaging in sexual behavior while in school. However, 8 teachers were of the view that the policy should just be abolished. The rest of the reactions were as shown in the table.

Pupils were asked to state whether the re-entry policy was a good policy

In terms of whether the re-entry policy was good, the pupils' responses were as illustrated in the Figure below

Figure 4.2.2: Whether the re-entry policy was a good (n = 91)



As can be seen from figure 4.2.2 above, the majority, 73 (80.2%) of the pupils “yes” implying that the policy was a good policy while 18 (19.5%) of the pupils said “no” indicating that it was not good.

Pupil ratings of teenage pregnancies in schools

Pupils were asked to indicate the rate of pregnancy occurrences in schools. Table 4.9 shows their responses.

Table 4.2.2: Pupils’ ratings of pregnancy occurrence

Response	Frequency	Percent
Very high	11	12.1
High	29	31.9
Low	36	39.6
Very low	8	8.8
No response	7	7.6
Total	91	100.0

Table 4.2.2 shows that the majority of the pupils indicated that occurrence of pregnancies among girls in schools was low whereas 29 (31.9%) of the pupils were of the view that the occurrences of pregnancies in schools was high. Furthermore, 11 (12.51%) of the pupils said that the occurrences of pregnancies was very high.

Two pupils out of the four interviewed at one school said that the rate of pregnancy in school was “low” while one of them said that it was “very low” and the other pupils said that it was “very high”. At another school, three out of four pupils interviewed said the rate of pregnancy in school was “low” citing the number of occurrence of pregnancies at between two to six (2 – 6).

As regards to whether a pregnant girl could achieve their goals, pupils interviewed said that it was possible. One of them stated thus: *“it takes determination which cannot be deterred by pregnancy”*. However, some pupils were of the view that a review in the policy would help reduce the number of pregnancies in schools. One pupil had this to say: *the policy should be made in such a way that it does not encourage promiscuity as it is bad”*.

4.3 School girls ‘behavior within and outside school

Teacher’ perception of girls’ behavior in school

Teachers were asked to rank the current rate of teen pregnancy in schools. Their reactions were as shown in the figure below;

Figure 4.3.1: Rate of teen pregnancy in schools (n = 45)

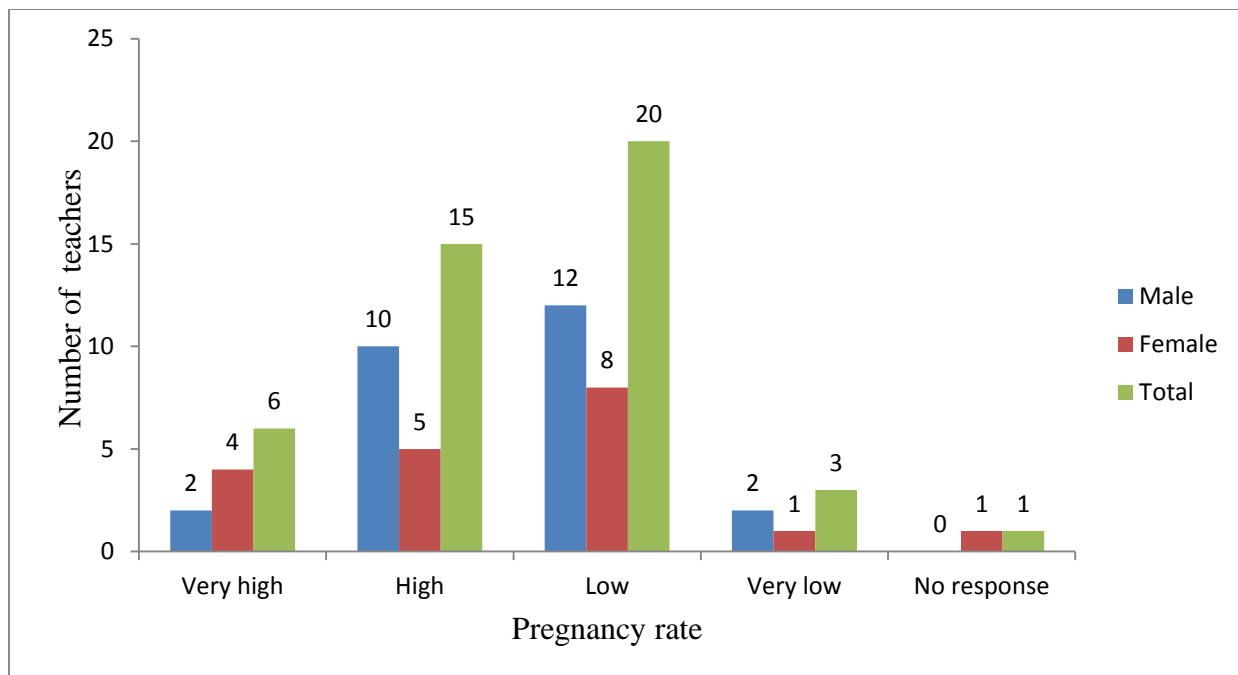
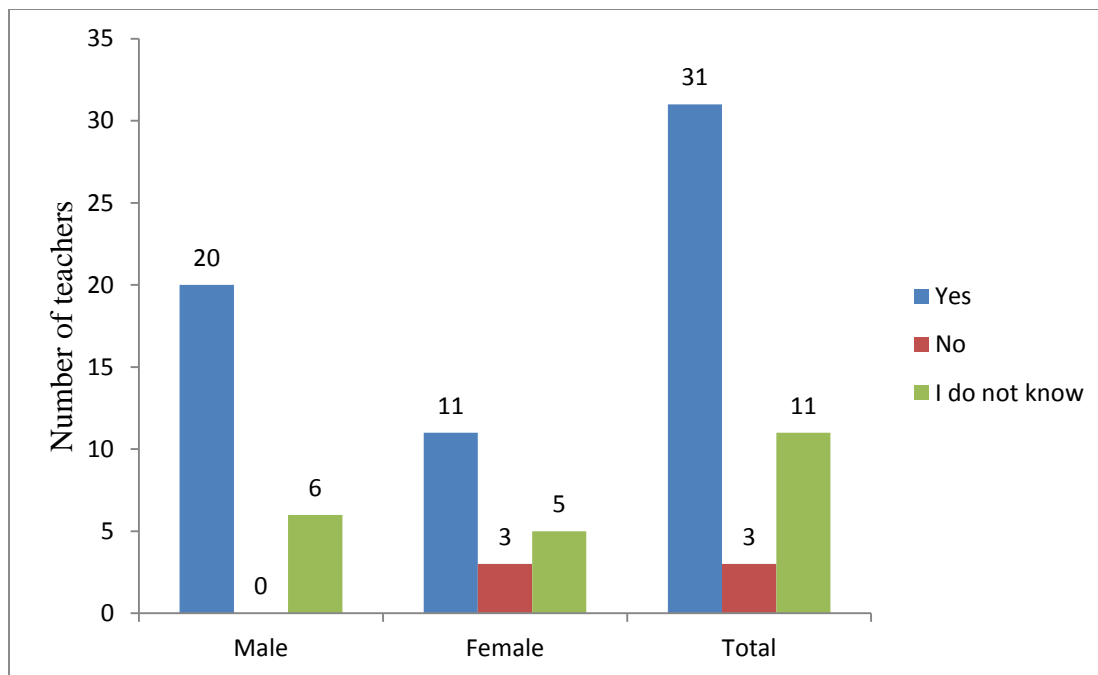


Figure 4.3.1 shows that most of the teachers 20 (44.4%) were of the view that the rate of teen pregnancy was low. Of these teachers, 12 (26.7%) were males while 8 (17.5%) were females. However, 15 (33.3%) of the teachers said that it was high whereas six (13.3%) of them indicated that it was very high. Of these, 10 (22.2%) were males and 5 (11.1%) were females. The rest of the responses were as shown in the figure.

Whether many girls in the school were engaging in relationships with boys or men

As regards to whether girls in the school were engaged in relationships with boys or men, the teachers' reactions were as presented in the figure below.

Figure 4.3.2: Whether many girls were engaged in relationships with boys or men (n = 45)



As illustrated in figure 4.3.2, the majority of the teachers, 31 (68.9%) agreed that girls were engaging in relationships with boys and men while 11 (24.4%) disagreed and only three of the teachers indicated that they did not know. Of the 31 teachers who said “yes”, 20 (44.4%) were males and (11 (24.4%) were females. As for those who said they did not know, six (13.3%) were males and five (11.1%) were females.

In the focus group discussions, it was clear that the parents have observed that most of the girls in secondary schools are engaging in behaviors that are putting them at risk of becoming pregnant or even contracting diseases. A female parent lamented that,

Girls have become so materialistic, they want to look nice and yet they have no money to do those things thus engage in relationships. In fact, they don't care about falling pregnant because they can still go back to school.

On the other hand, some parents do not even think they can allow their children to go back to school after pregnancy. This is because such parents think that when a girl falls pregnant, then it's her choice and such a one is not serious with school, should be placed where she deserves to be, home. One man said.

There are very few girls who become pregnant as a result of rape

so why should we hide behind this evil and encourage our children to become pregnant since there is a rule which protects them and allows them to back to school. As for me, I have told my girls at home that this rule does not apply in my home, when they become pregnant that will be the end of their education.

One of the parents whose daughter has benefited from the re-entry policy had this to say,
This policy is very good and will actually work well for girls who are serious with school work but only find themselves in certain circumstances like my daughter. What the schools need to do is to intensify counseling services in schools so that not only girls but also boys are taught about sexual life.

Teachers were asked to say whether there had been an increase or decrease in pregnancies in their respective schools. The responses were as illustrated in Figure 4.3.3 below.

Figure 4.3.3: Whether there has been an increase or decrease in pregnancies (n = 45)

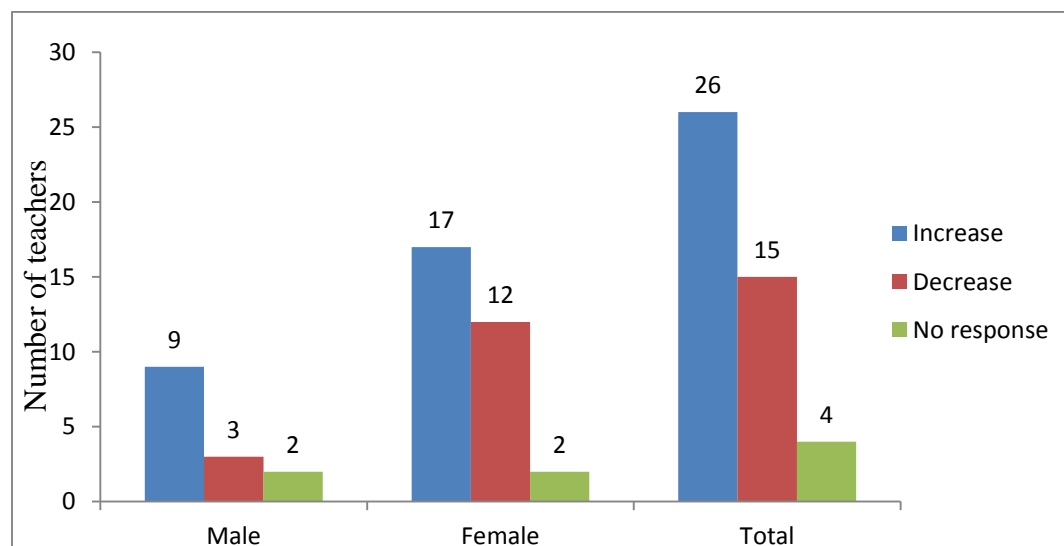


Figure 4.3.3 above shows that the majority, 26 (57.8%) said that there has been an increase while 15 (33.3%) were of the view that there has been a decrease in the number of pregnancies and four teachers did not respond to this issue. Among the teachers who indicated an increase, 16 (35.6%) were males while 10 (22.2%) were females.

Reasons for the decrease or increase in pregnancies in schools

The respondents in this study were asked to cite reasons for the increase or decrease in pregnancies in schools among the girls. Their reactions were as shown in the table below.

Table 4.3.1: Reasons for the decrease or increase in pregnancies

Reasons	Gender		Total
	Male	Female	
The re-entrants are serving as bad example to the other girls	-	6	6
Most girls have been falling pregnant bearing in mind that they will be allowed back in school; so the policy should just be abolished	19	7	26
I don't know; I do not have statistics	1	-	1
It has decreased but not that pupils are abstaining but that they are using contraceptives	1	1	2
Decreased because of an increase in counseling services on the dangers of early pregnancies STIs etc.	-	1	1
Increased because most pupils cover long distances to schools thus becoming victims	-	1	1
No response	5	3	8
Total	26	19	45

Whether girls in schools today were abusing the policy

As regards to whether girls in schools today are abusing the policy, the following emerged as shown in Figure 4.3.4

Figure 4.3.4: Teachers response to whether girls were abusing the policy (N=45)

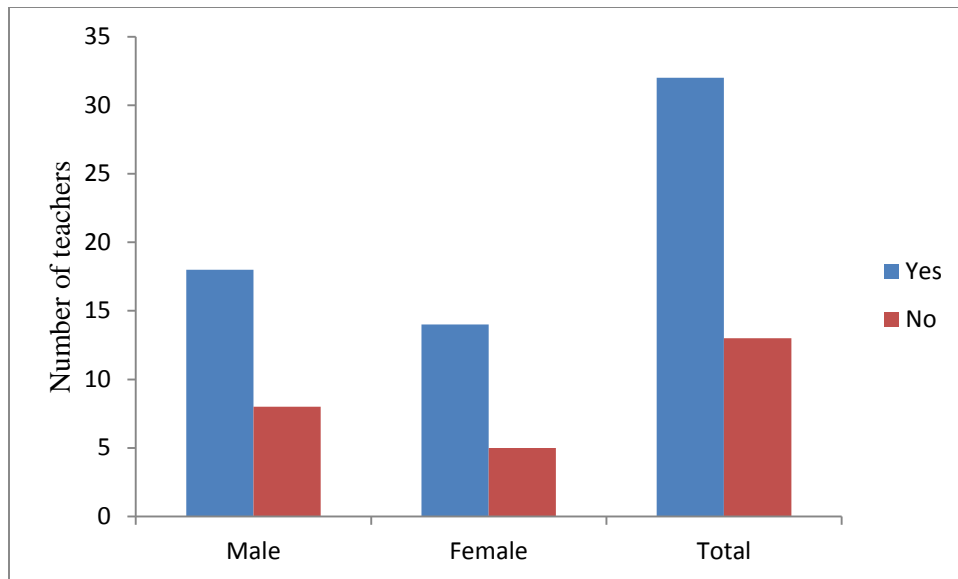


Figure 4.3.4 shows that the majority of the teachers 32(71.1%) were of the view that girls were abusing the policy while 13(28.9%) were of the view that the girls were not abusing the policy. Among the teachers who indicated that girls in schools today were abusing the policy, 18 (40.0%) were males while 14 (31.1%) were females. On the other hand, those teachers who said girls in schools today were not abusing the policy, eight (17.8%) were males whereas five (11.1%) were females.

Further, teachers were asked to give reasons for their responses. Their reactions were as illustrated in Table 4.3.2

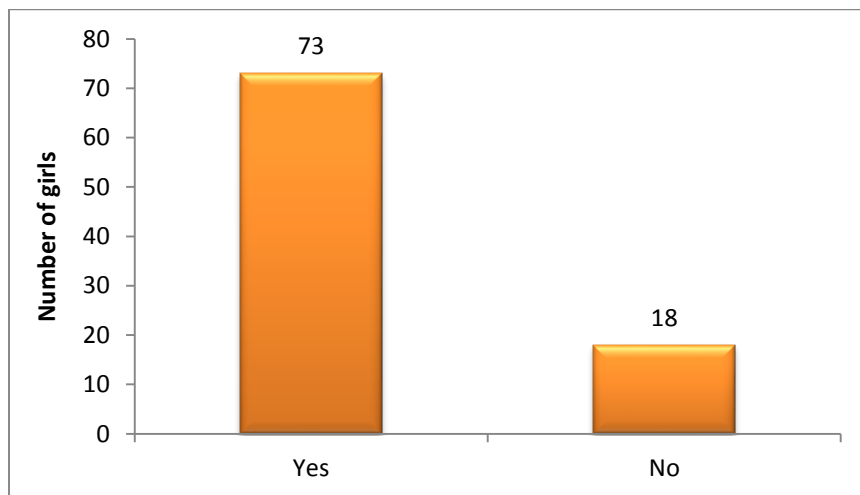
Table 4.3.2: Reasons for abusing or not abusing the policy

Reasons	Gender		Total
	Male	Female	
They think they can still fall pregnant and come back to school	18	15	33
They do not have information or knowledge about the policy	1	-	1
Most of the re-admitted girls manage to finish school without getting pregnant again	1	1	2
After sensitization there is a reduction in pregnancies	3	2	5
No response	3	1	4
Total	26	19	45

Perceived abuse of the re-entry policy

Pupils were asked to say whether girls in schools were abusing the re-entry policy. Their responses were as shown in the figure below;

Figure 4.3.4: Whether girls in schools were abusing the Re-entry policy (n = 91)



From figure 4.3.4, the findings show that the majority of the pupils, 73 (80.2%) agreed that girls in school were abusing the re-entry policy while 18 (19.5%) of them said that “no”, implying that girls in schools do not abuse the re-entry policy.

For the pupils who indicated that girls in schools were abusing the re-entry policy, 53 (58.2%) said that because the girls were repeating the same thing again and again while four (4.4%) attributed this factor to peer pressure and 15 (16.5%) did not respond to this question. As regards to the girls who indicated that the policy was not being abused, 14 (15.4%) said that “for some pupils it was by mistake especially when raped.

Pupils were asked to state whether or not girls who fall pregnant while at school could achieve their educational goals. Their views were as shown in the figure below;

Figure 4.3.5: Whether girls who fell pregnant could achieve their educational goals (n = 91)

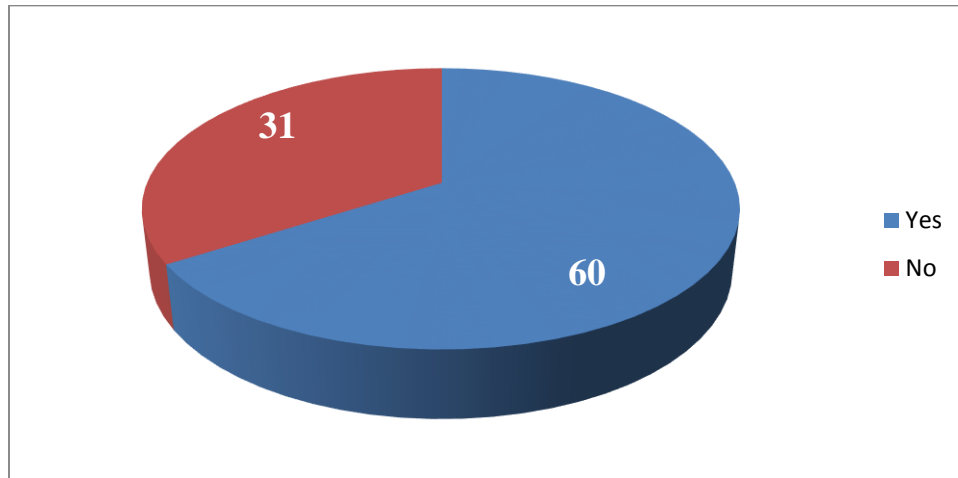


Figure 4.3.5 shows that the majority, 60 (65.9%) of the pupils said that it was possible for girls who fell pregnant while at school to achieve their educational goals whereas 31 (34.1%) of the respondents stated that it was not possible.

For the respondents who said that girls who fell pregnant while at school could achieve their educational goals, 50 (83.3%) said that “because such pupils would concentrate much on school because they had learnt a lesson while 3 (5.0%) said that “because educational goals do not end on one being pregnant”. The rest, 7 (11.7%) did not respond. As for the respondents who said that such girls could not achieve their educational goals, 25 (80.6%) claimed that such girls lacked concentration in school while 6 (19.4%) did not respond to the question.

Whether girls in school engaged in relationships with boys or men

Pupils were asked to say whether girls in school engaged in relationships with boys or men. Their reactions were as shown in the Figure below;

Figure 4.3.5: Whether girls engaged themselves in relationships with boys or men (n = 91)

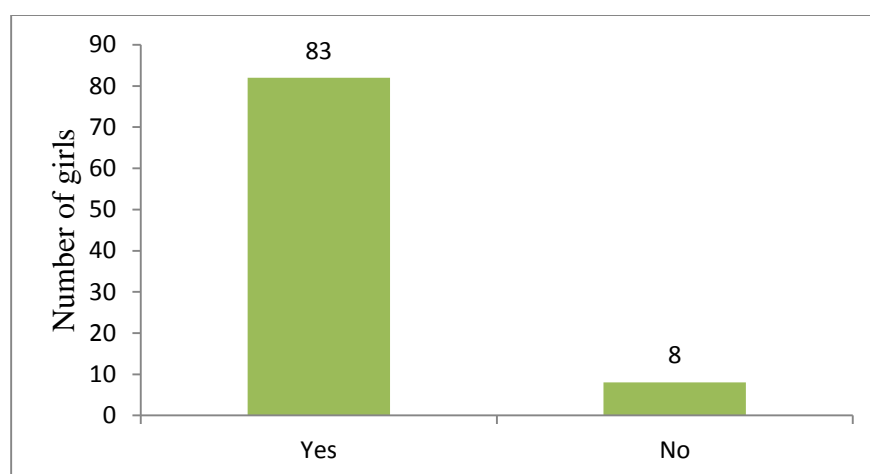


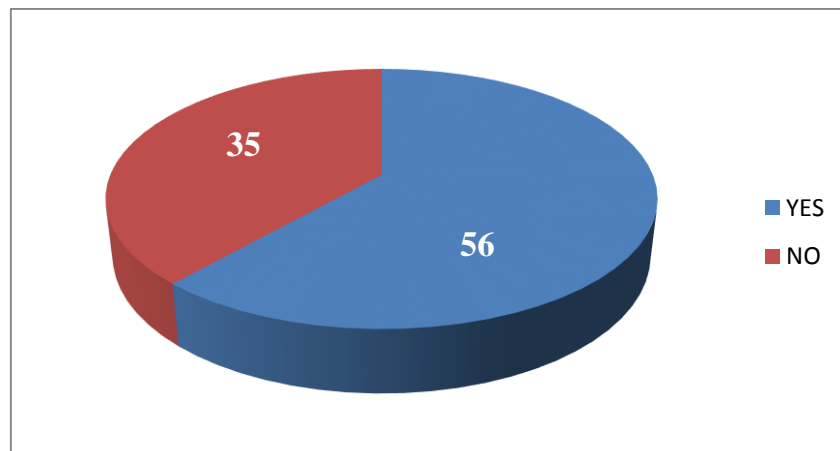
Figure 4.3.5 shows that the majority of the girls, 83(91.1%) said “yes” implying that girls in school engaged themselves in relationships with boys or men while only 8 (9.9%) of the girls said “no” an implication that girls did not engage themselves in relationships with boys or men.

The pupils were further asked to explain their responses. For the respondents who responded in the affirmative, 64 (78.0%) said that this was due to “poverty and peer pressure” while 8 (9.7%) said that the girls say “they are grown-ups and have feelings”. 2 (2.4%) of the respondents indicated that this was due to lack of parental care and circumstances in which the girls find themselves. Eight of the respondents indicated that it was because men deceived the girls that they will be married or given money. For the girls who refuted the fact that girls in school have boy and man friends, one of them (11.1%) said it was not possible because the girls considered school as first priority while eight of them (88.9%) did not respond to this issue.

Whether there was an increase in pregnancies among girls in school

The pupils were asked to indicate whether there was an increase in pregnancies among girls in school. Their reactions were as illustrated in the Figure below;

Figure 4.3.6: Whether there was an increase in pregnancies among girls in school



As illustrated in figure 4.3.6, the majority of the pupils, 56 (61.5%) agreed that there was an increase in pregnancies among girls in school whereas 35 (39.5%) disagreed.

Further the pupils were asked to explain their responses. For the respondents who said that there was an increase in pregnancies among school girls, they explained that it was due to the following: carelessness and peer pressure, 21 (37.5%); lack of money/poverty, 4 (7.1%); pupils have taken advantage of the policy, 19 (33.9%); and 12 (21.4%) did not respond.

As for the pupils who indicated that there was no increase in pregnancies among girls in schools, the reasons advanced were: the girls have learnt a lesson from their friends, 3 (8.6%); teachers have talked to the pupils about abstinence and condom use which has really helped the girls, 16 (45.7%); the school has stiffer rules, 4 (11.4%); the school has a club called girls leadership where they are taught to have boundaries in their relationships, 7 (20.0%); and 5 (14.3%) of the pupils did not respond to this issue.

A teacher from one school lamented that:

Many girls are engaging in sexual relationships but we cannot act on many of them due to lack of evidence. This happens both within and outside school.

She however said that those who were reported were called for counseling. She also explained that the pregnancy rate in the school was very high. She said, for instance in 2014 the school recorded 42 pregnancies. Nonetheless, an interesting part was that out of the 42 pupils who fell pregnant, 40 went back to school after delivery, an indication that the policy was serving its

intended purpose. She also pointed out that in 2015 (by the time of data collection) only two (2) pregnancies were recorded in the school.

When she was asked to state whether some girls who had fallen pregnant fell pregnant again, she responded: *“We have cases of such girls, the re-entrants falling pregnant again, however I cannot tell how often that happens”*.

As regards to whether the school had programs in place for the girls, she said the school had a very active SAFE Club where issues of sexuality were discussed with the girls. When asked whether teachers had time to talk to the girls about the Re-entry policy, she retorted:

Teachers in this school are encouraged to talk to the pupils as they deliver their daily lessons, the focus outside lessons should be on healthy life styles where sex and its consequences will be discussed.

A female teacher in-charge of the Re-entry policy at another school when asked whether pupils had enough information on the policy, she said:

Yes, girls in school have enough information on the Re-entry policy because teachers talk to them about it. However, they are not taking advantage of it at all

When asked whether girls had relationships with boys or men, she said: *“relationships are there but we don’t get official reports so we cannot act on nothing”*.

As regards to whether the rate of pregnancies had increased or reduced, she reported that they were not very high. She explained that for instance in 2014 the school had recorded five (5) pregnancies out of which two (2) girls returned to school.

In terms of whether re-entrants fell pregnant again, she said *“from the time she took office, only one re-entrant fell pregnant again”*.

As regards to whether pupils did understand the purpose of the policy, she stated that some of them did while others did not understand the purpose of the policy.

At another school, when the teacher in charge of the Re-entry policy was asked to state whether girls in school involved themselves in relationships with boys or men, she stated that there is evidence that this happens as she narrated:

Some parents have come openly and in the presence of teachers, to warn children involved in promiscuity. Those who are found wanting are talked to and counseled by anyone from this office.

When asked to say whether the rate of pregnancy in school had increased or decreased, she said that it was not high. She further said that for instance in 2014, the school recorded only eight (8) cases of pregnancies.

As regards to whether re-entrants got pregnant again, she said *there has been no record of re-entrants falling pregnant again.*

A male teacher in charge of issues related to the Re-entry policy, when asked as to whether pupils knew about the policy, he said “*many girls have just an idea on the policy*”. He further said:

A few girls were not serious with school work; they are taking advantage of the re-entry policy.

When asked as to whether girls were involved in relationships with boys or men, his response was that they indeed involved themselves in such vices. However he said that when such girls were reported, they were counseled accordingly.

As to whether re-entrants fell pregnant again, he said:

Very few re-entrants fell pregnant again. For instance, in 2012 we had only two (2) such cases.

She furthermore explained that the school had afternoon programs where the girls were taught life style which discussed issues related to health life. She also stated that grade teachers are encouraged to talk to the girls on such issues especially during legislation time.

As regards to whether girls in schools today were abusing the Re-entry policy, she said:

Remorsefulness is never there in most of the girls who are re-entered; they don't seem to understand the opportunity that the policy is offering to them.

A female teacher in charge of the Re-entry policy was asked to say whether girls were involved in relationships with boys or men. She said:

Many are involved in these relationships only that few reports are brought to our attention.

On whether the school had any programs for the girls, she had this to say:

Yes, we have programs but we seldom do so, say once in a term. However, when there is a specific problem to be dealt with, we conduct such programs.

As regards to whether the girls are taking advantage of the Re-entry policy, she responded:

Many of the girls are taking advantage of the policy. This is evidenced by the growing number of pregnancies in school.

She however explained that the re-entrants who fell pregnant again were not allowed into school anymore.

4.5 Conclusion of the chapter

This chapter has displayed the findings as collected from the field. The data collected from the questionnaires has come out in tables and charts from both teachers and girls in school. This chapter has shown that from all the three groups of respondents thus: the teachers, pupils and parents, the knowledge levels of the re-entry policy are generally low. What is coming out from the results is that all the three category of respondents are aware of the existence of the policy but what is evident is that most of them do not know the exact provisions of the policy. For instance,

almost all teachers said they knew about the existence of the policy and that they came to know about it through their respective administration. However, the implementation practices across the schools indicated a great deal of variation, for example, the leave period given to the teen mother, varied from six months through to two years. Some teachers, about 13, thought that teen mothers can come back to school whenever they are ready. The majority of the pupils could not spell out the exact provisions of the policy but expressed knowledge that when a girl falls pregnant while in school she is allowed to back and pursue her education.

The general perception of the policy is that it is a good policy as it helps girls who find themselves pregnant while in school, pursue their education and achieve their dreams. However what seems to be problem is that most of the girls don't understand the purpose of the policy as a result seem to be abusing it. Additionally, the general behavior of girls in school according to the majority of the respondents has become bad over the years. This is evident by the fact that most girls are involved in sexual activities both within and outside school. Some of the respondents have even attributed this kind of behavior in school to the existence of the re-entry policy.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study in relation to the objectives of the study which were to: determine the knowledge levels of the teachers, secondary school girls and parents about the school re-entry policy; assess teachers', secondary school girls and parents' perception towards the re-entry policy and determine the influence that the policy has on the general behavior of girls in secondary schools.

5.1 Knowledge levels among teachers, school girls and parents about the re-entry policy

There are many stakeholders in the provision of education in Zambia however, this study focused on the teachers, school girls and parents. The study revealed that although many respondents, especially the teachers and pupils agreed that they knew about the re-entry policy, further interviews with them indicated that the majority of them did not know the exact provisions and guidelines of the policy. To begin with, all the teachers except for one female teacher who did not respond to this question indicated that their various schools were implementing the re-entry policy and they know so because they have seen girls fall pregnant and have been accepted back to their schools after serving leave. This shows that all the government run schools are implementing the policy but how they are doing it is what should be of concern.

Knowledge levels about the re-entry policy in this study entail knowledge of the exact guidelines or the provisions of the re-entry policy. Most of the studies done on the re-entry policy have not specified the major stakeholders as highlighted in this study where the knowledge levels are concerned. What is evident from the studies reviewed is that there are no details as to what exactly the informants know about the re-entry policy despite registering their awareness of its presence in education system. For instance, Mwansa (2011) reported that out of 128 informants at national, school levels and civil society organizations, all (100%) reported that they knew of the policy and were able to clearly articulate what it entailed. However, the study does not show exactly what these informants knew about the policy.

This study reveals that out of the 45 teachers, only 2 confessed not knowing anything about the re-entry policy. In spite of the fact that the majority admitted knowing the policy, further interview revealed that none of the teachers were able to articulate all the provisions of the policy.

When the teachers were further asked to explain the provisions of the policy, the study shows a variety of responses, indicating that they all have the basic idea that the policy exist, but were not able to explain the policy guidelines. If they all knew, they would have produced the same standard information as provided by the policy and this to a large extent is an indication of lack of knowledge of exact provision of the policy. Take for instance, the number of times that a girl can fall pregnant and be retained to the same school, some schools have left it open, which means that a girl can return to the same school after falling pregnant more than once, while others such as KLG secondary have stressed that if a re-entrant falls pregnant again, they would not be allowed back to that school.

The low knowledge level in teachers can be attributed to the fact that despite the majority, about 28 out of 45 (62%) of them indicating that their source of information about the policy was the school administration, there is no complete access of the policy document by all the teachers. In fact some of them have not even seen it before. It is also likely that there is little talk and emphasis on the presence of the re-entry policy in the system among the general teachers in schools except for those that have been mandated to deal with the implementation of this policy in schools. This result is contrary to the assertion made by Chiwele (2012), that high illiteracy levels in Zambia has contributed greatly to the low knowledge levels of the stakeholders about the policy thereby making its implementation difficult. This is because teachers are highly literate, pupils on the other hand are also literate or sometimes semi-literate therefore the issue of lack of knowledge due to illiteracy did not arise in this study.

Another indication that some teachers have little knowledge about the re-entry policy as shown by this study was that out of 45 teachers, 18 said that they had the right to stop pregnant girls from attending school. This shows ignorance on their part because with the re-entry policy in place, since 1997, no one has such a right to expel a pregnant girl from school in Zambia as the policy allows all girls who fall pregnant while in school to return and complete their education.

The study has shown that each school has mandated specific teachers to handle the implementation of the re-entry policy and in most cases the careers and guidance teachers have taken task. The implementation practices among these offices varied from one school to another, an indication that their practices were not guided by the policy document however; only 2 teachers from two schools were able to confirm having this document. This finding is in line with findings from the study conducted in South Africa by Runhare & Vandeyar (2012) who reported that teachers did not have policy document and as such did not have detailed information.

The variation was seen in terms of leave period given to a pregnant girl, one teacher from the implementing office said that girls are given 6 months leave while another said one year. Yet another teacher from MK1 secondary stressed that when a girl is six months pregnant, she is granted leave to return only when the infant is 2 years old.

The study indicated that the majority, about 25 out of the 45 teachers representing 56% were of the view that some girls do not understand the policy and why it was put in place while others do understand. This is because despite its presence, not all pregnant girls make use of the policy. For some girls upon discovering that they are pregnant they leave on their own never to come back again.

The study also revealed that even if the majority of the girls indicated that they knew what the re-entry policy was, further interview showed that actually they did not know its provisions. This is so because when asked about what should happen to a girl who falls pregnant in school, 85 pupils out of 91 (93%) said such a one should be expelled from school. This is an indication of lack of knowledge on the part of the pupils as expulsion shows dissonance between practice and policy. Further, when asked about the procedure to be followed when granting leave to a pregnant girl, 13 out of 91 said they did not know while the majority 45 did not respond which could also mean that these did not know. The lack of knowledge about the re-entry policy among pupils could be because the teachers are not doing enough to sensitize the pupils about the policy. When asked to indicate the methods that teachers use to explain the policy, 27 of them said that the teachers do not at all while 13 also did not respond to the question. This is an indication that the counseling services offered in schools are not adequate to help the pupils understand sexual reproductive issues where the re-entry policy could be discussed. This is in

agreement with what Brigman (2002) postulates that school counselors often spend time performing clerical duties, carrying out administrative tasks and being totally responsible for management and assessment works. Consequently, they have limited time to provide all types of counseling services to pupils.

Of the three groups of stakeholders, the study revealed that parents are the least informed about the re-entry policy. As Runhare & Vandeyar (2012) reported that parents never had discussions with the school management regarding the policy therefore only knew the basic principal that a pregnant girl should not be expelled. Equally, from this study, it was very clear that the majority of parents do not know that such a policy does exist and has been there for almost 20 years now. One man confessed that that he had just noticed that pregnancies in school have become common lately and no one seems to have a problem with it. He added that it has become acceptable to be pregnant while in school which was not the case in their time. The only parents who indicated knowledge and full awareness of the re-entry policy were 2 out of 20 with girls who have had an opportunity to return to school under the same policy. The lack of knowledge among parents maybe there, perhaps because parents are the least stakeholders involved both at formulation and implementation of the re-entry policy. There has been little sensitization among the parents so much that they are only involved at the time of filling in the forms for leave of their child. This could have contributed to the challenges faced in the implementation of this policy generally because parents like any other important stakeholder must be fully involved from formulation to implementation of the policy for it to be effective, This is in line with Omwancha (2012), who contend that international literature on inclusive policies indicates that for government interventions in education to be sustained, it is important to involve all stakeholders in education, that includes parents.

5.2 Perceptions of teachers, secondary school girls and parents about the re-entry policy

All the schools in the study which are government run were implementing the school re-entry policy. This was a revelation from the teachers under the study who all indicated that their various schools were implementing the policy and they knew this fact because girls who fell pregnant were allowed back after delivery.

The study revealed that despite the policy being in place for almost two decades, the majority of the respondents still have a great deal of negativity towards its existence. For instance a good number of teachers, about 26 out of 45 (57.8%) indicated that there has been an increase in the number of pregnancies among school girls ever since the re-entry policy was introduced. The teachers may not show the exact statistics of this alleged increase however, what came out was an assumption that many girls are taking advantage of the policy owing to its present form which is seen as promoting promiscuity among pupils. This finding is similar to the study conducted by Hakoma (2014) in Mazabuka who was evaluating the perceptions and attitudes of teachers in public and private secondary schools regarding the re-entry policy and his findings were that both negative and positive perceptions existed however, the negative ones were in dominance among the respondents. Their views were largely attached to the aspect of pupils' morality.

Interesting enough, this study shows on the other hand, majority of the school girls are of the view that despite the general assertion that there is an increase in pregnancy among school girls, 36 out of 91 girls noted that there were low rates of pregnancy among school girls.

The study further indicates that the majority of the teachers think that many girls are taking advantage of the presence of the policy as such are abusing it. In fact, according to such teachers, the majority of the girls don't even understand the origin of and the importance of this policy. Apart from teachers, such sentiments were heard from the majority of the parents who expressed sadness at how shamelessly girls are going about in uniforms, a thing which was unheard of in the olden days. One parent confessed that girls have become too acquisitive such that they can do anything to get the material things they want without a thought about such consequences as pregnancy as it seems to have a lasting solution (the re-entry policy). Mbangu (2013) reports that the purported abuse of the policy by pupils has been challenged by education officials and institutions like FAWEZA by outlining many benefits accruing from the policy which outweigh the disadvantages.

According to the findings of this study, 73 out of 91 of the girls confessed that the re-entry policy is very important to the education of girls as it helps them achieve their goals in life despite becoming pregnant while in school. This indication is similar to the findings of the evaluation of the process used to design and implement the policy in Zambia, Mwansa (2011). She interviewed some girls and they indicated that the policy was good but did not address some of their

concerns. However the current study shows that 73 out of 91 girls were of the view that girls are taking advantage of the presence of the policy as most of them are engaging in sexual relationships both within and outside school.

From the 20 parents who participated in this study through focus group discussions, only 2 showed appreciation of the policy while the rest of them had negative sentiments towards it. This finding does not sit well with the theory of liberal feminism; this is because parents are one of the important end users of the policy and so they should be fully involved at implementation stage so it can be successful. However the negative sentiments and inadequate knowledge base of the policy entails little support for it. Further, the study found that those parents who had no problem with the existence of the policy have benefitted in that their daughters returned to school under the same policy. It is therefore evident that parents only appreciate the policy when it works for them otherwise most of those who have not benefitted think that policy has done more harm than good to girls in school and that its better the government does away with it. This finding about the two parents that supported the policy can be likened to the results shown in the study done by Chunga (2014) in Ndola. The study targeted various stakeholders and among them were parents of the re-entrant girls who showed so much appreciation of the presence of the policy, giving reasons such as girls who would otherwise be out of school due to pregnancy return to school to pursue their education.

5.3 Influence of the Re-entry policy on behavior of girls in secondary schools

The study also sought to find out whether the female pupils engaged themselves in relationships with boys or men. Responses from the pupils showed that indeed girls did involve themselves in such relationships as evidenced by the large number of pupils (82) who said so. They attributed this scenario to factors such as poverty and peer pressure, while some girls felt that they were mature enough thus had feelings, lack of parental care and circumstances in which the girls found themselves. Promise of marriage by men was also identified as one of the causes of girls involving themselves in relationships with men. The above finding conforms to those of Mwansa (1997), who in a study on assessment of needs of girl child education in Zambia, found that girls entered into relationships with boys and men due to peer pressure and poverty. From the current study however, some girls felt that the presence of the policy contributed to the high numbers of pregnancies in school. A few who benefitted from the policy showed how much they have

benefitted by indicating that they would not be in school had it not been for this policy. All the 5 girls who benefitted from the policy have showed appreciation of the presence of the policy and they were remorseful. Chances are that such girls will focus on school so that they can fully utilize the second opportunity given to them.

In-depth interviews with the teachers also revealed that some teachers are against the presence of the policy in the system citing reasons such as in its present form encourages promiscuity among pupils. Evidently such teachers have not been well informed of the policy, they do not understand how it came about and how it operates, because they are not able to give a proper explanation of the policy. Some teachers attributed the rise in pregnancies among school girls to the fact that many girls were engaging in sex relationships. However, the teachers in this study reported that they were reluctant to act on many of such cases due to lack of evidence. The study has revealed that normally this behavior takes place both within and outside school.

Parents in this study have shown so much ignorance about the policy. They have indicated their fear of the influence that the pregnant girls have on the others who may be innocent but influenced by the presence of pregnant girls in school. This is so because in the focus group discussions the majority of them had nothing good to say about the policy only blaming it for the increase in number of pregnancies in schools. This concern in parents was also seen in parents in a survey conducted in Uganda by UNICEF (2011) which revealed that most of the parents thought that pregnant girls in school are a bad example to the rest and that the school system cannot accommodate them. This is an indication that the idea of pregnant girls returning to school has not been wholly accepted by some stakeholders in Uganda.

What came out in these discussions is that parents have little or no information of what prompted the government to introduce this policy in the education system. One would get the feeling that parents were not involved in the formulation of the policy let alone the sensitization about the re-entry policy.

5.4 Summary of the chapter

This chapter presented the findings of the study in line with the objectives. The study revealed that generally, the major players in the implementation of the re-entry policy such as school girls, parents and teachers are aware of the existence of the re-entry policy however, the majority have

little knowledge of the exact provisions of the policy. The study further revealed that the above mentioned stakeholders have different perception towards the re-entry policy. Clearly, some think that the existence of the policy made girls engage more in promiscuity as they tend to think that today it has become normal to be pregnant while in school. On the other hand, some stakeholders think that the policy has helped some girls to achieve their dreams despite falling pregnant while in school. Some of the re-entrants really appreciate the presence of the policy as they have been able to continue with their education despite falling pregnant at some point in their school life.

The influence of the policy on the girls' behavior in school has not really come out but what the study has revealed is that all the majority of the stakeholders merely make speculations that the girls are being encouraged to engage in promiscuity as a result the alleged increase in pregnancy rates among school girls. Therefore, the majority are calling for revision of the re-entry policy where all the concerned stakeholders will agree so that the girl child will be helped holistically. The little knowledge among the stakeholders and the negative perspectives that some of them hold towards the re-entry policy do not seat well with ideas of the liberal feminism theory which advocate for gender equality especially in provision of education. This is so because a good knowledge base and a positive perspective of key stakeholders towards the re-entry policy entail effective implementation of the policy which ultimately should achieve the goal of bridging the gap between boys and girls in school thereby leveling the playing field for both girls and boys to compete for opportunities in life.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter provides a summary of this study. It also presents the conclusion and the recommendations of this study as well as what can be considered for future research concerning the topic.

6.1 Conclusion

The study has shown that all the respondents who took part in this study were aware of the presence of the re-entry policy in the education system but what came out was that they had inadequate knowledge as they did not know the exact provisions of the policy, such as the duration of maternity leave granted to the teen mothers and the procedure taken to grant the leave.

With regards to the knowledge that secondary school girls, teachers and parents have about the school re-entry policy, the study revealed that the knowledge levels about this policy are very low in all the above mentioned parties despite them being very important stakeholders. It is evident from the study that while the re-entry policy has been in place for almost two decades in Zambia, implementers and targeted beneficiaries have not been adequately informed and equipped with knowledge to effect the desired change. According to this study, most of them just have an idea of what the policy is about without understanding fully what it provides. This unfortunately includes the teachers who have been mandated to oversee the implementation of the policy in these schools.

The study further reveals that most of these teachers do not have a working handbook of the policy to make reference to as they execute their duties as overseers of the implementation of the re-entry policy.

As regards the source of information on knowledge about the Re-entry policy, the study has revealed that the main source of such information was the school administration and the media.

In terms of the time frame within which teen mothers were allowed to go back to school, this varied from one school to school to the other. This is an indication that these schools have no standard guidelines for the implementation of the re-entry policy.

In terms of whether the policy was serving its intended purpose, majority of the respondents were of the view that the policy did actually serve the purpose except that many girls were taking advantage of the policy by engaging in relationships which could put them at risk of getting pregnant. There is growing concern that the general behavior of most girls in school is becoming unacceptable. As some parents lamented that they have become too acquisitive there by engaging in any activity just to get what acquisition they want, for example a smart phone. For some girls, they are getting pregnant again knowing that they would still be allowed back into school. As regards the girls' perceptions of the Re-entry policy, the study has shown that most of the teachers, parents and girls were of the view that the policy is contributing highly to the rise in pregnancies among school girls.

Considering the theory of liberal feminism, which looks at a woman as being equal to a man and therefore, should enjoy the same opportunities in life, the presence of the school re-entry in the education sector in Zambia does without doubt contribute to leveling the playing field for the boys and girls to compete for opportunities. However the effective implementation of this policy depends on the perception and the knowledge levels about the policy of the stakeholders involved in this study as they are the closest to implementation process at school level. The perception and knowledge are vital to the implementation because they determine whether the policy will be accepted or rejected. It is therefore important to ensure that all the stakeholders are equipped with knowledge of the guidelines and understand them completely and also those they should hold positive perceptions towards the re-entry policy.

6.2 Recommendations

Arising from the findings of the study, the following recommendations are made:

- The Ministry of General Education should intensify sensitization on the provisions of the policy among key stakeholders such as teachers, the church, traditional leaders, parents as well as pupils.

- The Zambian government should engage the agencies of the grant aided schools on how best to modify the policy so that the grant aided schools can also implement it.
- There should be a standard procedure of implementing the policy in all the schools. This includes having standard leave forms to be used by the involved parties, i.e pregnant girl, responsible boy/man, parents and school authorities.
- There must be a monitoring program for the implementation of this policy in schools just like any other school program with reports to help in the evaluation and each should make the policy document available to all teachers.
- The role of parents in the implementation of the re-entry policy should be spelt out especially during PTA meetings.

6.3 Areas for further research

Arising from the research findings, some aspects of the school girls' behavior in relation to the re-entry policy require further research. These include

- A co- relation study between the presence of the re-entry and the number of pregnancy cases among school girls in Zambia.
- An investigation of school counselors' involvement of parents in the school guidance and counseling in secondary schools in Zambia.

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Appendix A: An introductory letter from Kabwe DEBs to the five schools selected for the study

MINISTRY OF EDUCATION, SCIENCE,
VOCATIONAL TRAINING AND
EARLY EDUCATION

13 NOV 2014

DEPUTY HEADTEACHER
CHINDWINI SECONDARY SCHOOL
P.O. BOX 80603,
DARW.

Appendix B: Interview guide for teachers

I am a postgraduate student at the University of Zambia doing a Master's degree in Educational Psychology. I am currently carrying a study on school girls' perception toward the school re-entry policy. You have been selected to take part in my study by responding to my questions regarding the topic. Your answers will be kept strictly confidential and completely anonymous.

BACKGROUND INFORMATION

1. Sex
2. Name of the school
3. Education attained
4. Duration in that position
5. Type of your current school i.e co- school or girls only.

KNOWLEDGE OF THE RE-ENTRY POLICY.

- 6 Do you know anything about the re-entry policy?
- 7 How did you get to know about it?
- 8 Is your school implementing this policy? How are you doing it?
- 9 Are there any challenges that your school is facing in implementing this policy?

GIRLS' PERCEPTION OF THE POLICY.

10. Do you think the girls have the knowledge about the re-entry policy?
11. How do you think they take this information?
13. Do you think the girls are taking advantage of the policy?

GIRLS' BEHAVIOUR IN SCHOOL

14. Do you get reports of girls engaging in sexual activities both in school and outside?
15. If yes, what do you do with such reports? / Girls found wanting.
16. What are the statistics of girls falling pregnant in your school? / re-entrants.

17. Do you have cases of re-entrants falling pregnant again?

18. Do you have specific programs of the school where issues such as the re-entry policy and other behavioral related issues are discussed with your girls in school?

19. Are teachers involved in disseminating information about the REP to the girls? How do they do it?

THANK YOU FOR YOUR TIME

Appendix C: Focus group discussion guide for parents

I would like to have a discussion with you about your perceptions towards the school re-entry policy. There are no wrong answers, therefore feel free to share your opinions and feelings about the matter with me. The discussion will be kept strictly confidential so please feel free to participate.

1. Let us start by talking about what the school re-entry policy is, when it was introduced and what it provides.(probe for the specific guidelines)
2. Would you know if there are girls in this community who have gone back to school under the re-entry policy after giving birth?
3. How do you think our girls in secondary schools view this policy today?
4. How do you look at the girls' general behavior, both in school and when they are outside school premises?
5. What do you think about a girl child in secondary school having a boyfriend? If you discovered that your daughter is pregnant while at school, what would you do to her?
6. Do you think the policy is serving the intended purpose?
7. Do you think these girls are treated any different from those who have never been pregnant in the communities?
8. If you were given a chance to make changes or contributions to the policy, what changes and contributions would you make to make the policy a better one .I would like to thank you sincerely for taking part in my study through this fruitful discussion we have had.

Appendix D: Questionnaire for teachers

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES.

Questionnaire for teachers

I am a postgraduate student at the University of Zambia doing a masters' degree in Educational Psychology. I am currently carrying out a study on school girls' perceptions towards the school re-entry policy. You have been selected to take part in my study by responding to this questionnaire whose answers will be highly confidential and completely anonymous. You are not required to give your name or any form of identity. You are not compelled to respond as this exercise is voluntary.

INSTRUCTIONS

Please respond to the following questions as truthfully as you can be. Where there are options, select the appropriate response by putting a cross or a tick against your choice.

SECTION A BACKGROUND INFORMATION

1. Gender

- a) Male []
- b) Female []

2. Age

- a) 20-25 years []
- b) 26-30 years []
- c) 31-35 years []
- d) Above 35 years []

3. How long have you been in service?

- a) Less than 5 years. []

- b) 6-10 years []
- c) 11-20 years []
- d) Above 20 years []
- 4. What is your highest professional qualification?
 - a) Certificate. []
 - b) Diploma []
 - c) Degree []
 - d) Master's degree. []

SECTION B KNOWLEDGE ABOUT THE SCHOOL RE-ENTRY POLICY

5. Do you know what the school re-entry policy is?

- a) Yes []
- b) No []

6. In very few words, what does the policy provide?

7. If yes in 5, how did you get to know about the re-entry policy?

- a) Through the administration. []
- b) Through a memo []
- c) Through the media []
- d) Through a friend []

8. Is your school implementing the school re-entry policy?

- a) Yes []
- b) No []

9. Explain your answer above.-----

10. How long after delivery does your school allow the teen mother to return to school?

- a) 6 months after delivery. []
- b) When the infant is weaned off. []

- c) Any time the teen mother is ready. []
- d) I don't know. []

11. In relation to the above question, what does the policy provide?

12. Do you think as a teacher you have the right to stop a pregnant pupil from attending school?

- a) Yes []
- b) No []

13. Explain your answer above.-----

SECTION C TEACHERS' PERCEPTION OF THE RE-ENTRY POLICY

14. Does the school re-entry policy serve the intended purpose?

- a) Yes []
- b) No []

15. Explain your answer above-----

16. With your experience in teaching, do you think the girls in schools do understand the purpose of the policy?

- a) Yes []
- b) No []
- c) Some do while others don't []

17. Give reasons for your answer above-----

18. Given a chance to make amendments to the policy, what exactly would you change?-----

SECTION D GIRLS' BEHAVIOUR IN SCHOOL.

19. What is the current rate of teen pregnancy in your school?

- a) Very high []
- b) High []
- c) Low []
- d) Very low []

20. Are many girls in your school engaged in relationships with boys or men?

- a) Yes []
- b) No []
- c) I don't know []

21. From the time you started teaching; do you think there is an increase or decrease in pregnancies in school girls?

- a) Yes []
- b) No []

22. Explain your answer above.-----

23. In your own opinion, do you think the girls in schools today are abusing the policy?

- a) Yes []
- b) No []

24. Give reasons for your answer above-----

-----.

THE END

Appendix E: Questionnaire for pupils

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES.

Questionnaire for pupils.

Consent.

I am a postgraduate student at the University of Zambia doing a masters' degree in Educational Psychology. I am currently carrying a study on school girls' perceptions towards the school re-entry policy. You have been selected to take part in my study by responding to this questionnaire whose answers will be highly confidential and completely anonymous. You are not required to give your name or any form of identity. You are not compelled to respond as this exercise is voluntary.

INSTRUCTIONS

Please respond to the following questions as truthfully as you can be. Where there are options, select the appropriate response by putting a cross or a tick against your choice.

SECTION A. BACKGROUND INFORMATION

Please tick or cross against your choice

- 1. Age.**
 - a) 12-20 years []
 - b) 21-25 years []
 - c) Above 25years. []
- 2. What type of school are you in?**
 - a) Girls only. []
 - b) Boys and girls school. []
- 3. What grade are you doing?**
 - a) 8 []

- b) 9 []
- c) 10 []
- d) 11 []
- e) 12 []

SECTION B. KNOWLEDGE OF THE RE-ENTRY POLICY.

- 4. Do you know anything about the school re-entry policy?**
 - a) Yes []
 - b) No []
- 5. If your answer is YES above, how much do you know about the policy?**
 - a) A lot []
 - b) A bit []
 - c) Nothing []
- 6. What is supposed to happen to a girl who falls pregnant while in school, under this policy?**
 - a) She should be expelled from school []
 - b) She should be given leave until delivery []
 - c) I don't know []
- 7. For those who have been given leave, when should they return to school?**
 - a) 1 year and 6 months after delivery []
 - b) Whenever they feel like []
 - c) I don't know []
- 8. Are there any procedures to follow when a pregnant school girl is not granted leave?**

- 9. How would you rate of occurrence of pregnancies among girls in your school?**
 - a) Very high []
 - b) High []
 - c) Low []
 - d) Very low. []

10. Do your teachers take time to explain the re-entry policy?

a) Yes []

b) No []

11. If yes above, how often?

a) Very often []

b) Often []

c) Rarely []

d) Never []

12. If your answer in 10 is yes, explain how this is done.-----

SECTION C: GIRLS' PERCEPTION OF THE POLICY.

13. Do you think the school re-entry policy is a good policy?

a) Yes []

b) No []

14. Explain your answer above-----

15. Do you think girls in school are abusing this policy?

a) Yes []

b) No []

16. Explain your answer above-----

17. Do you think it is possible for a girl who falls pregnant while in school to achieve their educational goal?

a) Yes []

b) No []

18. Explain your answer above.-----

SECTION D: GIRLS' BEHAVIOUR IN SCHOOL.

19. Do girls in your school engage in relationships with boys or men?

a) Yes []

b) No []

20. If yes in the above question, what are some of the reasons for doing so? explain.-----

21. Do you agree that there is an increase in pregnancies among girls in your school?

a) Yes []

b) No []

22. Explain your answer above. -----

THE END

Appendix F: Budget

S/No.	Activity/Item	Quantity	Unit Price in ZMK	Total Amount in ZMK
01.	Reams of paper	05	25.00	125
02.	Pens	50	1.00	50.00
03.	Printing	-	-	500.00
04.	Photocopying	-	-	250.00
05.	Envelops	100	1.00	100.00
06.	Transport	-	-	2000.00
07.	Logistics	-	-	1000.00
08.	Snacks and refreshments	-	-	1000.00
09.	Contingence	-	-	600.00
			TOTAL	5,625.00

Appendix G: Work Plan

S/No.	Schedule of activity	Month								
		Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Jul 2014	Aug 2014	Sep 2014	Oct 2016
01.	Topic formulation									
02.	Writing of proposal									
04.	Collecting Data									
05.	Data analysis									
06.	Writing of draft report									
07.	Writing final report									
08.	Submission of final report									