

**THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A
WESTERN CAPE SCHOOL**

BY



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UNIVERSITY of the
WESTERN CAPE

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DECLARATION

I declare that “The educational support of teenage mothers at a Western Cape school” is my own work and that all the sources that I have quoted or used have been indicated and acknowledged by means of complete references.



B. Maarman – Afrika

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KEYWORDS

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Education

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ABSTRACT

Teenage pregnancy has increased in recent years, and it is viewed as a social problem that has led to various research studies. Most teenage mothers are more motivated to complete their schooling and pursue further education after giving birth. Due to the high number of teenage mothers returning to school, it became essential to understand the educational support they utilise to fulfil their schooling goals. The research attempted to explore the different support that is made available to them.

The study aimed to explore the educational support of teenage mothers at a Western Cape school. The study used a qualitative methodological paradigm, and an interpretive approach was followed. The data was collected using a single case study as a qualitative research design. Ten teenage mothers, nine parents, four teachers, and principal were selected as the target population using the purposive sampling method. In-depth individual, semi-structured interviews were conducted to collect the data. A schedule of interview questions enabled the participants to reveal their views and experiences on the topic of study. A thematic qualitative data analysis was used to create meaning from the collected data.

The study was able to provide an in-depth overview into how a small group of teenage mothers view their support about motherhood and schooling experience. The study found that the participants of the study had adequate support, but they still were struggling to cope as learners and mothers. Their family served as their main source of assistance, particularly when it came to finances and childcare. The foundation of their support system, according to the study, is the support of their biological mothers. The study revealed that teachers were helpful, but it also emphasised the limited support received from schools and districts. Misinterpretation and poor communication of teenage pregnancy policy in schools were noted. The passive role or absence of teenage fathers was also illuminated.

The study revealed that that teenage mothers required support in three stages and suggested a possible framework to assist in policy development. The study further suggests that policy should not implicitly focus on teenage mothers only, but also on teenage fathers.

CHAPTER ONE

INTRODUCTION, BACKGROUND AND CONTEXT

1. 1 Introduction

In South Africa, teenage pregnancies remain a severe health and social issue. Teenage pregnancy not only puts the health of both the mother and the child at risk, but it also has societal repercussions such as perpetuating the poverty cycle by causing pregnant teenagers to leave school early. (DBE, 2018). Teenage pregnancy is also broadly considered as the reason of terrible labour market effects which have a destructive effect on kids and are a cost to society. Researchers have found that teenage mothers have on average lower income and educational levels than non-teen mothers (Dlamini, 2016). According to Nkosi & Pretorius (2019), teenage pregnancy has been a major interference with the educational achievement of female learners globally.

The purpose of the first chapter is to provide the study's introduction, background, and context. It consists of 14 sections, namely 1.1 Introduction, 1.2 background, 1.3 contexts, 1.4 motivation, 1.5 literature review, 1.6 problem statement, 1.7 purpose of the study, 1.8 research methodology, 1.9 significance of the study, 1.10 ethical considerations, 1.11 limitations of the study, 1.12 delimitations of the study, 1.13 structure of the thesis and 1.14 conclusion.

1.2 Background

In South Africa, 1 003 307 births were recorded overall in 2020. Of them, 899 303 (89,6%) were births that took place in 2020 and were registered as such, and 104 004 (10,4%) were births that took place in earlier years but were registered in 2020. In 2020, there were 899 303 births overall. Births totalled 453 165 boys and 446 138 females. The proportion of young mothers is noteworthy. Mothers who were 17 years old or younger gave birth to 33 899 babies in total. Including late birth registrations, more than 600 youngsters between the ages of 10 and 13 gave birth; 499 of those births occurred in 2020. (Stats SA, 2021). 33 899 babies were born to mothers who

were 17 years old or younger. In 2020, 499 births occurred among children aged 10 to 13 (including late birth registrations). Early pregnancy and motherhood increase the danger of maternal difficulties, which increases the likelihood that kids will not survive and forces many girls to assume adult responsibilities before they are emotionally or physically ready (Stats SA, 2021).

Data from the 2016 Demographic and Health survey conducted by Stats SA showed that teen pregnancy rates appear to be significantly influenced by poverty. According to the same Demographic and Health Survey, South Africa's areas with the greatest incidence of teenage pregnancies also have the highest rates of poverty. Age differential and transactional relationships might arise as a result of poverty (where young women are having sex with men 5-8 years older than themselves). Both are recognized risk factors for HIV. Substance abuse, limited access to sexual and reproductive health services, especially in rural or isolated communities (early childbearing is more common in non-urban areas than in urban areas), and poor access to sex, sexuality, and pregnancy prevention information all increase the risk of teenage pregnancy (NACOSA, 2018).

The Department of Basic Education's analysis of the General Household Survey 2019 on education determined that the common pregnancy rate of girls aged ≥ 14 ranged between 3% and 4% during the period 2010 - 2019. It additionally found that pregnancy rates multiplied significantly in Grades 10-12 compared with Grades 8 and 9. Furthermore, pregnancy rates tended to be higher in rural provinces such as Limpopo and Mpumalanga in contrast with greater city provinces such as Gauteng, Western Cape, and Free State. (DBE, 2019). In SA, up to 2017 in the public sector, the delivery rate to women aged 18 years and younger was used as a marker for teenage pregnancy: between 2013 and 2017 the percentage of complete pregnancies in this age group fell nationally from 7.7% to 6.8% (Barron, Subedar, Makua & Pillay, 2022).

The District Health Information System (2017–2021) revealed, according to (Barron, Subedar, Letsoko, Makua & Pillay, 2022), that the number of births to young adults aged 10–14 years increased by 48.7% (from a baseline of 2 726, which is overly excessive by developed-country standards) and that the birth rate per 1 000 girls in this age category increased from 1.1 to 1.5. The majority of the provinces saw these increases every year. The range of births among female adolescents aged 15 to 19

increased by 17.9% (from a baseline of 114 329), and the birth rate per 1,000 women in this age group increased from 49.6 to 55.6. These rises also occurred at varying rates throughout all provinces and year over year in a continuous upward trend. In general, rates have been greater in rural than in metropolitan regions, such as Gauteng and Western Cape, in places like Limpopo, Mpumalanga, and the Eastern Cape.

The increases over the previous two years were quite substantial, which may be related to the COVID-19-related interruption of health and educational services and limited access to such services. Since these figures reflect socioeconomic circumstances (such as sexual and gender-based violence, family economic security, and school attendance), as well as inadequate health education, life skills, and access to health services, they raise important questions for the general public and in particular for the health, education, and social sectors.

1.3 Context

The school where the research was carried out is situated in the Belhar area in the Northern suburbs of Cape Town. Most learners come from the surrounding areas of Delft and Belhar. Both Belhar and Delft are commonly known for their high crime, high school drop-out, teenage pregnancies, gang violence and high unemployment rates.

A township is defined by Wikipedia as a racially separated metropolitan region that was only accessible to non-white people, specifically Indians, Africans, and coloured people, from the late 19th century until the end of Apartheid. Townships were typically constructed outside of cities and towns. A township is described as a suburb or city created close to a "white" urban region for the exclusive use of black African people in the Dictionary of South African English.

Belhar is a small town in Western Cape, South Africa, and forms part of the Cape Flats area in the City of Cape Town. According to Statistics South Africa (2011), the community of Belhar is predominantly Coloured (90.2%), followed by Black African (4.9%). The last census was recorded in 2011 and data was again collected in April 2022, which was not available at the time of the study. A community survey was done in 2016, however, more recent data about the Belhar area was not part of the survey. The most common languages spoken in this community are Afrikaans and English.

Belhar is described as a community with a substantial number of households negatively affected by poverty and unemployment. This community also suffers from a high crime and gang violence rate.

1.4 Motivation and personal rationale

This study was motivated since teenage mothers are challenged academically because of their status as mothers. They often experience poor support at home which makes it difficult to focus on academic learning. Main limitations consist of school policy and discrimination against pregnant learners, restricted alternatives for childcare, and excessive stages of poverty and unemployment that pressure current scarce household sources (Pillay, 2018). Many teenage mothers also do not have assistance from the child's father, which places various financial difficulties on the families. A study done by (Van Zyl, Van Der Merwe & Chigeza 2015) found that challenges relating to pregnancy include poverty, lack of support, lack of parenting skills, stigma, and loss. Poor parental role models make it even more difficult for them to navigate through parenthood as they often do not know what their role as a parent should be. Due to high school drop-out rates and unemployment in their community, they often are less motivated to complete schooling.

Teenage girls and their families endure a heavy burden when they have children early on, which can lead to academic decline and possibly dropout. The adolescent mother is no longer seen as a child, even if she goes back to school. She might struggle to provide for her child, which could result in repeated absences from school. Teenage mothers' lifestyles and adult development are impacted when they are required to work in order to support their child financially. This leads to the exploring the topic of the different support they would need to complete their schooling.

The school selected for the study is known to me as a researcher since I have been an educator at the school for more than ten years. During this time, I have noted the increased prevalence of teenage pregnancy and that most of these young mothers return to complete their schooling after giving birth. They often face great difficulty in trying to balance school life and taking care of the baby, they struggle to achieve academically upon their return to school.

The reason for choosing the school was further motivated by the fact that I had better accessibility to carry out this research at a school where I am familiar with the environment and the context. I had background experience of the school's culture and the learners (teenage mothers) as a Life Orientation teacher. Therefore, I felt the need for conducting research to gain greater insight into the phenomenon of teenage motherhood and explore the educational support available to them.

As a young woman coming from a financially challenging background, I had to overcome many difficulties to attain educational goals myself. I found that it was rewarding to interact with the adolescent mothers and learn their personal stories and in that way develop a relationship and understanding. I found it easier to do the research and to be able to comprehend the subtleties of the recollections revealed by the teenage mothers because I am fluent in both Afrikaans and English. Additionally, I was able to analyse the recorded interviews with clarity.

In this study, I was both the researcher and the teacher which allowed me to have an insider-outsider perspective. As an insider (teacher), I had prior knowledge of the study population and established relationships with the learners as their teacher. As an outsider, I was the researcher trying to gain an understanding of the phenomenon. The topic of positionality and reflexivity will be discussed in Chapter three.

1.5 Literature review

1.5.1 Introduction

Any nation's social and economic progress depends heavily on education to improve the quality of life for its people (UNESCO, 2009). As a result, gender equity in educational access and outcomes has become one of the primary intervention and discussion points in the global justice context (Avery & Kane, 2004). In most countries, policies and programs allowing adolescent mothers to finish their education have just recently been developed (Tarus, 2020). The Schools Act (Department of Education, 1996) in South Africa governs how pregnant and teenage mothers are supported in schools. Teenagers who are pregnant are allowed to stay in school under this policy, enabling them to return as new mothers after giving birth.

According to Prinsloo (2005), the South African constitution dedicates Section 28 solely to the rights of children, and Subsection 28(f) (ii) aims to shield kids from any jobs or services that can jeopardize their right to education and social development (Constitution of the Republic of South Africa, 1996). Legally, this provision safeguards young women who might otherwise be forced to leave school to take care of their infants.

The Western Cape Education Department (WCED, 2018) policy on learner pregnancy in public schools states that it is important that schools should approach learner pregnancy situations from an educational and values-driven perspective. To assist learners in challenging situations, to attain educational and personal success. The national policy and the provincial policies of teenage pregnancy are mentioned in section 1.5.6 and discussed comprehensively in Chapter 2 where an analysis of the policy will be done.

1.5.2 Teenage mothers

Motherhood

Teenage pregnancy can have poor outcomes on the education, livelihoods, and health of teenagers. Many pregnant learners become school dropouts, which can influence their academic and employment possibilities (Barron, Subedar, Makua & Pillay 2022). Most teenage mothers drop out of school and may not return; they are vulnerable to a variety of adverse outcomes such as high rates of unemployment, low labour market earnings, lower prospects of marriage, and high welfare dependency and poverty rates. Consequently, these teenage mothers are unprepared for the psychological, emotional, and financial responsibilities and challenges of being a parent (Muchiri, 2021)

Researchers contend that while the focus is still on socioeconomic matters like job and education, the social implications of adolescent parenthood are frequently overlooked (Dlamini, 2016). Due to the impact of the media, teenage pregnancy has been widely seen as a social concern. From a certain starting point, the extraordinary and unexpected idea of a teenage girl being pregnant evolves. A change that focusses more on the distinction between "children" and adults and is founded on a certain understanding of human development (Dlamini, 2016).

Adolescent mothers and their children are said to suffer socially, financially, and physically as a result of becoming parents (Mkhwanazi, 2010). These young mothers are now not only seen as having a higher likelihood of being poor, but also as perpetuating the cycle of poverty in the lives of their families and children. Teenage mothers are emotionally ill-equipped as parents and may lack parenting skills (Furstenburg, Brooks-Gunn & Chase-Lansdale, 1989). Liao (2003) highlights that the task of motherhood can be extremely challenging and emotionally exhausting. Teenage parents experience added pressure of performing dual roles of being a learner and a mother.

1.5.3 Schooling aspirations

According to research, teen mothers have academic difficulties such as grade repeat, school disengagement, poor discipline, and low academic accomplishment (Nkosi & Pretorius, 2019). Although some teen moms face challenging educational circumstances, some may succeed in life through schooling.

Many teenage mothers aspire to complete their schooling and pursue tertiary education. However, these aspirations are often limited by challenges to schooling completion, matric results, financial limitations, restrained understanding regarding tertiary schooling and training, and premature motherhood.

In the interest of their babies, many adolescent mothers return to complete their schooling. However, persevering with schooling is extremely difficult for the young mothers dwelling in unstable domestic environments (Dlamini, 2016). The rise in educational aspirations helps to explain why a significant proportion of girls return to school during pregnancy or become more engaged with school after giving birth (Smithbattle, 2006). The study further found that rising school aspirations among teenage mothers are often undermined by competing demands and the lack of consistent family and school support.

1.5.4 School drop-out

According to a study by Pillay (2018), school policies, the inability to manage the dual roles of mother and student, and insufficient guidelines for childcare were the main reasons why adolescent moms dropped out of school. To avoid public shame and embarrassment, teen moms occasionally abruptly ended their studies for a short period of

time (Pillay, 2018). According to Dlamini (2016), the absence of childcare help and support networks continues to cause a large number of teenage moms to drop out of school.

The likelihood that adolescent mothers will pursue a profession is significantly impacted by teenage pregnancy. Their academic career usually come to an end due to the birth of a child or a teenage pregnancy (Macleod, 1999). Teenage moms who had scholastic difficulties before becoming pregnant are less likely to return to school after giving birth because they see little benefit in furthering their education (Grant & Hallman, 2006).

1.5.5 Educational support

In this section I discuss how support and lack of support should be understood.

Support

The fundamental elements that decide whether younger moms complete their education are the availability of childcare and economic assistance (Madhavan & Thomas (2005). These elements encompass childcare facilities, social welfare and the elimination of the stigma related with teenage pregnancy. Several elements converge to facilitate teenage mothers staying at school throughout being pregnant and after childbirth. Responses to their pregnancies varied throughout schools from support for the teenage mother, not recognising the pregnancy and treating her the same as others. Educators provided guidance, encouragement, and compassion as forms of support (Pillay, 2018).

Pillay (2018) maintains that childcare is imperative for teenage mothers that return to school after childbirth. The possibilities for caregivers and access to crèches in the neighbourhood improved young mothers' probabilities of school achievement. Their chances to attend school is considerably enhanced by the availability of the child support grant, which allows them to exercise influence about the impartial care and support of their children (Pillay,2018).

Teenage mothers with a supportive family are positively impacted and have better experiences than those who do not. Adolescent mothers with family support can expand their understanding about parenting conducts and methods. The advantages

of dwelling with her family can also amplify the possibility of tertiary education and later secure employment (Bunting & McAuley, 2004); (Mkwananzi, 2017).

Lack of support

Progressive policies allow pregnant teenagers to stay in school, allowing them to return as young mothers after giving birth. According to Bhana, Morrel, Shefer, and Sisa (2010), the majority of educators view adolescent parenthood and pregnancy as social issues that disturb the academic life of the school (including that of the teachers and other students) and are associated with sexual shame. However, regardless of the lack of training and support, many teachers provide better schooling experiences for pregnant women and teen parents by showing concern and care.

According to Chigona and Chetty (2008), while the majority of adolescent mothers value education, some may not be able to finish their studies because of a lack of support. Teenage mothers, according to their study, are frequently pressured and misunderstood. They further implied that teenage mothers are also mocked at school which could lead to resistance that may cause academic failure. The study also found that lack of parental and school support played a big role in the academic failure of teen mothers.

The adolescent mothers in the study by (Mangeli, Rayyani, Cheraghi & Tirgari, 2017) were reliant on others and anticipated help from their mothers, other family members, friends, and school management teams. For the teens, this lack of support has led to issues with childcare and parenting, child-related expenses, continued education, and community.

1.5.6 National and provincial education departments' policies for teenage pregnancy

1.5.6.1 Department of Education's framework/ policy for teenage pregnancy

The Schools Act (Department of Education, 1996) in South Africa governs how pregnant teenagers and teenage mothers are supported in schools. In South Africa, policy efforts are designed to support female and younger girls' academic and developmental outcomes (aged 15-24 years). These include improving school enrolment and financial empowerment, as well as reducing the rate of HIV infection, teenage pregnancy, and gender-based violence (Pillay, 2018).

Officials, administrators, school administration organisations, and teachers were intended to be informed about teen pregnancies in schools under The Prevention and Management of Learner Pregnancy (DBE, 2018) policy.

This policy aims to guarantee the availability of information on prevention, the preference for abortion during pregnancy, care, counselling, and support, plans for mitigating the effects, and suggestions for systematic administration and execution. It requires the primary educational system and several stakeholders to provide the Comprehensive Sexuality Education (CSE) necessary for the optimum sexual and reproductive health.

1.5.6.2 Western Cape Education Department's policy for teenage pregnancy

The WCED's policy for teenage pregnancy was developed in line with the Department of Education's Prevention and Management of Learner Pregnancy.

The strategy seeks to stabilise and reduce the prevalence of learner pregnancy and its detrimental consequences on the educational system by laying out its objectives, guiding principles, and policy issues. The policy specifically aims to make sure that students may easily obtain information on how to prevent pregnancy, how to end a pregnancy, as well as care, counselling, and support (WCED, 2018).

The intention of the Policy on the Prevention and Management of Learner Pregnancy is to decrease the prevalence of teenage pregnancy through providing exceptional CSE and access to teenage friendly sexual and reproductive health services. It needs to support the Constitutional Rights of female learners to schooling by preventing exclusion from school as a result of pregnancy and offer a supportive setting for the continuance of learning (WCED, 2018).

1.5.7 Theoretical frameworks

1.5.7.1 Introduction

The theoretical underpinning of the thesis is based on two theoretical frameworks, namely, Bronfenbrenner's ecological model of human development and Bandura's social cognitive theory (SCT). What follows is a very brief explanation of each and the justification for using it in this study. A substantive discussion on each is presented in Chapter Two (see Chapter 2, section 2.3).

1.5.7.2 Bronfenbrenner's ecological systems theory

The ecological system is the term used to describe the environment that affects children. A child's development is affected by several environmental systems, according to Urie Bronfenbrenner. According to the ecological system theory, children behave differently in various surroundings and their environments have an impact on how they develop and mature into adults. The environment is divided into 5 layers by Bronfenbrenner. Conflicts or changes in one layer have an impact on all the other layers. The relationship between the child and her immediate environment as well as the larger environment must be examined in order to research a child's development.

Using the ecological systems theory was useful in guiding the relationships between the teenage mothers, their home environment, and their school environment. The theory was also useful in guiding the connection between the teen mother and the influence of learning and support that takes place in the classroom.

1.5.8 Social Cognitive Theory

The Social Cognitive Theory (SCT), created by Albert Bandura, is based on the idea that learning is influenced by cognitive, behavioural, and contextual factors (Bandura, 1991). Bandura proposed that practically all learning phenomena can occur through witnessing other people's behaviour and the effects of it, in contrast to traditional psychological theories that stressed learning by direct experience (Bandura, 1986). Attention, retention, reproduction, and motivation, according to Bandura, are the four main factors that control the process of observational learning. The study is crucial to Bandura's theory because it aids in understanding how the social environment affects the young mother and how her behaviour is influenced by it. Additionally, it influences how she views children and responsibility.

1.6 Problem statement

According to the City of Cape Town's Socio-Economic Profile 2016, the high levels of high school dropouts are mainly caused by teenage pregnancy, poverty, indigent households, and unemployment.

Despite the efforts of the Education Department to keep teenage mothers in school, numerous pregnant teenagers are compelled by socio-economic conditions to

discontinue their schooling (Pillay, 2018). There are several motives for this and can be attributed to the following:

- Teachers' outlooks on adolescent pregnancy (Mpanza & Nzima, 2006) (Ndlovu, 2019) (Macleod & Feltham-King, 2020)
- Stigma and discrimination of pregnant teenagers in schools (Chigona & Chetty, 2008)(Van Zyl, 2015) (Mkwananzi, 2019)
- Poverty (Klein, 2005) (Pillay, 2018)
- Lack of skills in dealing with sexuality issues (Francis, 2010) (Hendricks & Tanga, 2016)
- Adolescent mothers regularly lack necessary family support (Nelson, 2013) (Mkwananzi, 2017)

The research was selected due to the following reasons:

- They often experience poor support at home which makes it difficult to focus on academic learning. They lack parenting skills and are not equipped to deal with the dual role of learner and parent.
- Due to high school drop-out rates and unemployment in their community, they often are less motivated to complete schooling. To complete their schooling would enhance their chances of success and better quality of living in the future.
- Information from the findings of the study could be used to improve the support systems of teenage mothers and meet their needs more realistically.

The aim of the study is to explore the educational support of teenage mothers at a Western Cape school. Adolescent pregnancy affects many different people directly or indirectly. The pregnancy influences the mother-to-be, the father of the unborn child, and the households of each the father and mother of the expected baby.

1.7 Purpose of the Study

1.7.1 Introduction

The research problem of the study demands that the result of the study must impact the educational process and support of teenage mothers at the school level and district level.

There is a link between the purpose, aim, objectives and research questions in this study to highlight the intentions of the study.

1.7.2 Aim

The study aims to explore the educational support of teenage mothers in a Western Cape school.

1.7.3 Objectives

The objectives are:

- i. To define the term teenage mothers.
- ii. To develop an understanding of the concept of educational support.
- iii. To determine the role of the school in support of teenage mothers in attaining their schooling goals.
- iv. To appraise the role of parents in meeting the needs of teenage mothers; and
- v. To explore how the study of the educational support of teenage mothers can contribute to policy development.

1.7.4 Research questions

The main research question and the subsidiary questions originate from the aim and the objectives. In the next two sections these questions, are indicated.

1.7.4.1 Introduction

1.7.4.2 Main research question

What is the educational support of teenage mothers in a Western Cape school?

1.7.4.3 Subsidiary research questions

- i) What is understood by the term “teenage mother?”
- ii) How should the concept of educational support be understood?
- iii) What role is the school playing in support of teenage mothers overcoming challenges and attaining their schooling goals?
- iv) What role do the parents play in meeting the needs of teenage mothers?
- v) How can the study of the educational support of teenage mothers contribute to policy development?

1.8 Research methodology

In this chapter, a brief discussion of the research methodology applied is provided, and a more in-depth approach is described in chapter 3.

1.8.1 Methodological paradigm

This research was conducted using a qualitative methodological paradigm instead of a quantitative methodological paradigm. The study was conducted in a natural setting and not in a controlled environment. Using the qualitative approach was the preference of the researcher and the nature of the research in trying to comprehend the nature of the experience of teenage mothers. The intricate aspects of teenage mothers' experiences, thoughts, and emotions were easier to understand using this research approach than they are with more traditional research techniques.

1.8.2 Research approach

In the study, an interpretive approach was followed. The goal was to identify and develop an understanding of the educational support needs of teenage mothers. Through this study the researcher was able to explore and develop an understanding of the experience of the teenage mothers and their challenges and determine whether they had adequate support to help them succeed academically.

1.8.3 Research design

The data was collected using a single case study as a qualitative research design. This research study was exploratory in nature because it attempted to determine the educational support of teenage mothers.

1.8.4 Study population and sampling

The sample for the study was selected using a purposive sampling method. In this study, 24 participants were selected by the researcher, at the school based on their relevance to the study. The study population consisted of ten teenage mothers nine parents, four teachers and the principal of the school.

1.8.5 Pilot study

Three teenage mothers who fit the study's criteria participated in a pilot study that the researcher conducted. The goal of the pilot study was to examine the interview guide, clarify any sections that might be unclear, and make sure that it was appropriate for gathering the necessary data.

1.8.6 Research instruments and data gathering process

Data was collected using in-depth individual semi-structured interviews. The researcher met the ten participants, nine parents, four teachers, and the principal of the school, individually for face-to-face interviews. Using an interview guide the researcher was able to use interviewing methods and communication skills more efficiently, to talk about the issues which had been applicable to the study. The interviews were completed at the school.

1.8.7 Data analysis

Creswell (2013) asserts that qualitative data analysis must be carried out in steps, starting with the specific and moving toward the broad. Creswell's six steps were mostly used in this study, but the researcher also changed them by employing the thematic analysis's six steps. According to Braun and Clark (2006), there are six steps in thematic analysis. I took the recommendations they made in order to comprehend and make sense of the data collected.

I adapted the two sets of steps to inform the analysis of my data. Data analysis will be discussed more comprehensively in Chapter Three.

1.8.8 Validity and reliability

In this study validity was achieved through crystallisation, by interviewing the principal, teachers, and parents as well to verify data obtained from the teenage mothers.

According to Tracy (2010), who referenced Ellingson (2008), crystallization is the process of using numerous data sources, researchers, and lenses, but it is driven by post-structural and performative assumptions.

1.8.9 Limitations of the study

The study was limited by the following constraints: not all the parents could meet the time arrangements, so alternative times had to be set. Interviews were conducted during the school holiday so teen mothers could have felt that they were deprived of holiday time, arranging, and completing all the interviews in the allocated time frame.

1.8.10 Delimitations of the study

This qualitative research is delimited only to the identified ten teenage mothers in the high school in the northern suburbs of Cape Town where the study was conducted. Then, participants were teenage mothers enrolled for the 2017 academic year at the time of the study.

1.9 Significance of the study

The significance of the study is three-fold; firstly, the study could help to provide information on the support needs of teenage mothers and the schooling aspirations they have. The information gathered from the study could guide schools and the education department to develop support programmes and structures, which could assist teenage mothers to attain their schooling goals. Secondly, it could provide research data on the support needs of school-going teenage mothers in the South African context. The data obtained in the study could add to the body of existing knowledge on the subject, while also identifying gaps in literature for further research. Currently, the Department of Education has a developing teenage pregnancy policy. Problems arise as the policy is interpreted differently by various role players. Lastly, the data which results from this study could significantly assist with policy development about the needs of teenage mothers within the education, social and health services to enhance their chances of success.

1.10 Ethical considerations

Permission

Permission to conduct the study was obtained from the Higher Degrees committee. The ethical clearance was obtained from the Ethics Committee of the University of the Western Cape (Appendix K) and from the Western Cape Education Department (Appendix J). Permission from the governing body of the school was also requested and subsequently provided (Appendix M).

Informed Consent

Informed consent was attained from all the participants who participated in the research. Assent forms (Appendix E) were given to teenage mothers to give their permission to willingly partake in the study. Since they were still under the care of their parents and guardians, permission (Appendix G) from them was also requested. Before giving their permission to participate, participants and guardians were truthfully and completely informed of all the details of the study. All participants were informed by the researcher that field notes would be taken and that interviews (Appendix A, B, C and D) would be audio-recorded.

Confidentiality

According to De Vos, Delport, Fouche, and Strydom (2011), confidentiality ensures that information obtained is handled in a way that prevents others from having access to this private information, while privacy implies that "a degree of personal privacy is always maintained when dealing with participants."

Anonymity

Due to the delicate nature of the study, the participants might have experienced discomfort resulting from the questions during interviews. However, the researcher tried her best to make the participants feel comfortable and reminded them of their rights throughout the process. Informed consent was an ongoing process. The interests and welfare of the participants, according to Babbie and Mouton (2007), need that their identities be kept private. Only by abiding by the rules of confidentiality and privacy is this possible.

Trustworthiness

To ensure trustworthiness, the researcher conducted in-depth interviews, and a research assistant was present to observe the nonverbal gestures and nuances. In this study, credibility was achieved through crystallisation, by interviewing the principal, teachers, and parents as well to verify data.

1.11 Key concepts and definitions

Table 1.1: Key concepts and definitions

Key concepts	Definition
Support	To help someone emotionally or in a practical way (Cambridge Dictionary). In this research support is referred to any assistance that is being offered to teenage mothers.
Teenage mothers	Teenage mothers are those who become pregnant and raise their children while they are between the ages of 11 and 19 (Cosden, 2011). For the objectives of this research, a teenage mother is defined as a teenager who is a parent but has not yet reached adulthood and is enrolled in school.
Parental support	According to Nelson (2013) the parents of the teenage mother play the role of managers, facilitators and gatekeepers, while also providing child rearing guidance. For the purpose of this study parental support refers to the assistance that teenage mothers receive from their primary caregivers. This includes material, financial, emotional, and psychological support.
Educational support	Shaningwa (2007) refers to educational support as all the available resources and options available to teenage mothers, in order to find the best environment in which to continue their studies. In this research educational support is seen as being supported holistically rather than just academically to achieve schooling goals. Educational support refers to psychological, emotional, financial, and school assistance that can help the teenage mother to succeed academically and complete her schooling.
Schooling aspirations	Idealistic values that represent the level of education one aspires to reach are known as educational aspirations (Khatab,2015). Educational expectations are tangible values that are shaped by an individual's perceived reality, which typically consider their own abilities and other limitations (Sharp, Seaman, Tucker, Van Gundy & Rebellon, 2020). Schooling aspirations refers to teenage mothers' hope to complete their schooling and possibly pursue further educational goals.
Policy development	Policy development is the activity of developing policy generally involves research, analysis, consultation, and synthesis of information to produce recommendations. The end product of this process is a policy document reflecting on the policy issue to be addressed, procedures and mechanisms aimed at achieving the strategic thrust of the policy. (National Policy Development Framework,2020). For the objectives of this research, policy development refers to the process of producing policy regarding the educational support of teenage mothers, after consulting research and analysing findings of study.

1.12 Structure of the thesis

The purpose of each chapter of the thesis is as follows.

Chapter 1: Introduction and background to the study

Chapter 1 offers an introduction, background to the study and the significance of the study in research. Furthermore, it states the problem, motivation, research aims and objectives. The aim of the study is to determine the educational support needs of teenage mothers still attending school. It will also explore schooling challenges that teen mothers face, their schooling aspirations and the school's and parents' role in providing support in the South African context. A conceptual and theoretical framework is given to assist in the understanding of the research problem and the field of study. A short description of the research methodology is provided to indicate how the researcher went about conducting the study and the ethical considerations that were considered.

Chapter 2: Literature review

This chapter provides an integrated overview of the field of study. It is an exploration of literature around teenage mothers and their schooling experiences. The literature is categorised under the following headings: motherhood; schooling aspirations; school drop-out; support and lack of support.

Chapter 3: Research methodology

This chapter explains in detail the different components of the research methodology that were used in the study. It refers to the methodological paradigm, research design and research approach on which this study was based. Furthermore, the chapter discusses the research instruments, research participants and sampling method that were used to collect the data and the method of analysis to develop meaning from the collected data.

Chapter 4: Presentation of data

This chapter provides the presentation of the findings related to the study which aimed to determine the support needs of teenage mothers still attending school. The presentation includes findings from semi-structured interviews that were conducted

with the participants, parents, teachers, and principal of the school where the study took place. The demographic profiles of the participants are also presented.

Chapter 5: Analysis and discussion of data

Chapter 5 provides the interpretation and discussions of the findings regarding the objectives of the study. This includes the major concepts that the researcher identified and the sub-concepts that emerged from the major concepts encouraged by the objectives of this study.

Chapter 6: Conclusions and recommendations

This chapter provides conclusions and recommendations on the study of the support needs of teenage mothers still attending school. It also includes the limitations and opportunities for further research.

1.13 Conclusion

The purpose of this chapter was to provide an introduction, overview, and context of the research. The literature review and conceptual frameworks are discussed in chapter two.



CHAPTER TWO

LITERATURE REVIEW: CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.1 Introduction

Teenage pregnancy and childbearing have been significantly debated in research and society at large. "Not only does teenage pregnancy pose a health risk to both mother and child, but it also has social consequences, such as continuing the cycle of poverty including early school dropout by the pregnant teenager" (WCED, 2018). This study aims to explore the educational support of teenage mothers in a Western Cape school. This chapter deals with the search for, and review of literature relevant to the study.

This chapter has eleven sections. It is introduced by sensitising the reader about the seriousness of teenage pregnancy (2.1), followed by the purpose and methodology of the literature review (2.2); the theoretical frameworks (2.3); the conceptual framework (2.4), followed by a discussions emanating from the literature with regards to the prevalence of teenage pregnancy (2.5); motherhood (2.6); (2.7); school dropout (2.8); educational support (2.9); Education departments' teenage pregnancy policies (2.10) The chapter concludes with comments about the pertinence of research originating from the global North and global South and sensitizes the reader about the next chapter (2.11).

2.2 Purpose and methodology of the literature review

2.2.1 Purpose

A literature review is a selection of relevant documents on the subject, both published and unpublished. It contains information, theories, facts, and evidence that have been written from a particular perspective in order to achieve particular goals or express certain viewpoints regarding the nature of the subject and how it is to be investigated, as well as the effective assessment of these documents regarding the proposed research (Mudavanhu, 2017).

A literature review should be used to "...direct the development of a study to raise the evidence needed to guide practice," according to Burns and Grove (2003). The review

of the literature deepens the researcher's understanding of the subject and gives details about ongoing research on it.

The following objectives of the literature review are possible:

- Examining the body of knowledge already in existence to discover how scholars have looked into "the support of teenage mothers".
- To determine what policies or initiatives may be put in place to help teen mothers stay in school.
- To avoid duplicating a prior study and wasting time and resources, as Mouton suggests (2006).

2.2.2 Methodology of the literature review

To identify possibly pertinent papers, a search was conducted across a number of databases, including EBSCO, Oxford Journals, Sage, and Google Scholar. ResearchGate, Academic Search Complete, and Education Research Complete databases from EBSCO were consulted. The following search terms and phrases were used in the exercise.

- Teenage motherhood/pregnancy/ South Africa
- Teenage mothers/ education
- Teenage mothers/ schooling
- Teenage mother/ motivation
- Teenage mothers/ support
- Teenage mothers/ school dropouts

The goal was to find qualitative studies that provide insight into teenage motherhood in the schooling context and their perspectives on teenage motherhood.

2.3 Theoretical framework

2.3.1 Introduction

A theoretical framework, according to Crawford (2020), is a component of a conceptual framework that places the links examined in the study within the context of creating or evaluating formal theories. Crawford (2020) asserts that the theoretical framework should do the following:

1. Find the theory cluster, first.
2. Identify specific hypotheses that are pertinent to the cluster, including the source's creator.
3. Identify the study's underlying premise.
4. Describe how the investigation will advance our understanding of the theory.

The theoretical framework, according to Grant and Osanloo (2014), serves as both a metaphorical and literal basis upon which all knowledge for a research study is built. It provides the framework and foundation for the study's justification, problem description, purpose, importance, and research questions. For the literature study and, most crucially, the methodologies and analysis, the theoretical framework acts as a foundation or anchor. According to Camp (2001 as cited in Byers & Wilcox, 1991, p.67), a theoretical framework is "a systematic ordering of concepts concerning the phenomena being examined or as a systematic description of the interactions among a group of variables". A theoretical framework includes a review of the relevant disciplinary literature and the selection of a general theory that justifies the proposition's main hypothesis (Creswell, 1994). The theories are developed to clarify, anticipate, and comprehend phenomena. The ecological model of human development developed by Urie Bronfenbrenner in 1994 and Albert Bandura's social cognitive theory (1997) serve as the foundations for this study.

2.3.2 Bronfenbrenner

Introduction

According to Bronfenbrenner's (1994) ecological systems theory, the human ecological theory is also known as the ecological system theory. Urie Bronfenbrenner, an American psychologist, developed ecological system theory. In his critique of earlier theories of child development, Bronfenbrenner contended that studies of children in foreign laboratory settings with only one other person, typically a stranger, were ecologically invalid (Guy-Evans, 2020). He asserted that a child's surroundings have an impact on their growth. No matter how remote the influence, Bronfenbrenner (1994) wanted to build a theory of human development that would take into account the effects of all the systems that have an impact on how an individual lives (Crawford, 2020).

His theory and its significance

According to Bronfenbrenner (1994), in order to comprehend human development, one must take into account the complete ecological system in which growth takes place. To promote and direct human growth, the system is made up of five socially organized subsystems called the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The microsystem refers to the environment and people the child mostly interacts with. The immediate interactions and institutions that children interact with, such as their family or primary caregivers, school, or day-care, are considered to be part of their microsystems. The interactions between the child and these groups or organisations will affect how the child develops; the more supportive and nurturing these connections and environments are, the more the child will be able to develop. The study will look at how teenage mothers interact with their schools, parents, and friends as well as how assistance affects their ability to complete their academic goals. This method accounts for factors like parental education levels, which are believed to have an impact on teen pregnancy. Additionally, it considers factors including teachers' attitudes and abilities to deal with teen pregnancies in the classroom.

The mesosystem, Bronfenbrenner's (1994) next level, explains how the various elements of a kid's microsystem cooperate for the benefit of the child. For instance, if the child's guardians participate actively in school activities like attending parent-teacher conferences and attending their child's soccer games, this should help the child develop all around. In contrast, if the child's two sets of caregivers, the mother with his stepdad and the father with his stepmom, disagree about how to best educate him and teach him opposing teachings whenever they see him, this is likely to impede his development on various levels. In this study, these different interactions between the systems will be explored to identify challenges and influence on teenage mothers and the successful completion of school.

The other people and locations, such as the parents' places of employment, extended relatives, the neighbourhood, etc., that the child may not interact with frequently but could still have a significant impact on her are included in the exosystem level. For instance, if a parent of a child loses their job, it may have a detrimental impact on the

child if they are unable to pay the rent or buy food. In this case, as most teenage mothers are dependent on their parents financially to care for their babies, it will have a negative effect. The child, however, might benefit if one of her parents gets a raise or promoted at work because they will be better able to support and advise her as she chooses how to care for the child. Teenage mothers also rely on their parents to look for the infant while they go to class and complete their schoolwork.

The macro system, according to Bronfenbrenner (1994), is the child's largest and farthest-reaching set of people and objects. The macro system encompasses elements like cultural values, the economy, wars, and the relative freedoms that the national government permits. These factors may have a favourable or negative impact on a child.

The chronosystem focuses on the idea of time in relation to a person's development (Beck & Wiium 2000). It "encompasses change and constancy" in both the environment and the qualities of the developing person (Bronfenbrenner, 1994, p. 41). According to Ryan (2001), this system's components might be either internal (those affecting the developing individual, including the timing of puberty), or external (those happening outside of the developing person, e.g., the transition to democracy in South Africa).

Appropriateness of his theory to the study

The relationships between adolescent moms, their home environment, and their school environment could be better understood by applying the ecological systems theory. The notion proved helpful in directing the interaction between the teen mother and the support and learning that occurs in the classroom.

Support for his theory

The model offers a theoretical and research framework through which the holistic (all-encompassing) impact of the environment on human development can be considered. This has inspired a whole generation of scientists to examine forces affecting children more extensively and comprehensively (Taylor, 2016). The theory offers a comprehensive framework from which to comprehend child development by integrating various impacts on a child's growth. There is a recognition of our collective

responsibility for children's development and the establishment of institutions that foster the best possible growth.

According to Bronfenbrenner's idea, everything is connected and engages in interactions, albeit to variable degrees and at various times. His theory focuses on the connections that exist between people and the various systems that make up our lives and the world. The ecological theory of development developed by Bronfenbrenner has been useful in shedding light on all the variables that affect a person's growth and development. Additionally, it demonstrates how each element interacts with the others and has an effect on the development cycle. Bronfenbrenner gives a theoretical and analytical framework but does not clearly discuss the components as such (Christensen, 2016).

Criticism

With regard to the all-pervasive force of globalisation, Bronfenbrenner's model lacks what could be interpreted as a global arena. As a result, Drakenberg's (2004) study is significant because it adds a fifth level, the ex-macro level, to the model and makes the argument that the patterning of environmental events and transitions over the course of a person's life as well as socio-historical circumstances influence the individual. We could refer to this as a macroenvironment, in which political, economic, social, technological, and environmental factors are interdependent and have an impact on daily life. Globalization and information technology, which have led to more diverse knowledge processes among people, are just two examples of these factors. According to Christensen (2016), the interaction between the various societal levels has become more limited and the connection between the local and the global has grown stronger. Resilience is a different aspect that is left out of Bronfenbrenner's idea. It ought to have been incorporated into his theory (Engler, 2007), as resilience enables us to comprehend a person's potential. Having a feeling of purpose and faith in the future, as well as goal setting, educational aspirations, accomplishment motivation, perseverance, hopefulness, optimism, and spiritual charisma, are all signs of resilience (Benard, 1995, as cited in Engler, 2007). According to Miller (2008), our capacity for resilience is what enables us to recover from the edge and find our strength in trying situations, such as our ability to resist stressors. The prerequisites for resilience, which include social awareness, problem-solving abilities, a critical

conscience, autonomy, and a sense of mission, are all present at birth (Benard, 1995, as cited in Engler, 2007). Resilience is the belief that some people can overcome any challenge, and this ability is demonstrated by optimistic and goal-oriented behaviour, as well as by desires for higher education and other pursuits (Engler, 2007). The so-called "7 Cs" are character, contribution, connection, competence, confidence, and control. When resilience is included in Bronfenbrenner's paradigm, it helps us understand why people approach their professions in particular ways. Engler (2007) contends that expanding Bronfenbrenner's theory to include resilience can help explain some of the illogical ways in which individuals have recovered from tragedies and traumas in their lives. In essence, Bronfenbrenner's theory solely discusses the negative consequences of how a person will grow if they are subjected to hardship and travesty. The idea falls short because it doesn't have a means to explain how someone raised in a bad environment survives and succeeds.

2.3.3 Social cognitive theory

According to the social cognitive theory, individuals are active agents who have the power to both shape and be shaped by their environment. The idea is a social learning extension that takes into account how conceptions, judgments, and motivations affect an individual's behaviour and how their environment affects them (Nickerson, 2022).

The Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behaviour.

Social cognitive theory and its significance

The emphasis on social influence and on both external and internal social reinforcement is what makes SCT special. SCT takes into account the various ways in which people learn and keep certain behaviours, as well as the social context in which people exhibit those behaviours. The theory considers a person's experiences, which affect whether behavioural activity will take place. These previous experiences have an impact on reinforcements, expectations, and expectancies, all of which affect

whether someone would engage in a particular behaviour as well as the motivations behind that behaviour.

According to Bandura's theory, people pick up new skills through observation, imitation, and copying. Along with cognitive thought processes that affect behaviour and functioning, the emphasis is placed on the social roots of behaviour. Bandura goes on to explain how learning might take place without influence through model observations. Self-efficacy, as defined by Bandura, is the conviction that one can act appropriately in a given circumstance (Bandura, 1997). According to the hypothesis, students watch and mimic the behaviour of their role models. Despite the possibility of being exposed to community misbehaviour, parents and educators should set a good example for their children. The social environment has an impact on the behaviour of the teenage mother and how she learns to care for her child, making Bandura's thesis pertinent to the study.

Appropriateness of SCT for the study

What teenage mothers see and experience about them affects their behaviour and how they perceive what it means to be a parent. Self-efficacy, as defined by Bandura, is the conviction that one can act appropriately in a given circumstance (Bandura, 1997). The study is crucial to Bandura's theory because it aids in understanding how the social environment affects the young mother and how her behaviour is influenced by it. Additionally, it influences how she views children and responsibility.

Strengths of SCT

Nabavi (2012) lists the following as strengths of SCT:

1. Amassed an outstanding research track record.
2. Mindful of significant human social behaviours.
3. A developing hypothesis that is flexible.
4. Concentrated on critical theoretical questions, such as the stability of behavior and the role of rewards in learning.
5. Reasonable perspective of people and care for the social ramifications of the theory.

Limitations of SCT

According to Nabavi (2012) some researchers based on their findings reported some limitations for SCT:

1. A loosely arranged, incompletely systematized idea
2. Contentious topics: Does learning and performance require reinforcement? Is self-efficacy only a different outcome expectation? Why are some self-efficacy expectations constant while others are more likely to alter quickly? How do self-efficacy expectancies connect to broader personality if they are situation-specific? heavily relies on self-reports.
3. Neglected regions: Motivation, conflict, and emotion received just a small amount of attention during maturation and changes throughout life.
4. These results are preliminary: The foundational principles of personality are cognitive processes. Numerous psychological issues can be handled by modelling and supervised participation.

2.4 Conceptual framework

2.4.1 Introduction

In the following section I give a definition of the conceptual framework, furnish a justification, and review the different concepts that frame the study about the research questions.

2.4.2 Defining a conceptual framework

Crawford (2020), citing Ravitch and Riggan (2017), describes the conceptual framework as a two-part argument. The argument first outlines the significance of the study and the target audience. Second, the argument shows how the study's methodology was rigorous and how the research questions were in line with data collection, analysis, and interpretation.

Jabareen (2009) defines a conceptual framework as a network, or “a plane,” of interconnected principles that collectively supply a complete grasp of a phenomenon

or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy.

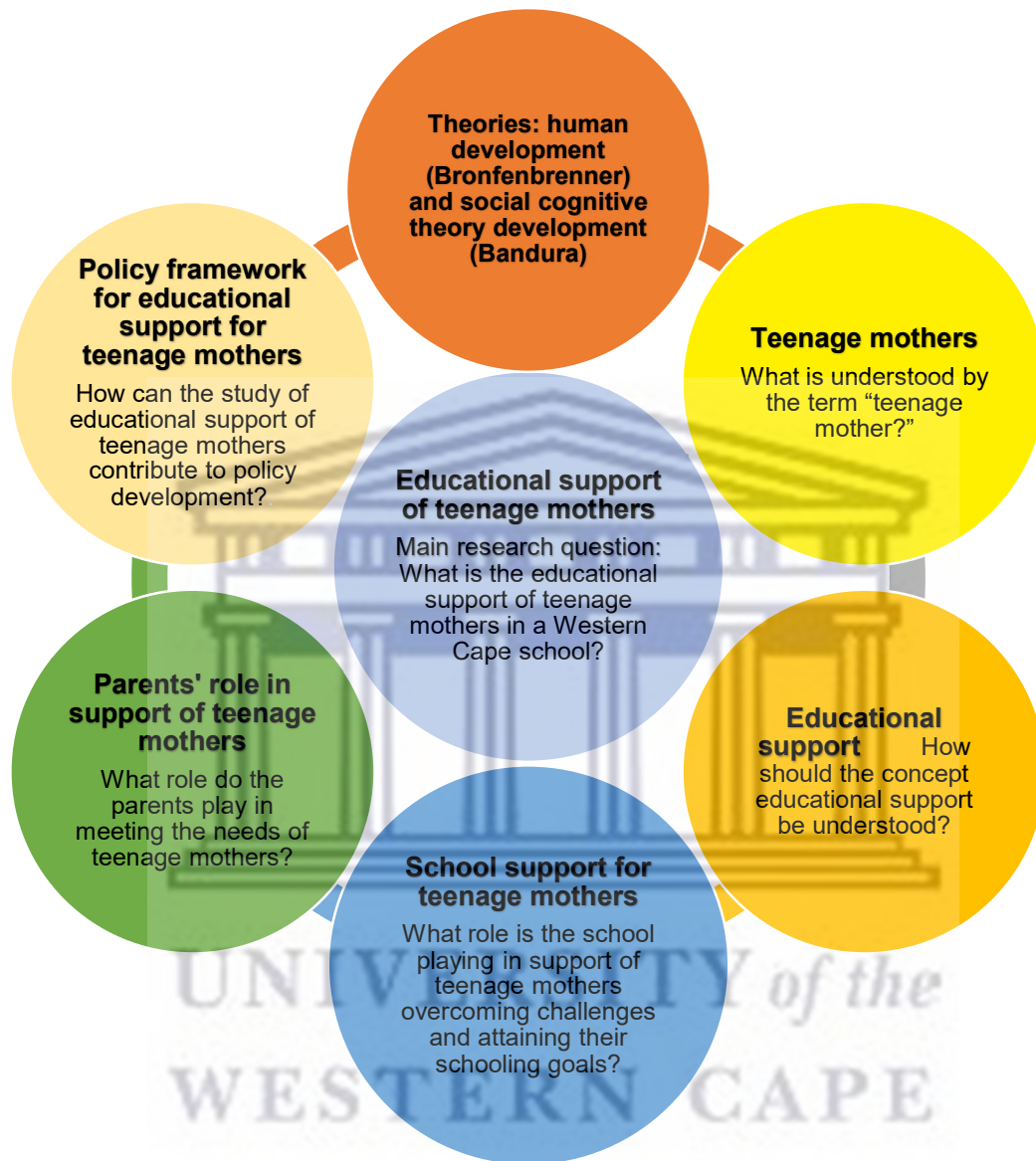
2.4.3 Justification for a conceptual framework

The objective of a conceptual framework is to benefit from the experience and expertise of others as you build your knowledge and viewpoint, assert Ravitch and Riggan (2017). In order to explore current research questions in new contexts, re-examine established themes or questions with those questions, and then connect your analytic tools and methodologies with your questions, you need a conceptual framework. A conceptual framework, in addition, provides a critical perspective through which you can assess your work and your part in completing it.

The most important thing to understand about the conceptual framework, according to Soviadan (2019), is that it is primarily an idea or model of what is out there that you design to study, of what is happening with these things, and of why a tentative principle of the phenomenon that you are investigating. This principle's characteristic is that it should guide the rest of your design in order to help you evaluate and enhance your aims, strengthen relevant and useful research questions, select appropriate methodologies, and spot any risks to the validity of your conclusions.

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Figure 2.1 Diagrammatical representation of the conceptual framework



The conceptual framework utilized in the study first clarifies the terminology used in the study and then adopts a multi-level strategy to identify the associated factors that affect and have an impact on the educational support provided to young moms. To enable the researcher to respond to the research questions, every element in the conceptual diagram (Figure 2.1) influences and is influenced by the components around it. This literature review is therefore shaped by the conceptual framework.

2.5 Prevalence of teenage pregnancy

2.5.1 Introduction

The following section offers a reflection on the prevalence of teenage pregnancy internationally in Africa and in South Africa.

2.5.2 International

According to WHO (2020), each year, a projected 21 million women aged 15–19 years in developing areas become pregnant and about 12 million of them give birth. At least 777,000 births happen to adolescent girls younger than 15 years in developing countries. The approximate international teenage-specific fertility rate has dropped by 11.6% over the past two decades. There are, however, large variations in rates throughout the regions. The teenage fertility rate in East Asia, for example, is 7.1 whereas the corresponding rate in Central Africa is 129.5.

Additionally, there are significant regional variances. In South-East Asia, the average adolescent fertility rate was 33 in 2018. (UNDESA, 2015). However, rates varied from 0.3 in Bangladesh to 83 in the Democratic People's Republic of Korea (Ganchimeg, 2014). There are significant differences even between nations. For instance, in Ethiopia, the total fertility rate varies from 1.8 in Addis Abeba to 7.2 in the Somali region, while the proportion of girls between the ages of 15 and 19 who have started having children varies from 3% in Addis Abeba to 23% in the Affar region (UNFPA, 2013).

Due to the large and, in some areas of the world, developing population of young females in the 15–19 age range, the actual number of childbirths among adolescents has not decreased despite the predicted global teenage fertility rate having decreased (UNDESA, 2017). Eastern Asia (95,153) and Western Africa have the highest birth rates (70,423).

Teenage pregnancies continue to be a global issue that affects high-, middle-, and low-income nations. Adolescent pregnancies typically occur in underprivileged areas of the world, frequently as a result of poverty and a lack of educational and employment opportunities (UNICEF, 2013).

There are numerous reasons for the occurrence of teenage pregnancies and births. In many civilisations, ladies are pressured into marriage and pre-mature pregnancy (WHO, 2013). At least 39% of ladies marry earlier than the age of 18 years and 12% earlier than the age of 15 (World Bank, 2017). Restricted academic and employment prospects are some of the causes of pregnancy in several areas. Frequently, in least developed societies, motherhood is respected, and marriage and bearing children may additionally be the best of the restrained alternatives presented.

Teenagers may not be able to prevent pregnancy because of gaps in understanding and misconceptions about where to get and how to use contraceptive techniques (WHO,2011). The provision of contraceptives based on age or marital status is restricted by laws and policies, and health workers may be biased or unwilling to recognize the needs of adolescents in terms of sexual health. Additionally, adolescents themselves may not be able to access contraceptives due to lack of information, difficulty getting to the pharmacy, or financial difficulties. Teenagers might also lack the autonomy or agency needed to ensure proper and regular use of a contraceptive technique. Teenage girls between the ages of 15 and 19 experience at least 10 million unwanted pregnancies annually in poor countries (Darroch, Woog, Bankhole & Ashford. 2016).

2.5.3 Africa

Another important indicator of early childbearing is the teen birth rate, which is the annual number of births to women between the ages of 15 and 19 per 1,000 women in that age group. The global adolescent birth rate from 2015 to 2020 was roughly 44 births per 1,000 females between the ages of 15 and 19, but this rate peaked in parts of sub-Saharan Africa. For instance, West and Central Africa had the highest regional rate of teenage pregnancies with 115 births per 1,000 girls between the ages of 15 and 19. (UNICEF, 2021).

According to a study by Kassa, Arowojolu, and Odukogbe (2018), Sub-Saharan Africa had a prevalence of 19.3% and 18.8%, respectively, of adolescent pregnancy overall in Africa. East Africa had the highest prevalence (21.5%), while Northern Africa had the lowest (9.2%). Rural location, prior marriage, lack of school attendance, lack of maternal education, lack of father's education, and a lack of parent-to-youth

communication on sexual and reproductive health concerns are all risk factors for adolescent pregnancy.

2.5.4 South Africa

In South Africa, a total of 1 003 307 births were recorded in 2020. Of them, 104 004 (10,4%) were births that took place in prior years but were registered in 2020, while 899 303 (89,6%) were births that took place and were registered in 2020 (current birth registrations). In 2020, 899 303 kids were born in total. 453 165 males and 446 138 females were born. The number of teenage mothers was noteworthy. 33 899 babies were born to mothers who were 17 years old or younger. Including late birth registrations, more than 600 youngsters between the ages of 10 and 13 gave birth; 499 of those births occurred in 2020. (Stats SA, 2021). The proportion of teenage mothers was noteworthy. 33 899 babies were born to mothers who were 17 years old or younger. In 2020, 499 births occurred among children aged 10 to 13 (including late birth registrations). Early pregnancy and motherhood increase the danger of maternal difficulties, which increases the likelihood that kids will not survive and forces many girls to assume adult responsibilities before they are emotionally or physically ready (Stats SA, 2021).

The Demographic and Health Survey conducted by Stats SA in 2016 found that teen pregnancy rates appear to be significantly influenced by poverty. According to the same Demographic and Health Survey, South Africa's poorest regions also had the greatest rates of teenage pregnancies. Poor people are more likely to engage in transactional relationships and age-disparate partnerships, which are both well-known risk factors for HIV and involve young women having sex with men who are 5-8 years older than they are. Limited access to services for sexual and reproductive health, especially in rural or distant populations, and poor access to information about sex, sexuality, and pregnancy prevention. Addiction to drugs is another risk factor (NACOSA, 2018).

The District Health Information System (2017–2021) revealed that, according to data from the public sector database, the range of births to younger teens aged 10–14 years expanded by 48.7% and the birth rate per 1 000 girls in this age group increased from 1.1 to 1.5. In most jurisdictions, these increases occurred year over year. The

number of births among teenage females aged 15 to 19 increased by 17.9%, and the birth rate per 1000 girls in this age range rose from 49.6 to 55.6. These increases also occurred year over year in a continuous upward trend across all provinces, though at different rates. In general, rates were higher in more rural provinces like Limpopo, Mpumalanga, and the Eastern Cape than in more urban provinces like Gauteng and the Western Cape.

Over the past two years, the rate of teenage pregnancies has dramatically increased as a result of Covid-19. This might be explained by the limited access to healthcare and educational resources. Since these metrics reflect socioeconomic circumstances as well as inadequate health education, life competencies, and access to health services, they pose major problems to the public generally and particularly to the health, education, and social sectors.

2.5.5 Summary

Teenage pregnancies are an international issue that affects nations with high, middle, and poor incomes. Adolescent pregnancies are more common in underprivileged areas around the world, typically as a result of poverty, a lack of educational possibilities, and employment chances.

2.6 Motherhood

2.6.1 Introduction

In this section, I provide insight into what is meant by teenage motherhood; the consequences; single mothers; stigmatisation; responsibilities and risks; re-evaluation of responsibilities.

2.6.2 Explaining teenage motherhood

For any person, let alone a teenager who is still in school, being pregnant and giving birth to a child are significant life events. Adolescent females who become mothers young have a huge impact on their marriages, families, and society as a whole (Herrman & Nandakumar, 2012). Teenage moms are not equipped to become mothers; they lack the physical, psychological, social, and cognitive preparation

necessary for parenthood (Aparicio, Pecukonis, & O'Neale, 2015). Teenage mothers experience the responsibilities of motherhood and the complexities of adolescence at the same time, which makes motherhood difficult and complicated (Crugnola, Lerardi, Gazzotti & Albizzati, 2014). According to Kagawa, Deardorff, Domnguez Esponda, Craig, and Fernald (2017), they must adjust to the social roles of maturity, the physical changes of puberty, the considerable brain development, and caring for an infant. The transition to parenthood is difficult for the majority of adolescent mothers since they are not in strong socioeconomic standing (Leese, 2016).

2.6.3 Factors contributing to teenage pregnancy

Teenage pregnancy in high schools is influenced by many factors. Risk factors that are commonly present among young women with low economic status and high dropout rates include low educational aspirations, problematic behaviours (such as alcohol and drug use and early sexual engagement), poverty, having single parents, and low parental education (Coley and Chase-Lansdale 1998).

The study done by Thobejane (2015) concluded that there is a relationship between peer pressure and the use of contraceptives. Adolescents are shaped by their peers, and they are more inclined to listen to their advice and information regarding sex than to their parents. Teenage pregnancy is also influenced by dysfunctional families and a lack of parental guidance. Many parents avoid having sexual conversations with their children because they view it as taboo, and some choose not to be involved as role models for their children during their teenage years. Adolescents know far too much about birth control. Simply put, they lack support from others or are unaware of the need to utilize contraception to avoid unintended and unwanted pregnancies.

Another study by Mothiba and Maputle (2012) indicates that the higher chance of an early pregnancy is highly correlated with and influenced by several factors. These factors include: low self-esteem, low educational expectations, peer pressure, sexual coercion, lack of knowledge about sex and how to use contraceptives, barriers to accessing contraception, negative attitudes of health staff, poverty, family breakdown, and increased media messages about sex.

2.6.4 Consequences

Annually, a large number of teenage girls become pregnant. Some of them see this as the end of their educational journey, which may result in decreased work options, poverty, and hopelessness as they become unable to provide for their families. The primary social impact of adolescent pregnancy is school dropout, as some students choose to leave school early to take maternity leave or never return (Chigona & Chetty, 2007).

Teen mothers may have a range of stress-related problems as a result of the adjustment to parenthood, including low self-worth and self-efficacy (Dlamini, 2016). In addition, the adolescent mother is still dealing with the realities of adolescence and is still trying to define her sense of self-worth and identity. She is compelled to accept accountability and take care of both her own and her unborn child's developing requirements.

Pregnancy problems brought on by an early pregnancy may result in death the young mother and/or her unborn child. The adolescent mother's body may seem mature, yet she is still growing physically. Pregnancy imposes a larger medical risk on younger women. The uterus doesn't fully develop until a person is 18 or 19 years old. The teen mother may have to decide between having an abortion and carrying the baby to term, among other things. Teenage girls who have backstreet abortions run the risk of suffering severe physical harm or possibly losing their lives, regardless of whether they may be accessible and legal. Further emotional anguish could result from the decision to have an abortion (Jali, 2005).

Teenagers who are pregnant but are not married may experience stigma, rejection, and violence from romantic partners, parents, and peers. Violence in a marriage or partnership is more likely to occur for girls who become pregnant before turning 18 years old (Raj & Boehmer, 2013). Although there are initiatives to allow girls to return to school after giving birth, adolescent pregnancy and childbirth frequently cause girls to drop out of school. This could potentially harm girls' possibilities for future education and employment (WHO, 2015).

2.6.5 Single mother

The main prevalent narrative around teenage pregnancy is the idea that young moms are incapable of becoming "good" mothers (Macleod, 2001). She is said to be psychologically and physically unprepared for parenthood because she is "relatively immature, less knowledgeable, displays high levels of stress (thinking she cannot cope), less receptive to her infant, and does not excite her baby (Cunningham & Boulton, 1996). (Durkin, 1995; Macleod, 2001). Due to the father's inability to contribute financially to the baby's care, many relationships end in divorce, which causes the "absent father" issue. Furthermore, the denial of paternity may result in the father's absence from the child's life (Govender, Naidoo, & Taylor, 2020).

2.6.6 Stigmatisation

Due to stigma from families, classmates, and others; feelings of loneliness and exclusion; the loss of vital things like their independence, educational possibilities, and friends; and a general lack of support, adolescent parents found pregnancy and parenthood to be the most challenging experiences (Van Zyl, Van Der Merwe & Chigeza, 2015). Teenage mothers who receive less parental support frequently experience social isolation. They must get used to giving up their independence to interact socially with their friends and classmates. According to Govender, Naidoo, and Taylor's study (2020), the most issues young moms had financial constraints, limited access to healthcare, and discrimination and stigmatization by medical professionals.

2.6.7 Responsibilities and risks

According to Liao (2003), being a mother can be emotionally exhausting and distressing for moms. Teenage parents may abuse and neglect their infants as a result of this (Corcoran & Pillai, 2007).

The stress of playing two roles at once is another challenge faced by teenage parents. Being a mother and a student or worker frequently leads to a conflict in roles, which makes it difficult for adolescent mothers to manage their time while carrying out various activities (Liao, 2003). The psychological, emotional, and financial demands and tribulations of becoming a parent are not ready for teenage moms (Muchiri, 2021).

In her 2007 study, Smithbattle looked at how teenage women described their roles as parents and students. The study discovered that regardless of how well-educated teens were prior to becoming pregnant, the prospect of becoming mothers caused them to re-evaluate their priorities and inspired them to continue or resume their education.

2.7 Schooling aspirations

2.7.1 Introduction

This section provides literature on the schooling aspirations of teenage mothers. The following concepts are discussed: schooling disruption; challenges; educational motivation and new priorities for the future.

2.7.2 School disruption

According to research, grade repetition, strict educational policies, disruption of the educational process, and stigma inside and outside of schools are some of the factors that contribute to low educational participation and opportunities for girls who become pregnant while in high school or college (Hosie & Selman, 2002).

Teenage pregnancies may have a negative effect on young people's education, earning potential, and health. Many pregnant girls drop out of school, which may have an impact on their academic and employment prospects (Barron, 2022). Many teenage women who drop out of school are susceptible to several unfavourable consequences, including high unemployment rates, poor wages, fewer marriage possibilities, and high welfare dependency and poverty rates.

2.7.3 Challenges

According to research, teen mothers have academic difficulties such grade repeat, school disengagement, poor discipline, and low academic accomplishment (Furstenberg, 2007; SmithBattle, 2005, Nkosi & Pretorius, 2019).

The needs of their children come first, but according to Govender, Naidoo, and Taylor (2020), they also suffer with a non-existent social life, loneliness, disruptions to their schooling, adjusting to their new roles as providers and nurturers, parenting issues, worry, and stress. The ability of adolescent moms to recognize that their children's needs must come before their own was noticed.

In line with the findings of Mashala, Esterhuizen, Basson, and Nel (2012) as well as Bhana and Nkani (2016), financial constraints were a key worry. The majority of research participants claimed that lack of family support, financial restraints, and obligations as parents prevented them from going back to school. Research from South Africa, which asserts that only one-third of adolescent moms return to school, supports this (Panday, Makiwane, Ranchod, and Letsoalo, 2009). Repeat pregnancies were linked in the current study to extreme financial stress, heightened loneliness, and guilt emotions, as well as physical and mental tiredness. This suggests that teenage multiple pregnancies hinder academic success and worsen the socio-economic circumstances of these young women.

2.7.4 Educational motivation

Teenage mothers are more likely to drop out of school and not achieve the same educational levels as their counterparts who do not become pregnant, according to a study by Ferre, Gerstenblüth, Rossi, and Triunfo (2013). Although some teen moms face challenging educational circumstances, some may succeed in life through schooling.

Particularly at the secondary school level, adolescent pregnancy is still one of the primary causes of disruptions at school (Mokgalabone, 1999, cited in Chigona & Chetty, 2008). Teenage mothers who decide to return to school confront barriers and difficulties that make it difficult for them to achieve, even though it is no longer desirable to prevent a student from continuing their education after becoming pregnant. Studies show that a girl's level of education affects her likelihood of getting pregnant. These girls all share the desire to complete their education to improve their chances of finding jobs and escaping the cycle of poverty (Dlamini, 2016).

Ambitions for finishing school and continuing their education are high, but they are constrained by difficulties with matriculation completion, grades, a lack of financial resources, an inadequate understanding about tertiary education, and early parenthood. Young mothers expressed a desire to pursue higher education, but many were not aware of the entry requirements, application processes, associated costs, or available resources (Pillay, 2018).

According to Kalil (2002), high school completion and continuing in postsecondary education are likely to be significantly influenced by educational motivation during later adolescence, especially among young mothers. Therefore, for this at-risk group, educational motivation is crucial to making successful transitions to adulthood.

According to Smithbattle (2007), practically all teenagers reported the rise of new objectives and anxieties for their future in the expectation of parenthood, regardless of their academic standing. According to Kalil (2002), teenage mothers' impressions of unfair treatment at school influence expectations for educational attainment tested one year later, in addition to the important roles played by baseline educational attainment and aspirations. Particularly, teenagers who claim that teachers perceive them as less intelligent than they are and who discourage them from enrolling in particular classes because they are mothers demonstrate a drop in scholastic aspirations over time. The study emphasised the fact that teachers treat teen mothers differently and are often insensitive to their new role. The study found that there was no educational motivation from the teachers' side. This led to a decline in teen mothers' educational expectations, making them less motivated.

2.8 School dropout

2.8.1 Introduction

In this section I discuss the reasons for school dropout; the consequences; the impact on educational attainment and the relationship between school dropout and low educational attainment.

2.8.2 Reasons for school dropout

According to a survey by Nokuthula and Pretorius (2019), teachers said teenage pregnancies had a significant impact on students' ability to attend class. The majority of the time, this is because the teenagers have no one to care for their infants, forcing them to juggle caring for the child while also attending school, which is exhausting for them. Therefore, this results in school dropout (Boaz & Willy, 2021).

According to Pillay (2018), school policy, the inability to handle the dual roles of mother and student, and inadequate assistance to care for the baby contributed to a few young mothers dropping out from school. In some cases, young mothers anticipated

a negative reaction from school and dropped out for a short period of time to avoid shame and embarrassment (Pillay, 2018).

According to Dlamini (2016), research shows that many of these teens still drop out of school because of situations concerning childcare and a lack of structures that assist teenage moms. This is true even if the South African Education Department authorizes teenage girls to return to school. Because resources are frequently unwelcoming to young moms and prevent them from seeking assistance, adolescent pregnancy is still stigmatized, and many young mothers are unable to access them. Pregnant females frequently drop out of school, which reduces their possibilities for higher education and employment (Barron,2022).

In their study, Grant & Hallman (2006) discovered early childbearing influences a teenager's subsequent academic performance. If the teenage mother cannot secure childcare, she will most likely drop out of school. Grant & Hallman (2006) also note that learners who perform poorly in school are also less likely to resume schooling after having a baby because they see little advantage in furthering their education.

2.8.3 Impact on educational attainment

Teenage pregnancy and educational attainment are related issues. In their study, Barmao-Kiptanui, Kindiki, and Lelan (2015) discovered that 86% of the participants in Bungoma, Kenya, concurred that teenage pregnancies result in less favourable educational outcomes. Parents' reactions to their teenage daughters' pregnancies also had an impact on their educational attainment; pregnant teens with supportive parents were able to advance further in their educational careers than their counterparts. Pregnancy also negatively impacted educational levels.

Younger girls who become pregnant are more vulnerable to problems and health hazards during pregnancy and delivery, according to a 2015 study by Neal, Chandra-Mouli, and Chou. Additionally, less educated females and poorer communities have a higher rate of younger adolescent first births, particularly among adolescent moms under the age of 16. In addition, there is a significant correlation between poverty, illiteracy, and teen parenthood (Neal et al., 2015).

2.8.4 Relationship between school dropout and low educational achievement

In several instances, childbirth means the end of the adolescent mother's education.

Under the Education Act (27 of 1996), pregnant schoolgirls may not be excluded from school except for health reasons and must be readmitted if they apply after giving birth. However, many young mothers do drop out of school, especially if they do not come back to class within a year of giving birth (Swartz & Bhana, 2009).

Adapting to a new position as a pregnant learner is difficult, and some young mothers take time off school because they are unable to cope. Pillay (2018) states that some teenage mothers permanently withdraw from school, because they fail to balance the double roles of mother and learner, in addition to lacking assistance with childcare.

Teenage mothers who stop attending school may do so for a variety of reasons, including pregnancy, but this is not always the case. In other circumstances, it might be said that a teenage girl doesn't go back to school not because she's pregnant but rather because she struggled in the classroom before she left. Unseen execution of the school policy, low academic achievement before the pregnancy, and inadequate support from their families and the community at large may all be contributing factors in why young mothers do not return to school (Nelson, 2013).

2.9 Support

Gillespie, Allen, Pritchard, Pillay, Balen, and Anumba (2021) claim that the teenagers' mothers' support made a significant difference in their ability to cope with motherhood. It was especially important for young women whose partners had refused to get involved to have parental support. The survey also discovered that access to resources and support from family and partners played a role in how they managed motherhood. While some young mothers shared uplifting stories, others appeared overwhelmed and disappointed. According to the study, adolescents who could depend on resources and assistance were better equipped to express their objectives and decisions.

The results of a study by Bhana, Morell, Shefer, and Ngabaza (2010) show that a supportive social environment is a key factor in a teenage mother's academic achievement. Teenage mothers who receive academic support from their teachers and peers, as well as from their families, often perform better in school than those who do not (Dlamini, 2016). According to Chigona and Chetty, teenage mothers may struggle academically and not succeed as a result of the kind of support they receive

at home (2008). If the support was insufficient, the young mother's chances of success would be decreased.

When teenage moms encounter the difficulties of parenting, the role of the family assumes a considerably greater significance. Teenage mothers first rely on their family for both material and emotional support (Caldwell, Antonucci & Jackson, 1997). According to Caldwell & Antonucci (1997), the grandmothers of the new-borns are frequently the main providers of housing, financial support, and child-care assistance. The financial burden placed on families when a baby was added to the family led to higher levels of depressive symptoms, according to a study done with teenage mothers and their moms.

However, the support that teen mothers receive from their families can also be very beneficial to them. Teenage mothers can learn more about parenting techniques and behaviours with the help of their family. According to Nelson (2013), who attests to this, parental support is crucial in the life of a teenage mother because it helps the new mother raise the family member and provides parenting advice. The benefits of staying with her family, may raise her chances of finishing school and finding a job when she is older, which could improve her children's prospects (Bunting & McAuley, 2004). In addition to the family's assistance, the child's father's support could be beneficial to both the adolescent mother and the child.

According to Bhana et al. (2010), the existing perception of adolescent motherhood, which places teen moms within a problematic discourse full of sexual immorality and disturbance in academic life, frequently makes it difficult for teachers to support teen mothers. Additionally, dealing with adolescent mothers altered educators' perceptions of schools as sanctuaries of sexual innocence and their comprehension of the school environment.

Nelson (2013) explored the support provided to young mothers who decided to go back to school. Being a teenage mother was perceived by the participants in this study to be a life-altering experience, they felt that support from their families and communities played a crucial role in becoming a parent. According to the report, teen mothers received a variety of support from their families and the community to help them finish their education. The duties of raising a kid at a young age placed great burdens on them, despite the assistance of their families and, in some cases, their

boyfriends. The participants' shared concern was that their kids had taken over as the centre of their lives.

According to Pillay (2018), teenage mother's chances of completing their education were improved by the availability of childcare facilities and opportunities for paid childcare workers in the neighbourhood. The child support grant increases young mothers' chances of going to school by enabling them to make independent decisions about the care and maintenance of their infants. This is crucial in metropolitan areas with limited resources since moms are often the only working adults in the family and are therefore unable to provide childcare.

Grandparents can be considered an alternate source of support, guidance, and care. Grandparents will play a big part, especially when parents are struggling to assist a pregnant or parenting daughter. Undoubtedly, a mother who is still in her teen years needs assistance, and that support is worth far more if it comes from her own family than from someone else. The teenage girl's grandmother, who ends up raising their (grand) daughters' children, feels more pressure in their roles as they carry out their responsibilities. They lack support in terms of money, resources, and health care (Modungwa, Poggenpoel & Gmeiner, 2002, p.62).

Teenagers frequently have immature, emotional, and skewed impressions of their family. Positive outcomes have been reported by certain sources, showing that families occasionally rearrange themselves to accommodate the new family member (Cervera, 1994). When they learn about the pregnancy, the family may respond with shock or rage, but when the baby is born, they may start to support their daughter.

Young adolescents may experience emotional distress from the shock of an unplanned pregnancy. Some teenagers get emotional support from their immediate family, while others don't. Without emotional support, the adolescent can become more anxious and frustrated, while some might become depressed (Mackey & Tiller, 1998). The adolescent may experience drastic personality changes or perhaps commit suicide if she doesn't receive emotional support and understanding from those who are close to her.

Pillow (2004) discovered that many young mothers go back to school after having children because they are determined to finish education for the benefit of their

offspring. However, the baby and the fact that parents and teachers frequently give up on them and are unable to take their plans seriously once they have children, are to blame for the girl's struggles with school. Teen moms may occasionally find that continuing their education is an unforgiving responsibility, especially if they come from insecure homes (Nelson, 2013).

Lack of support

Sadly, not every adolescent mother receives assistance from their families. Some people struggle, and they might be excluded from the home. Due to the lack of family support, pregnant teenagers frequently face rejection, loneliness, and anxiety. When the parents learn of the pregnancy, they become upset.

According to Chigona and Chetty (2008), while the majority of adolescent mothers value education, some may not be able to finish their studies because of a lack of support. Researchers discovered that some parents may be unwilling or ashamed to support their children, which causes them to favour other siblings more to make the adolescent mother feel guilty or as a form of punishment. The researchers also made the case that many families with adolescent mothers experience financial hardship because of these challenges. The difficulties faced by adolescent moms are frequently made worse by the absence of assistance from the fathers of the children. The study also found that lack of parental and school support played a big role in the academic failure of teen mothers. "...we found that while schooling teen mothers consider academic qualifications to be very important, they may not be able to succeed academically if the support they need from school, home, and the community is insufficient or absent" (Chigona & Chetty, 2008).

The most extensively studied form of support in the literature is the family's function. The support provided by the maternal grandmother has been widely discussed in this. According to Caldwell and Antonucci's (1997) analysis of American literature, grandparents serve as the main provider of housing, financial support, and childcare for young mothers because they typically stay with their mothers for up to five years after giving birth.

Because she lacks the necessary support system, it may be challenging for the teenage mother to complete her education due to the lack of encouragement from her

family and friends. Most teenagers lack the social or financial support necessary to care for themselves or their offspring. Teenage moms struggle socially because they have few possibilities for career and educational chances, which can result in poverty and financial difficulty. The teenage mother becomes more dependent on her relatives for financial support. She may also apply for financial assistance from the government in the form of a child support grant due to a lack of income.

The child support grant was introduced in 1998, and between 1998 and 2005, its coverage significantly increased. The grant's goal was to safeguard the most vulnerable young people, the poorest youths. Since then, the grant has been made available to all kids under the age of 14. It sought to eliminate urban bias that has pervaded most of the health, education, and welfare initiatives. It also made it possible for an adult to serve as a child's "primary caregiver" rather than their biological parent.

Many girls desire to finish their education because they value it. However, being a teen mother comes with many difficulties, particularly when returning to school after giving birth. According to Boulden (2001), one of the best methods to lessen challenges for adolescent mothers is to support and encourage them to finish their education. Boulden (2001) added that by doing this, the likelihood of teenage repeat pregnancies might be decreased by transferring them to a different school or to a different type of schooling. Teenage moms require better guidance, better childcare, and greater accessibility to support if they are to finish their studies (Shaningwa, 2007). Not all adolescent mothers have the same needs; some choose to stay enrolled at their current school while others favour a different one. Some people wish to continue in the traditional educational system, while others require teaching and direction that is specifically tailored to meet their needs.

2.10 Relevant legislation and policies on teenage pregnancies

2.10.1 Introduction

The South African School's Act (1996) forbade discrimination against learners based on becoming pregnant while still at school. After this time, policies were implemented to manage learner pregnancies in South African schools. The law made it clear that learners should not be forced out of school or expelled based on their pregnancy status. However, no clear guidelines were given on how to deal with learner

pregnancy. This resulted in the policy not being implemented evenly in all schools and being misinterpreted by many.

2.10.2 Department of Education's policy on teenage pregnancy

According to Mwaba (2000), teenage pregnancy is a societal issue that has an impact on South African women's advancement and emancipation. In South Africa, teenage pregnancies continue to be a significant social and health issue. The Schools Act (Department of Education, 1996) in South Africa governs how pregnant teenagers and adolescent mothers are supported in schools (Bhana, Morrel, Shefer and Sisa, 2010). This policy allows pregnant teenagers to remain at school, allowing for their return after giving birth. Teenage mothers who return to school after giving birth frequently encounter obstacles that could hinder their success; these obstacles relate to assistance from teachers, support at home, and motivation to succeed (Chigona and Chetty, 2008).

South African policy initiatives aim to advance the educational and developmental outcomes of girls and young women (aged 15-24 years). Among them are lowering HIV prevalence, teen pregnancies, and gender-based violence, as well as raising school enrolment and economic empowerment (Pillay, 2018). The Schools Act (Department of Education, 1996) in South Africa governs how pregnant students and teenage mothers are treated in schools (Bhana, Morrel, Shefer and Sisa, 2010).

The South African Schools Act (No. 84), passed in 1996, played a crucial role in implementing the larger constitutional commitment to gender equality in the educational setting. Learners who were pregnant were formally dismissed before the Act. Act (9(2)(b)) now only permits expulsion for "severe misconduct" as the justification (Shefer, Bhana & Morrel, 2013). The ability of the school's leadership to remove students without cause was likewise curtailed. However, the Act's shortcomings were quickly identified. The Department of Education should "facilitate the schooling" of pregnant adolescents and young mothers, as well as provide affordable and accessible childcare facilities, according to the Gender Equity Task Team (GETT), which was established to assess the state of gender in South African education (Wolpe, Quinlan & Martinez, 1997: 230). However, up until the Department of Education's 2007 publication of Measures for the prevention and management of learner pregnancy, it was up to the schools to interpret and implement the law.

To help officials, principals, school management teams, and educators respond to learner pregnancies, the Prevention and Management of Learner Pregnancy was created. The Policy discusses the high rates of pregnancy among students, the familial and social context in which this occurs, strategies for reducing unintended and unwanted pregnancies, management of its pre- and postnatal implications, limiting associated stigma and discrimination, and, crucially, the retention and re-enrolment of affected students in school (Government Gazette, June 2018).

The Policy on the Prevention and Management of Learner Pregnancy seeks to lower the prevalence of learner pregnancy by providing access to adolescent and youth-friendly sexual and reproductive health services as well as high-quality, comprehensive sexuality education. It should support girls' constitutional rights to an education by preventing exclusion from school due to pregnancy or childbirth and by creating a welcoming atmosphere for ongoing education.

The 2007 statement, intended to clarify schools', teachers', and students' rights and responsibilities, is organized as a discourse on pregnancy prevention but also aims to offer recommendations for parenting and pregnancy at school (Shefer, Bhana & Morrel, 2013). The document emphasizes the teen mother's accountability as a parent and a student. In addition, it advises that "no learner should be re-admitted in the same year that they left school due to pregnancy" and that "a delay of up to two years may be necessary for this purpose." Schools are recommended to encourage students to complete their education both before and after giving birth. Evidence from news articles and a growing number of empirical research suggests that schools interpret this section of the rules differently and not always in the best interests of the students (Ngabaza, 2011; Shefer, Fouten & Masuku, 2012; Shefer, Bhana, Morrell & Manzini., 2012). "Despite the document's attempts to eradicate ambiguity, the standards are not explicit, leaving substantial interpretive discretion with teachers and school officials, notably about how long a young mother should be out of school before and after birth," say Morrell, Bhana, and Shefer (2012).

2.10.3 Western Cape Education Department's policy for teenage pregnancy

In order to help students whose futures might otherwise be jeopardized by unfortunate circumstances succeed in both the classroom and their personal lives, schools should approach learner pregnancy situations from an educational and values-driven

perspective, according to the Western Cape Education Department policy on learner pregnancy in public schools. The Department of Education's Prevention and Management of Learner Pregnancy formed the basis for the Western Cape Education Department's teen pregnancy policy.

The strategy seeks to stabilize and reduce the prevalence of learner pregnancy and its detrimental consequences on the educational system by laying out its objectives, guiding principles, and policy issues. The policy specifically aims to make sure that students may easily obtain information on how to prevent pregnancy, how to end a pregnancy, as well as care, counselling, and support (WCED, 2018).

This policy seeks to ensure that data on prevention, abortion options, care, counselling, and support, impact reduction frameworks, and guidelines for system management and operation are all freely accessible. It promises to use the fundamental educational system and other role actors to give the Comprehensive Sexuality Education (CSE) essential for optimum sexual and reproductive health. The knowledge and abilities required to make wise choices about their relationships and sexuality should be taught to young people. It provides an age-appropriate, culturally relevant, and right-based approach to sexuality and relationships, explicitly confronts issues of gender and power, and provides scientifically accurate, helpful information in a non-judgmental way.

2.11 Summary

The prevalence of teenage pregnancy has been a subject of interest among professionals for a long time. More and more teenage mothers choose to complete their education after giving birth. Being a mother and scholar come with great difficulty, meaning that they heavily depend on support systems to help them succeed academically. This chapter gives an overview of the literature on various aspects of teenage motherhood and education to aid in the exploration of the study of the educational needs of teenage mothers. A discussion of the study's research methodology is provided in the following chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will concentrate on the study's research methodology and attempts to provide a succinct and clear explanation of how the research was conducted. The chapter presents the research questions, the motivation behind the methodological paradigms, and the research approach used for this study. It also includes the following strategies used to plan for the study: the research design, research population, sampling, and research instruments. The chapter concludes by addressing trustworthiness and ethical considerations.

The term "research methods" refers to a group of precise procedures we employ in a study to choose cases, assess, and monitor social behaviour, collect, and refine data, analyse data, and present findings (Adedoyin, 2020). A researcher defends and argues a methodological case as their justifications for using a particular approach. This study seeks to explore the educational support of teenage mothers at a Western Cape school by means of a sound methodological framework and structure.

3.1.1 Main research question

What is the educational support of teenage mothers in a Western Cape school?

3.1.2 Subsidiary research questions

The subsidiary questions that emanate from the main research question are the following:

- i) What is understood by the term "teenage mother?"
- ii) How should the concept of educational support be understood?
- iii) What role is the school playing in support of teenage mothers in overcoming challenges and attaining their schooling goals?
- iv) What role do the parents play in meeting the needs of teenage mothers?
- v) How can the study of the educational support of teenage mothers contribute to policy development?

3. 2 Paradigms

3.2.1 Introduction

Thomas Kuhn (1962) claimed that the term "paradigm" refers to a pattern, which suggests a philosophical style of thinking. According to Kamal and Lin (2019), paradigms represent the researcher's "beliefs and values about the world, the way they define the world, and the way they operate within the world. Due to this aspect, the researcher's opinions and beliefs regarding any issues investigated will direct their behaviour in terms of their investigation. A paradigm is defined by Rehman and Alharthi (2016) as our method of comprehending and researching the truth of the world. A research paradigm, according to Kuhn (1970), is a group of shared assumptions and agreements held by scientists regarding the best way to comprehend and approach problems. A research paradigm is a set of widely accepted assumptions and views about ontological, epistemological, axiological, and methodological issues within a research community.

The table below presents the different assumptions that guide research and includes the following: ontological, epistemological, axiological, and methodological assumptions.

Table 3.1 Philosophical assumptions

Assumptions	Questions	Characteristics	Implications for practice
Ontological	What is the nature of reality?	Reality is multiple as seen through many views	Researcher reports different perspectives as themes develop in the findings
Epistemological	What counts as knowledge? How are knowledge claims justified? What is the relationship between the researcher and that being researched?	Subjective evidence from participants; researcher attempts to lessen distance between himself or herself and that being researched	Researcher relies on quotes as evidence from the participant, collaborates, spends time in field with participants and become an "insider"
Axiological	What is the role of values?	Researcher acknowledges that research is value-laden and that biases are present	Researcher openly discusses values that shape the narrative and includes his or her own interpretation in conjunction with the interpretations of participants

Assumptions	Questions	Characteristics	Implications for practice
Methodological	What is the process of research? What is the language of research?	Researcher uses inductive logic, studies the topic within its context, and uses an emerging design	Researcher works with particulars (details) before generalisations, describes in detail the context of the study, and continually revises questions from experiences in the field.

(Creswell, 2013, p.17)

3.2.2 Ontological assumptions

Ontological assumptions focus on what defines reality (Scotland, 2012). When conducting qualitative research, researchers are accepting the concept of various realities. In the same way that the people being investigated, and the readers of a qualitative study embrace various realities, so do various researchers. Qualitative researchers conduct studies on individuals with the goal of reporting these various realities. The use of many types of evidence in themes by using the actual words of various people and showing their various perspectives counts as evidence of numerous realities. For instance, when authors create a phenomenology, they describe how participants' perspectives on their experiences vary (Moustakas, 1994).

The nature of reality and what is known about the world are topics covered by ontology. One of the most important ontological issues is whether there is a shared social reality or if there are merely various, context-specific realities that exist independently of human conceptions and interpretations. In connection to these concerns, two major ontological viewpoints have had a very significant influence on social science: (1) realism and (2) idealism. Realists hold that there is an external reality that exists apart from the theoretical underpinnings of qualitative studies pertaining to people's views or an understanding thereof (Scotland, 2012). In other words, there is a difference between the way things are and how people see and understand the world. On the other hand, idealism contends that reality is inherently mind-dependent and that it can only be known through socially formed meanings and the human mind. According to this view, there is no reality that is independent of these two.

Semi-structured interviews were used to collect the relevant information and to know the thoughts of the participants.

3.2.3 Epistemological assumptions

Epistemology is the belief that all knowledge and meaningful reality are based upon human activities, according to Creswell (1994) and Culbertson (1981). Additionally, they believe that this is being built out of and inside human interaction within a social framework.

The study of epistemology focuses on questions like how we might learn about reality and what is the foundation of our knowledge. Epistemology is concerned with ways of knowing and learning about the world. Epistemological discussions in social research are dominated by a few major concerns (Creswell, 1994). The optimal method for learning is discussed in the first of them. According to one theory, knowledge is gained from observations of the outside world through a "bottom-up" process called induction. Deduction advocates, on the other hand, see knowledge acquisition as a "top down" process in which logically formed statements or hypotheses are put to the test against observations. In other words, evidence is gathered first, and then knowledge and theories are developed from it. This is how inductive processes work. Evidence is gathered to confirm or refute a hypothesis in deductive processes, which employ evidence to support a conclusion.

Participants in this study contributed information about their experiences in school and their lives as teenage mothers while enrolled in school, and this information was used to compile data to address research questions.

3.2.4 Axiological assumptions

Saunders, Lewis, and Thornhill (2012) define axiology as the branch of philosophy that investigates views on values. Axiology, according to Finnis (1980), refers to the moral considerations made when a researcher plans a research project. Every researcher adds value to a study, but qualitative researchers are more explicit about their values. The axiological presumption that defines qualitative research is this. In a qualitative study, the researchers deliberately disclose their views and prejudices as well as the fact that the material they gathered from the field was value laden. They also acknowledge the value-laden nature of the study.

Researchers should admit that their work is value-laden and that biases will therefore be present, according to Patton (2002). Research participants frequently utilize value-laden remarks by emphasizing or describing certain terms or phrases that might influence the interpretation or opinion of the research results presented. This presumption suggests that the researcher should be knowledgeable in the information gathered from the study using semi-structured interviews.

3.2.5 Methodological assumptions

The methods used in qualitative research are described as being inductive, emergent, and influenced by the researcher's past experiences with data collection and analysis. Instead of being wholly derived from a theory or the perspectives of the inquirer, the logic that the qualitative researcher employs are inductive and built up from the ground up. Sometimes, in the middle of a study, the research questions are revised to better reflect the kinds of inquiries required to comprehend the study's problem. As a result, the pre-planned data gathering technique must be altered to accommodate the additional queries. The researcher follows a path when analysing the data to gain a deeper understanding of the subject being researched.

This study was qualitative in nature and was conducted in a natural setting, the school, in which the participants are familiar with and feel comfortable. The research methodology was used as a guide to select the research instruments, data collection method and process of data analysis.

3.3 Methodological paradigm

3.3.1 Qualitative research

3.3.1.1 Introduction

In this study, data collection was done using a qualitative methodological paradigm rather than a quantitative methodological paradigm. According to Creswell (2014), quantitative research is a method for testing objective ideas by looking at the relationship between different variables. In order to generalize the findings from a larger population, it is used to quantify attitudes, views, behaviours, and other defined factors. It formulates facts and identifies patterns in study using quantifiable data.

Methods for gathering quantitative data are substantially more regimented than those for gathering qualitative data.

According to Creswell (2014), quantitative research is a method for discovering and comprehending the significance that individuals or groups assign to a human or societal problem. Any type of study that generates conclusions not reached using statistical methods or other forms of quantification is referred to as qualitative research, according to Strauss and Corbin (1990). It can also relate to studies on how organizations function, social movements, cultural phenomena, and cross-national interactions. It can also refer to research on people's lives, lived experiences, behaviours, emotions, and feelings.

According to Creswell (2003), a qualitative approach is one in which the researcher frequently bases knowledge claims on constructivist viewpoints, advocacy/participatory viewpoints, or both. The primary data sources for this research approach are the written and spoken word (Durheim, 2006). The researcher can produce data using a qualitative approach that is comprehensive, contextual, descriptive, and in-depth (Creswell, 2009).

Instead of being carried out in a controlled environment, this study's research was done in a natural setting. The researcher's affinity for the qualitative approach as well as the nature of the research, which sought to understand the experience of teenage mothers, were further justifications for utilizing it. The detailed aspects of teenage mothers' sentiments, thoughts, and emotions that were challenging to extract or learn about through more traditional study methods may be obtained due to this research approach. The researcher was seeking to gain an insider perspective and in-depth knowledge of the educational support needs of teenage mothers. The qualitative approach was therefore undoubtedly suitable for a study of this nature.

3.3.1.2 Characteristics of qualitative research

According to Cropley (2015), qualitative research distinguishes itself from quantitative research in terms of the following key features:

- It has a non-experimental design.
- Research is being done in a natural setting.

- Data collected is either already existing or new.
- The type of data that is being collected is descriptive e.g., Interviews, videos, written records etc.
- Qualitative data analysis is aimed at revealing meaning.
- It focuses on generating hypotheses.

3.3.1.3 Advantages of qualitative research

According to Adedoyin & Soykan (2020), qualitative research has a number of benefits. He said that because the researcher can alter the techniques used if the existing data does not appear to be producing results, qualitative research is flexible. Both the subconscious ability of operation, which includes instinctual observations, and the other, which is intrigued by the evaluation of the sources of data before making decisions are embraced by qualitative research. According to him, qualitative research is an ongoing process. The open-ended process of qualitative research makes it simple to obtain the emotional response that frequently dictates or impacts human behaviour. Further, he says that qualitative research embraces respondents' freedom by promoting participants' freedom of expression, which fosters creativity on the part of the response and increases the degree of data accuracy.

3.3.1.4 Limitations of qualitative research

According to Alegre, Moliner, Maroto, and Lorenzo-Valentin (2019), qualitative research has several drawbacks. It is said that the qualitative process takes time and that there are just a few possible interpretations. Qualitative research is open-ended; hence its findings cannot be independently confirmed. The content of the data gathered is mostly under the control of the participants. Data analysis requires coding and categorization, which can be labour-intensive. It should be highlighted that this kind of research relies more on judgment and opinion than it does on facts. It is challenging to evaluate causality with qualitative data since it cannot be mathematically analysed. Statistics are not representative in qualitative research. Since the research is based on perspectives, responses are not measured.

Qualitative research requires a lot of time, according to Queirós, Faria, and Almeida (2017). It depends on how objective the observer is. Qualitative research necessitates a thorough planning process. Getting individuals to participate is challenging. Cause-and-effect relationships are challenging to establish. Generalizing from a small number of case studies is challenging. There could be ethical problems, particularly with confidentiality. Making a case study that covers all areas is challenging.

3.4 Research paradigms

An interpretive research approach was followed in this study. The goal was to identify and develop an understanding of the educational support needs of teenage mothers. The researcher wanted to learn what was meaningful and relevant to these young mothers by interpreting the data collected from the participants.

Three research approaches are available to researchers: the positivist approach, the interpretive approach, and the critical approach. Each approach has its own set of guiding principles and philosophical assumptions, as well as a position on how to do research. The approaches represent several angles of vision, ways to observe, quantify, and comprehend social reality. Each approach is related to several social theory traditions and research techniques.

3.4.1 Positivism

A lot of social science is positivist, and positivism, roughly defined, is how the natural sciences operate (De Vos et al., 2005). Researchers who favour positivism frequently use experiments, surveys, and statistics as well as precise quantitative data. They look for specific measurements and "objective" research, and they meticulously analyse the numbers from the measurements to test hypotheses. According to the positivist paradigm, actual events may be observed empirically and rationally analysed to provide an explanation. If our knowledge claims are in line with the data, we can get using our senses, then a scientific theory is considered to be valid (Kaboub, 2008).

3.4.1.1 Advantages of positivism

First, by using methodology and methods for gathering and analysing data that are based on facts and statistics, it is possible to "replicate" the same phenomenon or event's effects on several groups or subgroups of the population in social situations.

Thus, using the results of particular investigations for future quantitative predictions allows researchers to save time and money (Johnson & Onwuegbuzie, 2004).

Second, because they are compiled from the perspective of objectivism epistemology, study findings can be trustworthy and help researchers form scientific hypotheses (Johnson, 2014).

The validity of study findings is one of this approach's primary advantages, according to Pham (2018). The quantitative results will aid in delivering an in-depth response to any research topic by using experimental research and survey research, as well as proper methods of sampling, instrumentation, and statistical processing of data.

3.4.1.2 Disadvantages of positivism

The first issue with using this paradigm in social research is that it may be impossible to evaluate phenomena connected to human intents, attitudes, and thoughts because these notions may not be openly observed or assessed by sensory experience or in the absence of proof (Hammersley, 2013, pp. 23- 24). This limits some of the abstract conceptualization that is frequently created around human relationships in educational contexts. The goal of positivism is to generalize study findings to a considerable extent, thus there is a chance that certain people may be overlooked if their interpretation of certain events, phenomena, or problems can disclose significant truths about reality. It will be difficult for researchers to directly apply the broad findings of the research to comprehending the occurrences in the local environment (Johnson & Onwuegbuzie, 2004).

The inaccuracy of scientific data gathered using this paradigm needs to be carefully examined because there are instances where respondents might select answers at random rather than truthful ones or they might not be given the freedom to provide answers that are more pertinent to their own situations.

3.4.2 Interpretive paradigm

Interpretivism, according to Rehman and Alharthi (2017), opposes the idea that there is a single, verifiable reality that does not depend on our senses. Interpretivism advocates different realities that are socially produced. Reality and truth are made, not

found. Given that reality is always mediated by our senses, it is impossible to know reality as it is.

According to Babbie and Mouton's explanation in 2007, the interpretive approach sees no intrinsic value in human behaviour. It gains significance among those who share a meaning framework that enables them to understand it as a sign or action that is socially meaningful. The objective of social research, according to interpretive researchers, is to gain a knowledge of social life and learn how individuals create meaning in the context of the natural world. Through this study, the researcher was able to investigate and gain a better knowledge of the problems faced by teenage mothers and assess whether they received sufficient educational support to enable academic success.

3.4.2.1 Advantages and disadvantages of interpretivism

The following table distinguishes between the advantages and disadvantages of interpretivism.

Table 3.2 Advantages and disadvantages of interpretivism

Advantages of Interpretivism	Disadvantages of interpretivism
<p>Researchers who use interpretivism can not only describe things, people, or events but also fully comprehend them in their social contexts. Researchers can also carry out this kind of research in a natural environment by using crucial approaches like grounded theory.</p>	<p>According to Cohen, Manion, and Morrison (2011), interpretivist researchers prefer to gain a deeper understanding and knowledge of phenomena within their complex contexts rather than generalizing their findings to other people and other situations. As a result, they frequently neglect to use scientific methods to check the accuracy and applicability of their findings.</p>
<p>Researchers can delve into an interviewee's beliefs, principles, biases, perceptions, opinions, and viewpoints (Wellington & Szczerbinski, 2007). As a result, the useful information gathered will give researchers better insights for eventual action.</p>	<p>Its ontological perspective is typically subjective as opposed to objective (Mack, 2010). Due to the numerous biases caused by the researcher's interpretation, belief system, way of thinking, and cultural preference, research results are unavoidably influenced by these factors.</p>
	<p>The lack of consideration of the influence of politics and ideology on knowledge and social reality. This paradigm focuses on understanding contemporary occurrences</p>

Advantages of Interpretivism	Disadvantages of interpretivism
	rather than issues relating to societal and individual empowerment. (Pham, 2018). According to Mack (2010), this theoretical viewpoint implicitly disregards the questions of power and agency, which are characteristics of modern society.

3.4.3 Critical approach

To analyse and reshape social interactions, critical scholars do research. By exposing the basic causes of social interactions and empowering people, especially weaker people, they achieve this. According to Al Riyami (2015), the "transformative paradigm" is another name for critical inquiry, whose ontology is based on relativism. To evaluate the situation and conduct their study with awareness of the social, economic, political, and cultural environment for particular research objects or events, critical researchers purposefully embrace ethical, moral, and political standards (Hammersley, 2013).

3.4.3.1 Advantages and disadvantages of the critical approach

The following table distinguishes between the advantages and disadvantages of the critical approach.

Table 3.3 Advantages and disadvantages of critical approach

Advantages of critical approach	Disadvantages of critical approach
In the last 60 years, critical theorists have developed "global visions of contemporary societies" and cutting-edge themes for social theories, making great efforts to connect the interdisciplinary of the economic, political, social, and cultural norm of contemporary societies (Kellner, 1993). These themes are now regarded as the crucial foundation for researchers to continuously explore and solve contemporary issues of today's social contexts. This source can help educational academics better understand how difficulties related to learning and teaching have changed in interaction with other social elements such as the economy, politics, and culture.	The first drawback is the assertion that based on the findings of action research, teachers' roles can have an impact on society as a whole (Riyami, 2015). On the other hand, the reality is that we still live in a society where teachers' functions are limited to their institutions or to their classes. In fact, they primarily are unable to participate in decision-making processes as a significant stakeholder who undertakes several action research projects (Cohen, Manion & Morrison, 2011). The practical value of this paradigm in the application of educational research has been indirectly questioned by this practice.

Advantages of critical approach	Disadvantages of critical approach
<p>Determine, challenge, and assist in resolving the imbalance of power in society to support the system of justices and equality and prevent social and economic exclusion (Taylor & Medina, 2013). As a result, this paradigm aids researchers in concentrating on increasing teachers' cognitive understanding of how their fundamental values and beliefs have shaped and influenced their responsibilities as teacher-centered classroom norms (Taylor, 2008).</p>	<p>Despite the fact that theoretical perspective consciously seeks to advance equality in society and empower individuals based on research findings, it might be difficult to see these improvements because they often take time to reflect in reality. As a result, it is highly advised that critical researchers maintain strong self-awareness, comprehend the complexity of social concerns, and cultivate a vision that can help for a better method of teaching and learning.</p>

3.5 Research design: Case study

3.5.1 Introduction

Thakur (2021) describes research design as the blueprint for the collection, measurement, and analysis of data. Kabir (2016) explains it in simple terms as the general plan on how you will go about your research. A research design is defined as a plan or blueprint of how the researcher is intending to conduct the research (Babbie & Mouton, 2005). The research design was qualitative, and a case study was used to collect the data.

A case study examines a situation in a current, real-world setting or context (Yin, 2003). Case studies are a type of design used in qualitative research that can both be the subject of the study and its outcome, according to Creswell (2013). He adds that case study research is a qualitative approach where the researcher investigates a contemporary, real-world bounded system or many bounded systems over time. According to Rule and John (2011), the term "case study" is used to describe the investigation process (studying the case), the study unit (the case being examined), and the end result of the investigation type (the final written document).

Yin (2003) notes that case studies can be either explanatory, exploratory or descriptive. This research study was exploratory in nature as it aimed to explore the educational support needs of teenage mothers and formed a basis for further studies on the subject.

Rule and John (2011) list several advantages of case studies (2011). First off, a case study enables the researcher to thoroughly explore a specific occurrence. It focuses on the intricate relationships both within and outside of the case. It is therefore more intense than extensive. Second, it has a wide range of academic interests. Depending on what is appropriate for the situation, it might employ a range of approaches for both data collecting and data analysis. Thirdly, a case study can be used with different research approaches, making it flexible. Finally, a case study may be easier to administer than a whole survey or policy review due to its narrow emphasis. A case study gives the researcher access to a specific unit that can be easily identified and separated from other units for investigation.

According to Neuman (2000), a case study involves a researcher conducting a thorough investigation into one or two cases or comparing a small number of cases while concentrating on a variety of characteristics. However, in this type of case study, the researcher could be inclined to look for similarities and ignore differences. In many case studies, the attention is both within and between cases. The individual circumstances of each case could be glossed over in the search for generalizations, which is another constraint.

In this study, a single case study was utilised to comprehend the case in its context and recognise its complexity. It allowed the researcher to study the case in depth and the researcher had easy access to the case. This research involved a detailed study of teenage mothers through interviews. The principal of the school, teachers, and nine parents were also interviewed to gain wider context and understanding into the case.

3.6 Population and sample selection

According to Hartas (2010) and Creswell (2013), the population is a collection of people or organizations that share characteristics that are relevant to the research but are often too abundant to study all of them. As a result, the researcher chooses a manageable sample that is representative of the population. Therefore, the population for this study consists of ten teenage mothers, nine parents, four teachers, and the principal.

The sample was selected by means of the purposive sampling method. Purposive sampling's primary objective is to concentrate on population traits that are relevant to

your research and will help you best respond to your research questions (Rai & Thapa, 2015). Through purposive sampling, the researcher selected the sample based on her knowledge of the population, its elements and the nature of the research aims. The researcher therefore involved the teenage mothers, parents, teachers, and principal to explore the educational support of teenage mothers.

According to Silverman (2011), in purposive sampling, a particular example is chosen because it exhibits a quality or process that is relevant to the subject at hand. Purposive sampling has several benefits, including the ability to collect a lot of data using a variety of techniques, the ability to build and expand research data through the use of the available methods, and the ability to allow researchers to extrapolate generalizations from the sample under study.

The ten teenage mothers who attended a school in the Western Cape were chosen based on their status as teenage mothers. Their ages were 16 to 19 at the time of the study. The researcher included the parents, teachers, and the principal to have a broader view from all the relevant stakeholders directly and indirectly involved with the teenage mothers. Teachers were chosen because they were teaching compulsory subjects to the teenage mothers, and they were responsible for their welfare at the investigated school. The parents were selected on the premise that they could offer more insight into the experience and support of teenage mothers in the home environment. Additionally, they also could provide insight from a caregiver's perspective. The chosen school is in Belhar, one of Cape Town's northern suburbs.

Three participants who met the study's eligibility requirements were used in a pilot study that was conducted prior to the main investigation. The pilot study's goals included practicing the interview guide, gaining some clarity on points that could have been confusing, and ensuring that the interview guide was appropriate for collecting the necessary data. The pilot study gave the researcher the chance to get an idea of how much time would be needed for each interview and for the entire study (De Vos, Delport, Fouché & Strydom, 2011).

Table 3.4: Biographical information of the teenage mothers

Participants identification number	Area of origin	Age of participants at time of pregnancy	Age of participants at the time of study	Current relationship status	Grade at the time of pregnancy	Grade at the time of study
1	Elsiesriver	15	17	No	Gr.9	Gr. 11
2	Delft	16	17	Yes	Gr. 10	Gr. 11
3	Delft	17	18	No	Gr. 10	Gr. 11
4	Delft	16	18	No	Gr. 9	Gr. 10
5	Delft	18	19	Yes	Gr. 10	Gr. 11
6	Belhar	15	19	No	Gr. 9	Gr. 11
7	Belhar	16	17	No	Gr. 11	Gr. 11
8	Delft	19	19	Yes	Gr. 11	Gr. 11
9	Delft	19	19	Yes	Gr. 11	Gr. 11
10	Belhar	17	18	No	Gr. 11	Gr. 11

3.7 Research instruments and process of data collection

3.7.1 Introduction

In this study data was collected from a purposive sample of teenage mothers, parents, teachers, and a principal. Data was collected by means of a semi-structured in-depth individual semi-structured interviews conducted with the teenage mothers, parents, teachers, and the principal.

3.7.2 Interviews

3.7.2.1 Introduction

According to Creswell (2018), interviews might take place in-person, over the phone, or in focus groups. These interviews involve few, unstructured, open-ended questions that are meant to elicit the participants' perspectives and opinions. Interviewing is the

most common method of gathering data or information for qualitative research, according to De Vos (2011). According to Kvale (2009), qualitative interviews are attempts to comprehend the world from the perspective of the participant, to reveal the significance of people's experiences, and to discover their lived reality before scientific explanations. In this study it was important to use an instrument that would best collect information on the educational support of teenage mothers. Semi-structured interviews were used to collect the data for this study. The data was collected during times specifically set aside for the exercise.

3.7.2.2 Semi- structured interviews

Semi-structured interviews, as defined by Busseto, Wick, and Gumbiner (2020), are characterized by open-ended questions and the use of an interview guide (or topic guide/list) that defines the major topics of interest, occasionally incorporating sub-questions. According to De Vos, Delport, Fouché, and Strydom (2011), interviews are a helpful method for gathering a lot of data rapidly and are particularly useful for gathering detailed data. This study used the interview method because it provided an opportunity for the researcher to learn about social life through the perspective, experience, and language of those living in it.

A guided or open-ended interview is referred to by Field and Morse (1995:67). When specific information must be obtained regarding a certain subject, guided interviews are utilized since, despite the topic's structure being known, it is impossible to predict the replies. For gathering thorough and comparable data, the guided interview is perfect. A schedule of interview questions enabled the participants to reveal their views and experiences on the topic of study. The same questions were asked of every respondent, allowing for the coding and tabulation of responses as well as the use of descriptive statistics to look for patterns in the data. New ground on the subject is explored in open-ended interviews.

According to De Vos et al. (2011), semi-structured interviews are used by researchers to get a clear image of a participant's thoughts, perceptions, or accounts of a specific issue. This approach offers far more flexibility to the researcher and participants. The subject is able to provide a more complete picture, and the researcher can explore intriguing directions that arise during the interview. In this study, the researcher used

in-depth interviews in order to gather more information about the individual's perspectives on educational support of teenage mothers.

3.7.2.3 Conducting the interviews

The researcher met the ten teenage mothers, nine parents, four teachers, and the principal, individually for face-to-face interviews at the school. Appointments that suited both the interviewer and the interviewees were arranged and the approval depended on the interviewees' availability. The interviews were guided by a written interview guide. "An interview guide provides as a guide for pertinent issues that need to be covered in the interview but does not supply the exact sequencing and wording of the questions" (Rubin & Babbie, 2008). Utilising the interview guide allowed the researcher to conduct the interviews more effectively and cover the subjects that were important to the study. To give the researcher a clearer picture of the language used during the various interviews, the interview was audio recorded. This made it possible for the researcher to hear any voice changes or important words that might have gone unnoticed during the interview. To record the non-verbal information during the interviews, the researcher took field notes. The interviews took place in English, which was the language of the participants.

The participants were asked their biographical information first and semi-structured questions followed. The interviews were conducted at a suitable location at the school. The location was carefully chosen with respect for privacy, minimal disruption, and interruption throughout the data collection procedure.

3.8 Qualitative data analysis

3.8.1 Introduction

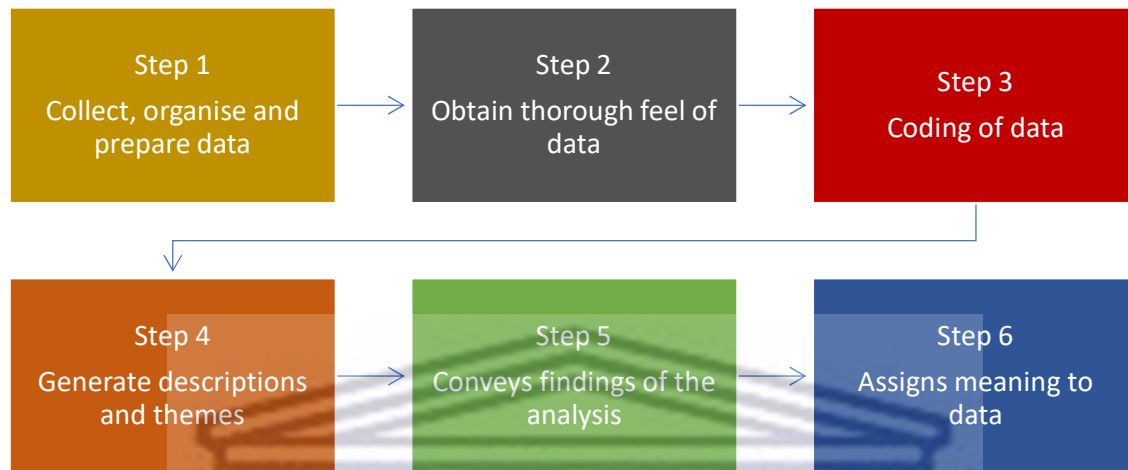
Grounded theory is created through qualitative data analysis, which looks for broad claims regarding links between different data categories (Marshall & Rossmann, 1999). According to De Vos, Delpont, Fouché, and Strydom (2011), qualitative analysis is the act of giving the massive amounts of acquired data organization, order, and significance.

Insider-outsider perspective

In a given research study, positionality "reflects the position that the researcher has chosen to adopt" (Savin-Baden & Major, 2013). Positionality is typically determined by locating the researcher in one of the following three areas: the topic of the inquiry, the research participants, and the context and methodology of the study (Holmes, 2020). I had an insider-outsider perspective because I was both the researcher and the teacher in this study. I was somewhat familiar with and knowledgeable about the research population because I was an insider (a teacher). As their teacher, I also established connections with the students. I was the outsider researcher attempting to comprehend the phenomenon. Being an insider outsider has both benefits and drawbacks (Holmes, 2020). Being an insider had its benefits, including making it simpler to enter the culture being researched because I was seen as a member of it and enabling me to ask deeper, more insightful questions (due to prior knowledge). Because there was trust, I was able to get more truthful responses, provide more truthful, authentic, or thorough descriptions of the culture, and grasp the language, including conversational language and non-verbal cues better. The disadvantages of an outsider may include: the researcher may be innately biased in, or overly sympathetic to, the culture; the researcher may be too familiar with and close to the culture; they may also be constrained by custom and code, making it difficult for them to raise provocative or taboo questions; and research participants may assume that because the insider is "one of us," they have superior knowledge or that their understandings are the same. Information that should be "evident" to an insider may therefore not be stated or explained. The opportunity to add an outside viewpoint to the process is another drawback. Finally, respondents might not have been as ready to divulge private information as they would have been to an insider with whom they would have no further contact.

Phases of thematic analysis

Figure 3.5: Creswell's six step qualitative data analysis



The Creswell's six step qualitative data analysis was used to analyse the data (Figure 3.5). According to Creswell (2013), it is best to analyse qualitative data in stages, beginning with the specific and moving on to the general. Creswell's six steps were mostly used by the researcher for the study's objectives, but Braun and Clark's (2006) six phases of theme analysis were also used. The following procedures were used by the researcher for the study's objectives: Step 1 involves gathering, organizing, and preparing data. The steps in this procedure included writing down any additional notes that were necessary, transcribing and scanning the interview notes, and organizing and sorting the data. In the second step, the researcher thoroughly analysed the data. According to Creswell (2009), reading through all the data will help the researcher determine the overall meaning and tone being expressed by the participants. The third step was data coding, which helped the researcher collect pertinent information. This allowed the researcher the chance to organize the data into more manageable chunks before giving them any meaning. Step 4: The researcher was able to develop key themes and descriptions for the occurrences they were studying using the coding procedure. The researcher was able to get into further detail about them and create a more intricate study. Step 5: The researcher presented the results of the analysis using the themes and descriptions. Step 6: The researcher gave the information derived from the data's interpretation meaning and discussed the findings.

3.9 Trustworthiness and rigour in research

The most important standard or guideline for high-quality qualitative research is found in the idea of credibility: the objectivity of its conclusions and recommendations (Babbie & Mouton, 2005). The fundamental problem with credibility is straightforward: how can the researcher persuade her subjects that the research is important or worth considering? According to Creswell (2009), the reliability of qualitative research is a particular strength since the time spent in the field, the proximity to participants, and the thorough description of the research method all add to the study's value. Trustworthiness emphasizes the unique, legitimate style of inquiry that qualitative research represents. The in-depth interviews were done by the researcher to assure reliability, and a research assistant was present to observe the subtle nonverbal cues.

The participants were familiar with the researcher since she had previously taught them or was now teaching them. To get them to feel more at ease and open, she gave them an explanation of the study's goal and led an icebreaker activity. The value of maintaining confidentiality was highlighted and assured.

According to Babbie (2005), credibility indicates that the created realities that are held in the respondents' thoughts and those that are attributed to them are compatible. Credibility in this study was attained through the crystallization of data sources and methodologies through extended engagement, persistent observation, and synthesizing the key themes during focus group discussions that try to correctly portray the participants' points of view.

Transferability is the degree to which the results can be used with different respondents or in different situations (Babbie 2005). Since all observations are determined by the particular situations in which they occur, the qualitative researcher is not interested in statistical generalizations, as was previously indicated. The burden of proving transferability in a qualitative study falls on those who want to use the findings in the target environment. The next transferability technique was put into practice: By carefully choosing participants, the researcher is able to collect the widest possible range of specific information from and about the situation.

All interview transcripts and field notes from this study were kept, and the analytical process was carried out as orderly as possible to make the data easily accessible.

An investigation must show its audience proof that its findings will hold true if it is repeated with the same or comparable participants in the same or similar circumstances (Babbie, 2005). When the researcher reviewed the interview notes, the data, findings, interpretations, and suggestions and attested that it was supported by prior research, dependability was attained in this study.

Conformability is the extent to which the conclusions are the result of the inquiry's focus rather than the researcher's prejudices (Babbie, 2005). The researcher looked at two types of data: raw data (written field notes and recorded videotapes), and data reconstruction (the development of themes, results, and conclusions). A final report was then created.

3.10 Crystallisation

Credibility in this study was attained by crystallization, which involved data verification interviews with the principal, instructors, and parents. According to Tracy (2010), who quoted Ellingson (2009), crystallization is defined as the process of combining different data sources, researchers, and lenses. However, this explanation is driven by post-structural and performative assumptions. Researchers are encouraged by crystallization to collect a variety of data kinds and use a variety of techniques, researchers, and theoretical frameworks. It is assumed that the purpose of doing so is to open a more complicated, in-depth, but utterly incomplete understanding of the problem rather than to give researchers a more reliable sole truth. According to Tobin and Begley (2004), crystallization promotes a change from thinking of anything as a fixed, rigid, two-dimensional object to thinking of something as a crystal, which permits an unlimited variety of shape, substance, transmutations, multi-dimensionality, and angles of approach. An audio tape recorder was employed, there was a research assistant present, and member checks were performed in which the researcher went back to the participant to ensure that their comments were correctly interpreted.

3.11 Ethical Considerations

3.11.1 Introduction

Due to the extensive length of the research process, ethical questions have a special resonance in qualitative studies. When doing a face-to-face interview with a vulnerable set of participants, the concern of ethical dilemmas becomes more apparent (Arifin,

2018). Since both deal with issues of right and wrong, ethics is frequently equated with morality in dictionaries and everyday speech (Babbie & Mouton, 2007). Researchers must be aware of the prevailing norms about proper research conduct. The most significant agreements that govern social research, according to Babbie and Mouton (2007), are: voluntary involvement, avoidance of harm; anonymity and confidentiality; and analysis and reporting. In this section of the chapter, these agreements are defined and how they are addressed in this study.

3.11.2 University of the Western Cape

A research or ethics committee reviews all proposals for study involving human subjects to make sure that their rights and interests are being protected before approving them. This requirement applies to any researcher seeking institutional research support (Babbie & Mouton, 2007). The UWC Human and Social Research Ethics Committee granted approval to perform the study under ethical conditions. A request for approval was made together with the research proposal, all the research instruments and required documentation.

3.11.3 Ethics used in the study

Since this type of study was more sensitive and intimate to the participants, there were ethical concerns that needed to be addressed. Permission, informed consent, confidentiality, and anonymity were taken into account when conducting this study.

3.11.4 Western Cape Education Department

I asked the Western Cape Education Department for permission to carry out the study at the chosen school. The Directorate: research of the Western Cape Education Department gave permission for the study. Additionally, permission was sought from the school's governing body. There were conditions attached to the permission that had to be followed.

3.11.5 Informed consent

Babbie and Mouton (2007) state that participants in social research, whether they choose to participate voluntarily or not, should never suffer harm. They contend that information that could disgrace participants or put their lives in risk should never be disclosed to outside sources. According to De Vos et al. (2011), psychological harm

to study volunteers might not be more difficult to forecast, but it does have more serious repercussions than physical harm. Information is frequently so revealing that individuals may feel uneasy, which could cause psychological injury (Babbie & Mouton, 2007).

Given the delicate nature of the study, it was possible that the participants would feel uncomfortable as a result of the questions asked during the interviews. However, the researcher did her utmost to make the participants feel at ease and continuously emphasized their rights. The process of informed consent was ongoing. For instance, the participant in an interview was asked whether she wished to continue before the audio recording began. Participants' consent was only sought once they had been completely and honestly told of the study's objective. Parents, teachers, and participants all received information sheets, and consent forms needed to be signed.

3.11.6 Ethical considerations in data analysis and reporting

Only by upholding the values of confidentiality and privacy is this possible. According to De Vos et al. (2011), confidentiality ensures that information received is handled in a way that prevents others from having access to this private information, while privacy indicates that a degree of personal privacy is always preserved while interacting with participants. By always conducting the research in a confidential manner, the researcher made sure to prevent stigmatization of the teenage mothers. The participants' and the school's identities were kept private during the process. The ability to leave the study at any time was disclosed to participants.

3.11.7 Anonymity

The safety of the participants' identities is required for both their protection and the interests of the participants, according to Babbie and Mouton (2007). Their anonymity and confidentiality were always maintained. Restrictive access was used to handle and store the study's data.

3.12 Storage of data

In accordance with the ethical standards, all the electronic data gathered for the study is kept on a computer that requires a password to access it (UWC, 2021). The actual information, interviews are kept in a safe area at home to which I have exclusive access.

3.13 Conclusion

This chapter explained the research methodology substantively by focusing on research paradigms; qualitative research; research approaches; research design; data analysis; and ethical considerations used in this study. In the next chapter the collected data is presented.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA4

4.1 Introduction

Chapter three provided a detailed discussion of the research methodology employed in the study. In particular, a single case study as a qualitative research design was explained comprehensively. This chapter presents the findings related to the study which aims to explore the educational support of teenage mothers at a Western Cape school. As mentioned in chapter three, the collected data was obtained by means of semi-structured interviews and further engagement was made possible by presenting the responses of the research participants to the research questions.

The data presented in this study represents teenage mothers, parents, teachers, and the principal of one school.

After the short introduction, I secondly present the research questions and indicate how they relate to research instruments to be able to gather quantitative or qualitative data. Thirdly, I describe the profile of the school that participated in the study. This is followed by the presentation of the data gathered from the individual semi-structured interviews to the teenage mothers, parents, teachers, and the principal. The fifth section deals with a summary of the findings presented and lastly, the chapter is concluded by providing a summary of the chapter and its relationship to Chapter Five.

4.2 Description of the participants

The research sample consisted of 24 respondents, which included 10 learners (teenage mothers), 9 parents, 4 teachers and 1 principal. The data consisted of 20 interviews conducted with teenage mothers, parents, teachers, and the principal, using a semi-structured interview schedule. The 25 participants anonymous, alphabetical letters are allocated to safeguard anonymity and protect the identity of teenage mothers, parents, teachers, and principal.

4.3 Relationship between the research questions, research instruments and data collected

In the table 4.1 below, the relationship between the research questions with the data collected from the research instruments is indicated. This table assisted the researcher in structuring Chapter Five with the categories and themes that emerged from the findings.

Table 4.1 Main research question

Research questions	Interview schedule Teenage Mothers	Quantitative data	Interview schedule Parents	Qualitative data	Interview schedule Teachers	Qualitative data	Interview schedule Principal
What is the educational support of teenage mothers in a Western Cape school?	<p>Section A Biographical information of respondents Questions. 1-4 (Appendix A)</p> <p>Section B Questions 1 - 8 (Appendix A)</p>	✓	Questions 29,30,31,34, 35) (Appendix B)	✓	Questions 5-9, 13, 14,18 (Appendix C)	✓	Questions 6,7,8,9 (Appendix D)

Table 4.2 Subsidiary questions

Research questions	Interview schedule Teenage Mothers	Qualitative data	Interview schedule Parents	Qualitative data	Interview schedule Teachers	Qualitative data	Interview schedule Principal	Qualitative data
1. What is understood by the term “teenage mother?”	Section B Questions 1-4 (Appendix A)	✓	Questions 6-18, 32,33 (Appendix B)	✓		✓		✓

Research questions	Interview schedule Teenage Mothers	Qualitative data	Interview schedule Parents	Qualitative data	Interview schedule Teachers	Qualitative data	Interview schedule Principal	Qualitative data
2. How should the concept of educational support be understood?	Section B Questions 1 - 8 (Appendix A)	✓	Questions 29,30,31,34, 35) (Appendix B)	✓	Questions 5-9, 13, 14,18 (Appendix C)	✓	Questions 6,7,8,9 (Appendix D)	✓
3. What role is the school playing in support of teenage mothers overcoming challenges and attaining their schooling goals?	Section B Questions 1-11 (Appendix A)	✓		✓	Questions 10,11,12 (Appendix C)	✓	Question 11 (Appendix D)	✓
4. What role do the parents play in meeting the needs of teenage mothers?	Section E Questions 1-6 (Appendix A)	✓	Questions 19-26 (Appendix B)	✓	Question 19 (Appendix C)		Question 10 (Appendix D)	✓
5. How can the study of the educational support of teenage mothers contribute to policy development?	Section C Questions 1-4 (Appendix A)	✓	Questions 27,28 (Appendix B)	✓	Questions 15,16,17		Questions 6,7,8,9 (Appendix D)	✓

4.4 Profile of the school

The school is situated in Belhar in the Northern suburbs of Cape Town. The majority of the learners attending the school come from the surrounding areas of Belhar and Delft. Both Belhar and Delft are commonly known for its high crime rates, high school drop-out rates, teenage pregnancies, gang violence and high unemployment rates. Belhar is described as a community with a substantial number of households negatively affected by poverty and unemployment.

The school had a relatively small population of about 600 learners and 20 teachers in 2017 when the study was conducted. Every year the school has an average of 8 pregnant learners.

4.5 Presentation of the findings from the data collected through the research instruments

4.5.1 Semi-structured interview schedule (Appendix A)

Ten teenage mothers were selected based on their status as mothers to meet the objectives of the study as set out in Chapter Three. The instrument used to obtain the data was a semi-structured interview schedule to aid the objectives of the study. The semi-structured interview schedule was used to provide an account of their biographical information and generate information on the educational support, motherhood, schooling challenges, parental support of teenage mothers. The interview schedule was divided into six sections:

- Section A: This section requested biographical information from the respondents. This biographical information consisted of questions relating to the respondent: Area of origin; Age of the participants at the time of pregnancy; Age of participants at the time of study; Current relationship status; Grade at the time of pregnancy, Grade at the time of study.
- Section B: In this section, the respondents had to provide information on how they defined and experienced motherhood by answering open-ended questions.
- Section C: Respondents were requested to answer questions about their schooling aspirations and educational attainment.
- Section D: In this section, questions about the challenges that teenage mothers experience was asked.
- Section E: In this section, respondents were requested to answer questions on parental support.
- Section F: This section was divided in sections namely: educational support and beyond matric. Respondents were requested to answer questions on what support they received academically. The rest of the questions aimed to determine what their aspirations were after completing matric and their perception on tertiary education.

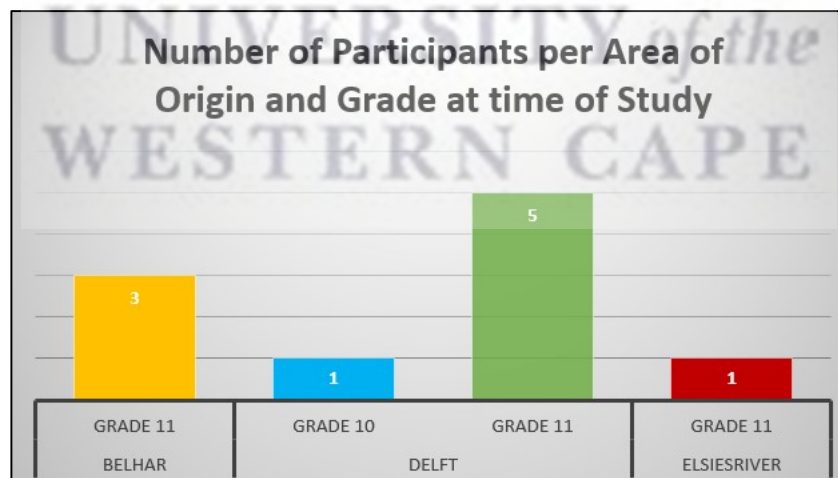
4.5.1.1 Biographical profile of teenage mothers (see also 5.2.1.1)

The first part of the semi-structured interview schedule consisted of biographical information of the ten teenage mothers. The biographical details of the ten participants are presented in table 1. For the purpose of the study, I refer to them as TM1 to TM10. The table consists of the following headings: area of origin, age at time of pregnancy, age at time of study, current relationship status, grade at time of pregnancy and grade at the time of study.

Number of teenage mothers (TM)

The study had ten participants. The purposive sampling technique was used by the researcher to choose the study participants. The purposeful selection of a participant based on their traits is known as the purposive sampling technique, also known as judgment sampling (Bernard, 2002). This method is non-random and does not require underlying theories or a predetermined number of participants. Simply defined, the researcher chooses what information is necessary to have and then searches for sources willing and able to supply it based on their knowledge or experience. The participants in this study were chosen based on their status as teenage mothers and the assumption that they were still enrolled in school.

Figure 4.1: Area of origin



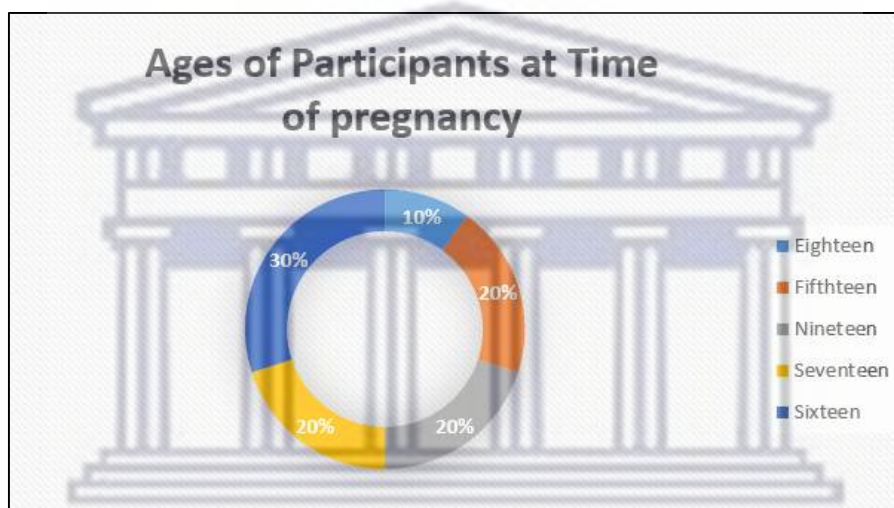
Six of the participants were from the Delft area, three participants were from Belhar, and one participant resided in Elsie's River. In order for the researcher to comprehend

the socioeconomic context of the teenage mothers and how this context might affect their experience as teenage mothers, the biographical information was included.

Question 2: Age range

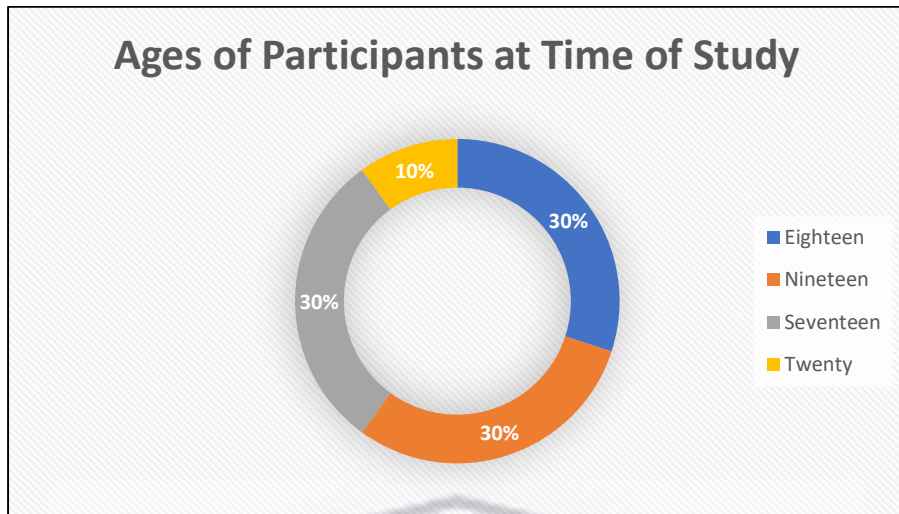
The age range of the participants was predetermined per the definition of a teenager between 13 years and 19 years. However, at the time of data collection one participant was 20 years of age. According to the data, the three teenage mothers were 17, three 18, three 19 and one 20 years of age at the time the data was collected.

Figure 4.2: Age of participants at the time of pregnancy



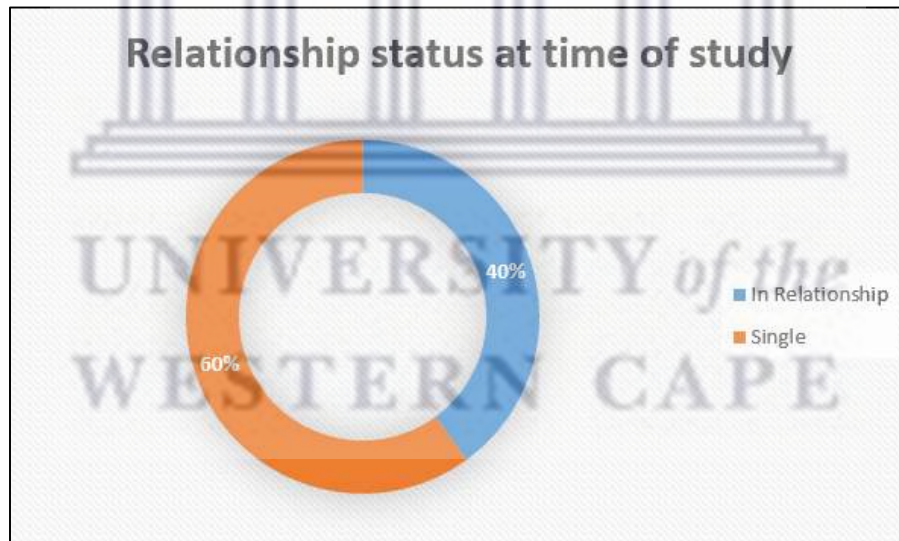
Two of the pregnancies occurred at the age of 15. Three participants were 16 at the time of pregnancy. Two were 17 at the time of pregnancy, while two were 18 and one pregnancy occurred at the age of 19.

Figure 4.3 Question 4: Age of participants at the time of the study



Three participants were 17, three were 18, three were 19 and one participant was 20 at the time the data was collected for the study.

Figure 4.4 Question 5: Current relationship status

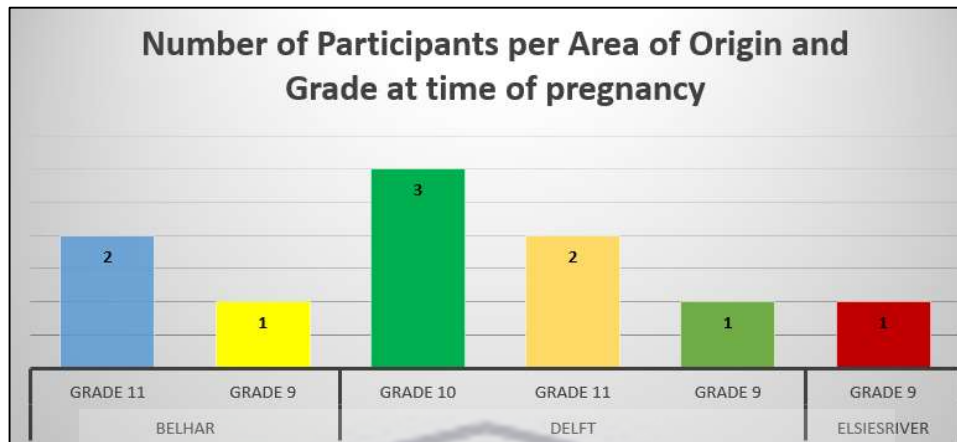


Four participants were still in relationships with the father of the child, while the other six were not.

Question 6: Level of education

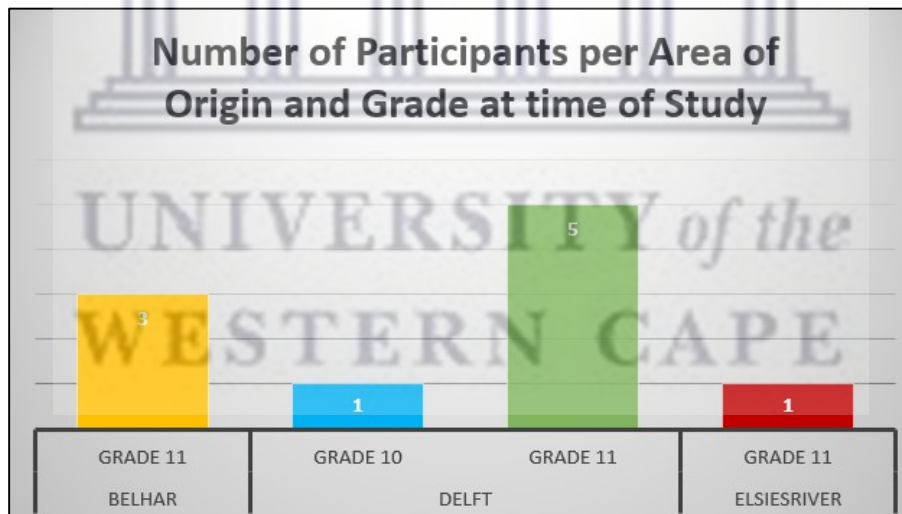
This sub-section indicates the grade in which the participants were at the time of pregnancy, and in which Grade they were at the time of the study.

Figure 4.5 Question 7: Grade at the time of pregnancy



Three participants were in Grade 9 at time of pregnancy. Three participants were Grade 10 and the other four participants were Grade 11.

Figure 4.6 Question 8: Grade at the time of the study



The majority (eight participants) were in Grade 11. One participant in Grade 10 and one participant was in Grade 12 at the time of the study.

4.5.1.2 Concluding comments on biographical information

The biographical information revealed that the teenage mothers are from Delft and Belhar area. The study comprised teenage mothers who were between the ages of 15 to 19 years when they were pregnant and were still within that age range at the time of the study. Four participants indicated that they were still in a relationship with the father of the child at the time of the study which indicated that they had more support than the others who were single at the time of the study. Grade 9 was the lowest grade of teenage pregnancy at the time of study and Grade 11 was the highest grade. Most of the teenage mothers were in Grade 11, one in Grade 10 and one in Grade 12 at the time of the study.

4.5.2 Semi – structured interview with teenage mothers (see Appendix A)

4.5.2.1 Introduction

This section contains the data gathered from the participants using individual semi-structured interviews. The interview questions consisted of the main concepts that were discussed in chapter two. These concepts are divided into sections namely: motherhood and becoming a mother; schooling challenges; parental support; educational support and beyond matric.

4.5.2.2 Presentation data as transcribed from semi - structured interviews

After collecting biographical information, individual interviews with the teenage mothers followed. An interview schedule, which comprised 43 semi-structured questions was used to guide the interview. The collected data from the interviews were transcribed word for word to give a rich account of the data and to confirm trustworthiness. These interview questions were categorised under the six main concepts namely: motherhood and becoming a mother, schooling aspirations and educational attainment, schooling challenges, parental support, educational support and beyond matric. Each of these have sub-headings under which the data is presented. Direct verbal quotes are included in the presentation of the data to substantiate and verify the validity and authenticity of the data. These direct verbal quotes are presented in italics.

Section 1: Motherhood and becoming a mother

Under the concept of mother and motherhood, the questions are categorised under the following headings: a) becoming pregnant and b) understanding motherhood and preparing for motherhood.

a) Becoming pregnant

Question 1: How did you find out you were pregnant?

Nine of the participants had morning sickness and other related symptoms like an interruption of menstruation, gaining weight, loss of appetite and an increased need to sleep. TM10 replied that she just knew from the start.

TM1: *"I didn't receive my period. So, I knew that I was pregnant."*

TM3: *"I slept a lot...I ate...I gained a lot of weight... and the most concerning one was when I missed my period and then I thought ...' okay there must be something wrong and I knew I had to buy a pregnancy test to see if I am pregnant. And it showed positive."*

Question 2: How did you react?

TM1 was angry at herself and cried. TM2 was shocked and scared. TM3 was shocked and emotionally frustrated. TM4 was scared and confused. TM5 replied that she was blank and felt the walls closing in. TM6 was stressed, scared and angry. TM7 cried and was disappointed in herself. TM8 was also shocked. TM9 experienced disbelief and the last TM10 mentioned that she was very happy.

TM3: *"I was not expecting it to be positive, as much as you get all of these signals and signs that you're pregnant, you still have that hope that it is not true. So, I was really...it caught me by surprise, I was not expecting it, I was shocked, I was emotionally frustrated."*

Question 3. How did you feel about it?

Four participants replied that they were scared. TM3 felt she disappointed her parents and let her teachers down. TM4 was unhappy. TM6 responded that she was a bit unhappy. TM7 did not know how to feel. TM8 was disappointed in herself and wanted to give up. TM10 was very upset.

TM 4: *“I wasn’t happy because I’m still sixteen and pregnant, and it doesn’t look like a good thing in the community, because some people will talk in a bad way about me. “*

Question 4. What were some of your thoughts?

Two participants were thinking of committing suicide and abortion. Two participants did not want the baby and were considering doing an abortion. TM1 was thinking about what her parents would say and what the people in the community will think. TM 2 was thinking about how her mother will respond and who will take care of the baby. TM6 replied that she was thinking about what her parents would say and do. TM7 was thinking of what name to give the baby, was concerned if the baby will be healthy and what the baby will look like and who will take care of the baby. TM8 was confused and did not know what to think. TM10 was thinking about what she is going to do with a baby without experience and what is she going to teach the child.

TM1: *“I thought what my parents would say. What would the people think of me outside and what am I gonna do about it”?*

TM5: *“I wanted to abort the baby; I want to commit suicide.”*

b) Understanding motherhood and preparing for motherhood

Question 1: What does motherhood mean to you?

Two participants replied that motherhood means a lot to them. TM2 responded that it means to be strong for yourself and the child. To participants three, five and six motherhood means being more responsible. TM4 replied that it means responsibility and means a lack of freedom to her. TM7 and TM9 responded that motherhood means giving the best to your child.

P4: *“It is actually showing me how to be responsible and it is actually a lack of freedom to me, because I have to take care of the baby and have to be responsible.”*

Question 2. Who is your female role model in life and why?

Nine participants identified their mothers as their role models. Their responses varied as to “why it was their mother. TM1 noted that her mother inspires her. TM2 added

that her mother supports them, and she loves them. TM3 mentioned that her mother has always been there and supported her. TM4 and TM5 noted that their mothers taught them a lot of things that they want to teach their children. TM6 replied that her mother helped her with everything and was there for her. TM8 added that her mother helps her and motivates her. TM9 responded that her mother helps her with everything and shows her how to be a mother. TM10 identified a teacher as a role model because the teacher inspires and motivates her.

TM4: "It is my mother actually, she showed me the right things and the bad things in life and she always taught me...when I was pregnant I told her I didn't want to go to school, but she and my grandmother influenced me to go back to school because she didn't want me to be like one of the other girls who drop out of school and did not go to school. She told me I should just go back to school and continue my education. It is not like my life is over and I'm not the first teenage girl who is pregnant at school".

3. During the pregnancy, did anyone help you to prepare for motherhood?

All the participants replied that they were prepared for motherhood.

4. If so, who were they?

Eight of the participants mentioned that their mothers prepared them for motherhood. One participant identified her cousin and another participant mentioned that her boyfriend's sister prepared her for motherhood.

TM1: "Yes, My mother. She taught me to do certain things and how to do them...like...firstly she taught me when I give Birth, I may not leave my baby alone. Even when I have to go bath... She told me tell someone to watch because the people swap babies and stuff like that.... Prepared me mentally and physically".

Question 5. In what way did your life change when you became a mother?

All the participants indicated that their lives changed when they became mothers. Eight participants indicated that they could not go out with their friends anymore, because they had to stay at home with the baby. TM9 mentioned that she began to think, feel,

and react like a mother. TM10 responded that she left her friends and everything she did in the past to focus on the baby.

TM3: "It changed in a big way, cos now I have to compromise a lot of things, which means I have to be at home most of the time, look after my baby...rather than me being out there enjoying with my friends and going out you know. I have to be home and think of the child I brought into the picture. It also compromises my schoolwork, because sometimes the baby gets sick and the mother is also sick, so I have to take the baby to the clinic, which means I have to skip a day of school."

Question 6. What do you think would have helped you in the change to motherhood?

Two participants replied that more information on how to be a mother would have helped them. TM1 mentioned that it could have helped if she had someone to talk to. TM2 expressed that nothing could have helped her. TM3 and TM7 mentioned that if they had more support, it would have helped. TM4 noted if she was more responsible it would have helped her. TM 5 felt that it would have been better if the child did not have to stay with her. TM8 responded that it would have helped her if her circumstances at home were better. TM10 replied with more experience in being a mother and if she had a job.

TM5: "If the child didn't have to stay with me."

i. Schooling aspirations and educational attainment

In this section, the data was divided into two sub-sections namely: educational plans at the time of pregnancy and the motivation to continue.

a) Educational plans at the time of pregnancy?

Question 1. What were your future educational plans at the time of the pregnancy?

All the participants responded that they wanted to finish their school career. TM1 indicated that she wants to get a job after Grade 12. Six participants mentioned that they wanted to study further. TM5 responded that she wanted to go for police training.

TM1: *“My plans were just to finish school, get a job and work for my baby.”*

Question 2. Are they still the same today?

Nine participants confirmed that their plans are still the same. The remaining participant mentioned that her plans are not the same anymore.

Question 3. Are you more motivated for school than before giving birth?

All of the participants noted that they were more motivated for school.

ii. Schooling challenges

a) Returning to school and challenges

Question 1: What were the challenges you faced when returning to school?

Five participants responded that their challenge was to catch up on all the work they had missed. Two participants replied that the challenge was to look after the baby and do schoolwork. TM1 mentioned that it was challenging to get up early in the morning to prepare the baby and prepare for school, she sometimes fell asleep in class. TM3 and TM4 felt that they were judged, and that people were gossiping. TM2 found it challenging to do schoolwork while being very tired every day. TM5 struggled to concentrate in class.

TM3: *“The stares people give you, the nasty stares...the way they gossip about you, the way they tag each other when you pass, the way they laugh... it drains you feel the depression coming back...and you go back to the thought I wanna quit school. I do not want to be here, because of these kinds of things that are happening now...they judge you; they are being too judgemental. They don't give you a chance to tell your story. They just know your story without consulting you...”*

Question 2. Does your role as a mother change your aspiration towards school?

Seven participants replied that their aspirations towards school changed when they became mothers. Three participants responded that their role as mothers did not change their aspirations towards school. TM2 and TM9 also noted that they see school as an opportunity for a better life. TM3 expressed that she wanted to be a better role

model for her child. TM7 also mentioned that did not take school seriously before being a mother.

Question 3. How do the other learners treat you?

Nine participants replied that they were treated the same as before. However, TM3 felt that she was judged.

TM1: 'I treat me normal...they weren't judgemental.'

Question 4. Do they treat you differently than before? How?

Nine participants replied that they were not treated differently. TM3 noted that learners were staring at her and making remarks.

Question 5. Are your friends treating you differently than before?

All the participants replied that they were still treated the same.

Question 6. Do your friends help you with schoolwork?

Nine of the participants replied that their friends helped them with schoolwork. They mentioned that their friends would give them the tasks and save notes for them or explain work to them that they did not understand. TM8 replied that no one helped her and that she preferred to do her work on her own.

TM3: "They do, when I've missed some notes, they will give me their books or take papers for me if there were papers handed out, they will take it for me and give it to me the next day."

Question 7. Do you have enough time to do your homework?

Four participants replied that they had enough time to complete their schoolwork. Five participants indicated that they did not have time and TM9 replied both yes and no.

TM8: "Nee, ek het nie genoeg tyd nie. Maar ek probeer om alles klaar te kry."

Question 8. Who looks after your baby when you do your homework?

Five participants replied their mothers took care of the baby when they did their schoolwork. Two participants indicated that their children were in day care when they

did their schoolwork. TM4 responded that her mother and siblings took care of the baby. TM5 noted that her cousin or aunt took care of the baby. TM7 replied that there was no one to take care of the baby.

Question 9. How are the teachers providing support to you?

Eight participants indicated that their teachers provided support to them. TM1 mentioned that one teacher advised her to attend a support program. TM4 responded that her class teacher always understood when she was absent. TM6, TM7, TM8, TM9 and 10 expressed that their teachers would always help them with work that they did not understand. TM3 and TM5 mentioned that they were not getting support from their teachers.

TM5: "No, they don't. Because if I am absent, most of the time I'm not absent, but there are sometimes I have to stay at home. Then they will tell me it is not their problem. They don't understand and don't want reasons."

Question 10. Would you say that the teachers treat you differently than the other learners? How?

Nine participants replied that they were not treated differently. TM9 responded that not all the teachers treated her differently, some of the teachers would make remarks that made her feel bad.

Question 11. How do you cope with doing your schoolwork and taking care of the baby?

Six participants found it very hard and challenging to simultaneously do schoolwork and take care of a baby. TM1 replied that she was coping fine. TM4 mentioned that she was not really taking care of the baby, because her mother took care of him. TM9 noted that it was very stressful.

TM6: "n Bietjie moeilik om dit te balanseer."

TM9: "Stresvol"

Question 12. Do you stay absent when the baby is sick?

Seven participants replied that they stayed absent when the baby was sick. TM2 responded that she did not stay absent because the grandmother took care of the baby when she was sick. TM5 Participant five responded not really, only when the baby was sick. TM4 replied sometimes.

TM5: "Not really. If the baby is really, really sick then I have to take her to the hospital. Then I stay absent, but if it is just for flu and stuff, the aunty will take her to the clinic."

iv. Parental support

Question 1. How would you describe your relationship with your parents before the pregnancy?

Four participants described their relationship with their parents as amazing and nice because they got everything they wanted. TM1 mentioned that she had a great bond with her parents. TM2 replied that she got everything she wanted. TM7 responded that it was very difficult because she did not know her real father and did not get along with her stepfather. TM9 noted that she had very little contact with her parents because she was always out with friends. TM10 replied that it was 'okay'.

TM5: "It was amazing like they would give me anything like when I asked something, they would give me. They were lovely, very supportive and stuff."

Question 2. Once the pregnancy was confirmed, what were your feelings toward your partner?

Five participants were angry with their partners. TM 1 replied that she did not want to see him. TM2 responded that she was not angry. TM3 felt that her partner was not taking responsibility. TM7 noted that she was shy. TM10 mentioned that she did not know how he would react about the news of the pregnancy.

TM4: "I was actually angry at him, and didn't want him anymore, because my parents didn't like him that much."

Question 3. What was your relationship with the child's father like?

Two participants responded that they had a good relationship with the father of the child. TM3 noted that their relationship with the child's was loving and caring. TM4 mentioned that the relationship was fine. TM5 noted that her partner was always very

supportive. TM6 replied that they used to argue a lot. TM7 responded that it was nice and that they used to get along. TM8 and TM10 noted that the relationship was okay and that they used to talk about everything. TM9 expressed that they were happy.

TM1: "We still speak, but only about the child...only if something is wrong or if he asks what he is doing and stuff like that ...or when is the baby coming or so..."

Question 4. Are you still with the father of the child?

Six participants replied 'no'. The other four participants are still with the fathers of their children.

Question 5. Who was the first person you talked about the pregnancy?

Four participants replied that they told a friend. Two participants responded that they told the father of the baby. TM4 confided in her mother's friend. TM5 replied that her aunt was with her when the pregnancy was confirmed. TM8 told her cousin. TM9 noted that her mother was with her when she heard about the pregnancy.

Question 6. Why did you choose this person?

Six participants responded that they trusted the person. TM2 replied that she just had to tell someone. TM3 noted that the father of the child needed to know. TM5 and TM9 responded that they were with them at the doctor when the pregnancy was confirmed.

TM3: "He needed to know that I was carrying his baby...and he needed to be prepared to now deal with the consequences."

v. Educational support

Question 1. Did you receive sexuality education at school?

All the participants responded in the affirmative.

Question 2. In which learning area did you receive it?

All the participants responded that they received sexuality education as part of the subject Life Orientation.

Question 3. Where did you mostly receive your sexuality education other than in school?

Three participants mentioned that they heard it from other people. TM3 replied she got it from social media. Three participants received it at home. TM5 and TM9 replied that they received it from friends. TM6 responded that she received information from the internet and family.

TM3: *“Basically from social media, TV, movies, magazines, that’s about it.”*

Question 4. Did the school offer support to help you catch up with the work you missed?

Six participants replied ‘yes’ to the question. Two participants responded that they did not miss out on work, because they gave birth during the school holiday. One participant noted that she did not receive any support. TM8 mentioned that she only received support in certain subjects.

Question 5. How did you feel about school at the time?

Five participants indicated that they felt like leaving school. TM2 mentioned that she was very tired, and everything felt too much. TM3 noted that it felt like no one understood her and she was just not comfortable at school. Two participants mentioned that they were excited to attend school. TM10 replied that she felt that she just has to continue for her child’s sake.

TM5: *“At the time I was pregnant, I felt like quitting, because I was ashamed walking with a big belly at school with school uniform and come to school. But then after I, like most of the people at home are telling now you have a child. You gonna take care and look after it. And finish your school career.”*

Question 6. How do you feel about school now?

Two participants responded that they were very positive about school. TM1 and TM2 replied that school was fun. TM4 found school to be very stressful. TM6 still felt like leaving school. TM5 mentioned that she felt more enthusiastic about school and that she wanted to be in school. TM8 and TM10 replied that they feel like completing their school career.

TM3: *“Well, judging from the way I have been performing...I am very positive about school...I am my old self again now.”*

vi. Beyond matric

Question 1. Do you plan to complete Grade 12?

Nine participants replied 'yes'. One participant responded that she did not know whether she would complete Grade 12.

Question 2. When did you return after the birth of your baby?

Five participants returned to school two weeks after giving birth. TM2 returned after three weeks. TM5 gave birth in the December holiday and returned to school in January, when the schools reopened. TM6 returned to school a year after giving birth. TM8 returned after a week and TM10 returned after a month.

Question 3. Why did you return after the baby was born?

Nine participants replied that they wanted to complete their education. TM6 responded that she returned to school because her parents wanted her to finish school.

Question 4. Do you regard school as important? Why?

Four participants replied that without an education you cannot get anywhere in life. TM2 responded that it is the only way to reach the top. TM3 replied that it is a priority and participant five noted that it the most powerful key to success.

TM3: "I have to finish my education..."

Question 5. Do you have plans to study beyond grade 12? If yes, why? If no, why not?

Seven participants replied that they wanted to study after Grade 12. TM5 wanted to go for training at the police college. The remaining two participants indicated that they wanted to find a job and earn a salary to be independent.

TM1: "I have to get a job.... because I have to work....to be independent.... I want to work for myself and earn a salary."

Summary

Having discussed the six different sections in the data presented, in the following section I present data collected from parents related to the educational support: motherhood and schooling challenges. Biographical data of the parents are presented.

The research tool used for collecting the data was an interview schedule to guide semi-structured interviews.

4.5.3 Semi- structured interview with parents (Appendix B)

4.5.3.1 Introduction

An interview schedule was used (see Appendix B) to guide interviews with nine parents. The first part of the interview schedule consisted of biographical information. The biographical information is presented in table 2.

4.5.3.2 Biographical information of parents (see also 5.2.1.2)

Figure 4.7- Figure 4.10 is a summary of the biographical information of the parents in the study.

The information is categorised under the following headings: Marital status; employment status; number of children in the household and age at birth of first child. For anonymity purposes they will be referred to P1- P9.

Figure 4.7: Biographical Information on marital status

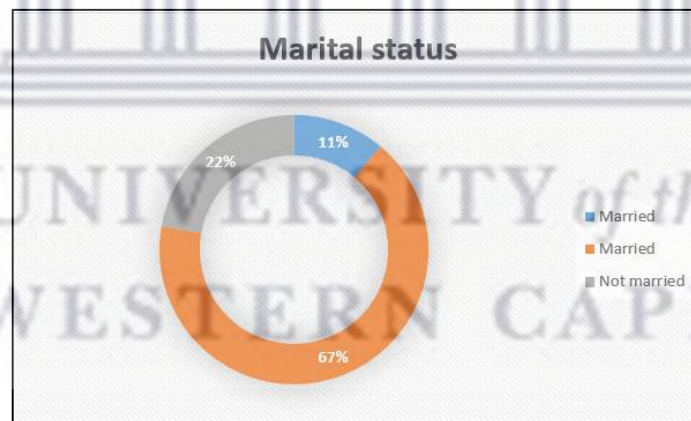


Figure 4.8: Biographical Information of employment status

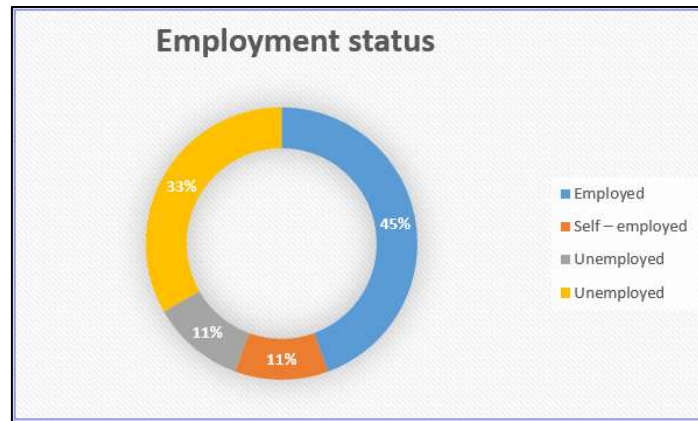


Figure 4.9: Biographical Information of number of children household

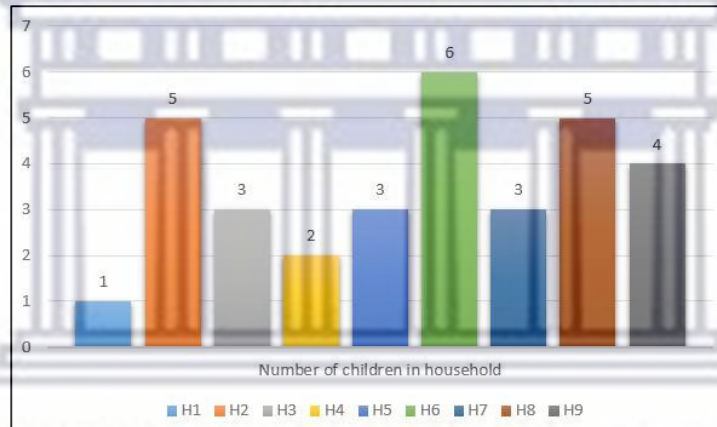
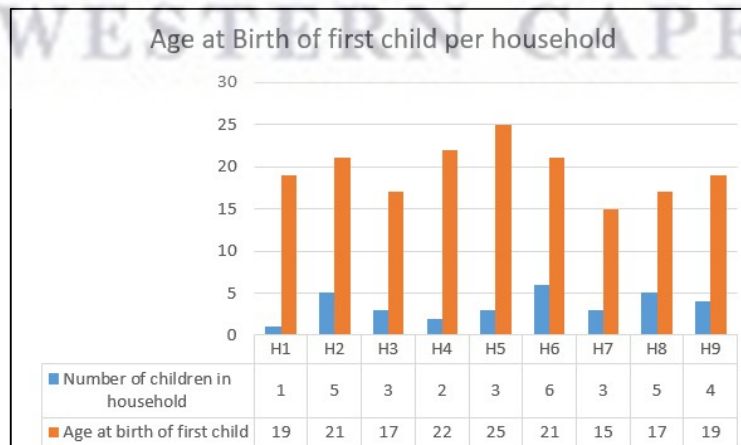


Figure 4.10: Biographical Information on birth of first child



4.5.3.3 Summary of biographical information

The table reveals that seven parents were married. Two parents were unmarried at the time of the interviews. Four parents were employed, four parents were unemployed, and one parent was self-employed. The number of children in the household ranged from two and six.

4.5.3.4 Presentation of data transcribed from semi- structured interview questions.

Question 1: At what stage of the pregnancy did you find out that your child was pregnant?

Two parents found out at three months. P2 replied that at 20 weeks. P3 responded 28 days before the birth of the baby. P4 noted that she realised when her daughter had morning sickness. P5 mentioned that she noticed at a very early stage. P7 responded five months. P8 replied that she found out at 7 months. P9 indicated that she knew when her daughter was 1 month pregnant.

Question 2. How did you find out that your child was pregnant?

Two participants took their daughters to the doctor. P1 and P3 noticed that their daughters were gaining weight. P5 replied that her daughter told her the same day that she found out. P6 responded that her daughter experienced body pains and she took her to the clinic. P7 mentioned that she found the letter from the clinic in her daughter's cupboard. P8 found out from her friend. P9 noted that her daughter did not menstruate at the time.

Question 3. What was your reaction when you found out about the pregnancy?

Three parents replied that they were shocked. P3 noted that she was furious. P4 and P5 were shocked and disappointed. P6 could not believe it and broke out in tears. P7 and P9 were disappointed.

Question 4. How did you feel about the pregnancy?

Two parents replied that they could do nothing about it and had to accept it. Another two were disappointed. P3 hated the fact that her daughter was pregnant. P4

responded that she was a bit shattered. Parent six was very sad but had to accept it. P7 replied that she was upset. Parent nine mentioned that she had mixed feelings.

Question 5. Did the news of the pregnancy affect the rest of the household? How

Five parents replied 'yes'. Two parents responded 'no'. P1 noted that it did not really affect the household, because she is a single parent. P2 responded that they were shocked. P5 noted that it caused a lot of friction between her and her husband. P8 mentioned that her husband and mother were very upset. P9 replied that they were disappointed and that her husband did not handle it well.

Question 6. How did you feel towards the father of the baby?

Two parents were disappointed. Two of the participants did not know that their daughters were in relationships. P3 and P6 were upset with the father of the child. P7 replied that she felt good. P8 responded that she accepted everything. P9 mentioned that the father of the child should not be in contact with her daughter.

Question 7. Did you approve of the relationship your daughter had with the father of the baby?

Five parents answered no. The other four parents responded that they approved of the relationship.

Question 8. How would you describe the relationship your daughter had with the father of the baby?

Three parents responded that they could not say anything, because they did not know about the relationship. P3 replied that they were like a normal teenage couple. P4 responded that they were getting along. P6 answered that they understood each other. P7 mentioned that the relationship her daughter and the father of the baby was complicated.

Question 9. How did you feel after the baby was born?

Four parents noted that they were happy. Three parents mentioned that they were excited. P3 responded that she was still very angry at them. P9 replied that she felt different, but still did not want the father of the baby near her daughter.

Question 10. Did you feel different about your daughter after baby was born?

Seven parents replied 'no'. Parent nine responded 'yes'.

Question 11. Did you prepare your daughter for the arrival of the baby? How?

Eight parents replied 'yes'. P3 responded 'no' and mentioned that there was no time to prepare her daughter for the arrival of the baby, but she was in the delivery room at birth. P1 replied that she was always by her daughter's side and held her hand through the contraction pains. P4 responded that she gave tips on how to handle the baby and what to expect. P5 replied that she showed her how to bath, change and feed the baby. P6 noted that she taught her daughter what to do when she goes into labour, how to change the baby and how to make a bottle. P7 gave information on how to handle the baby. P8 replied that she showed her daughter everything. P9 responded that she taught her how to dress, what to do and what not to do.

Question 12. Did the arrival of the baby change the functioning of the household?

Two parents responded with the answer 'no'. P1 replied it was because there was a new arrival in the family. P4 mentioned that the baby brought much joy and laughter. P5 responded that the arrival of the baby brought peace to her home and that her husband quit drinking alcohol. P6 replied that things changed. P8 responded that there was a lot of love since the arrival of the baby. P9 replied that her daughter and she could go out and her husband would look after the baby.

Question 13. How did the arrival of the baby impact the household financially?

P1 replied that it was very hard since she was the only breadwinner. P2 noted that the arrival of the baby did not impact the household financially. P3 three replied they had to support the child and baby. P4 responded that they were financially stable. P5 and P8 replied that it was costly, for example, the nappies and milk for the baby. P6 mentioned that they had to help with all the necessities. P7 responded that it had a mild impact on the household. P9 replied that it did not really impact the household financially.

Question 14. How does the father of the baby contribute to supporting the baby?

P1 replied that he came once a month to see the baby. P2 responded that he gave his contribution. P3 and P7 replied that the fathers were not contributing, but that the

mothers were. Three parents noted that the fathers were contributing by buying clothes, food, and nappies. P8 noted that the father would sometimes buy food and nappies. P9 mentioned that there was no contribution by the father.

Question 15. How do you feel about your daughter's education?

Three parents replied that they just wanted their daughters to complete their education. P1 noted that there was a time when she thought that her daughter would drop out of school. The other three parents felt good about their daughter's education. P4 replied that she was worried, because having a baby is a fulltime job. P8 responded that she was not happy.

Question 16. Do you encourage your daughter to complete school?

All the parents responded 'yes' to the question.

Question 17. What were your plans for your daughter beyond school before the pregnancy?

Eight parents replied that they wanted their daughters to study further. One parent responded that she wanted her daughter to attend an aviation school.

Question 18. Were they still the same after the baby was born?

All parents replied that their plans were still the same.

Question 19. Who is currently looking after the baby?

Four parents replied that they were looking after the baby. Three parents responded that the babies were in a day care. P3 mentioned that the baby was staying with the other grandmother. P4 replied that the baby was staying with a nanny.

Question 20. Who takes care of the baby when your daughter is doing schoolwork?

Five parents responded that they took care of the baby when their daughters were busy with schoolwork. P2 replied that the baby was taken care of by a crèche. P3 noted that the father as well as the rest of the family would take care of the baby. P4 mentioned that she or the other grandmother took care of the baby when her daughter was doing schoolwork.

Question 21. Did you inform the school when you became aware of the pregnancy? How?

Three parents replied 'yes', they went to see the principal. Two parents replied they went to the school. P4 responded that she sent her sister to see the class teacher. P6 mentioned that her daughter informed the teacher herself. P7 replied that she did not inform the school about the pregnancy. P9 noted that the school informed her.

Question 22. Were you informed about the pregnancy policy of the school?

Three parents responded no. The other six parents replied that they were informed about the pregnancy policy of the school.

Question 23. What was communicated to you by the principal?

P3 and P8 replied that the principal informed them to keep their daughters at home and that they had to return after birth. P2 responded that the principal was happy that she informed the school. P4 noted that the principal was stating that it was important to inform the school so that they would know what to do. P5 mentioned that she did not receive any information; the principal notified her that she should be available if anything should happen. P6 noted that she had to sign to give permission that her daughter could still attend school. P7 replied that she did not receive any information from the principal. P9 responded that the principal informed her that her daughter should no longer be at school when it was observed that her belly was growing and that she had to arrange with someone to bring her schoolwork home.

Question 24. How is your relationship with the teachers?

Three parents responded that their relationship with the teachers was good. P1 noted that she does not really communicate with any of them. P3 mentioned that she attends all the meetings and spoke to the teachers. P5 replied that she did not have any relationship with the teachers. P6 noted that she spoke to teachers about her daughter's education. P8 responded that everything was in order and parent nine noted that she did not have any problems with the teachers.

Question 25. Is there regular correspondence from school about your daughter's progress?

Seven parents replied 'yes'. Two responded 'no'.

**Question 26. Do you feel your daughter is getting enough support at school?
Why?**

Seven parents replied 'yes'. P1 noted that her daughter never complained about school. Three parents responded that their daughters were getting help from teachers and friends at school. P5 replied that her daughter was doing well in school. P8 mentioned that her daughter woke up early and stayed longer at school to do her schoolwork. P1 responded that her daughter was not getting enough support at school, because when she stayed at home and the teachers did not understand.

Question 27. Do you feel your daughter is more motivated for school after the birth of the baby?

Eight parents replied 'yes'. P1 responded that her daughter wanted to be a role model to her baby. P2 mentioned that her daughter was doing well at school. P3 noted that her daughter was sitting with her books more often and she was doing all her assignments. P4 expressed that since her daughter was a parent, she realised the value of education. P5 replied that her daughter could finish school and study further. P6 noted that she was excited about going back to school. P8 noted her daughter was happy to go to school and did her schoolwork more often. P9 responded her daughter could not wait to start with her schoolwork after she returned from school. P7 noted that her daughter was not motivated for school.

**Question 28. Do you feel your daughter has changed after the birth of the baby?
How?**

Eight parents responded 'yes' to the question. Three parents replied that daughters became more responsible. Two parents mentioned that their daughters were not going out with friends anymore. P3 replied that her daughter thought she knew more than her parents. P7 replied that her daughter has gained more experience in taking care of the baby. P9 noted that her daughter was not stubborn. P8 responded that her daughter did not change.

Question 29. Does your daughter attend any support programmes? If so, what are they?

All nine parents replied 'no'.

Question 30. Would you say your daughter has adequate support to succeed academically? Why do you say so?

All nine parents responded yes. P1 and P2 replied that they had great teachers at her school, especially the Life Orientations teacher who was always encouraging them to complete school despite all the obstacles. P3 and P4 noted that their daughters had the support of their families. P5 and P6 mentioned that as parents, they gave them time to complete their schoolwork. P7 replied that her daughter was hard-working. P8 responded that her son was helping her daughter with schoolwork.

4.5.3.5 Summary

This section presented the data collected from parents in relation to the research questions and subsidiary questions. The following section provides the data collected from the interviews with teachers.

4.5.4 Semi – structured interview with teachers

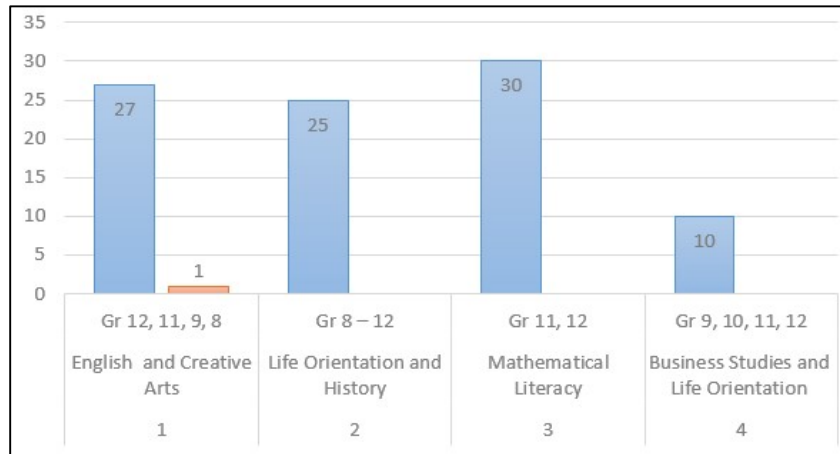
4.5.4.1 Introduction

A semi-structured interview schedule (see Appendix C) was used to interview four teachers at the school where the study took place. The selected teachers were teaching the teenage mothers at the time of study. The concepts discussed in Chapter 2 are reflected in the interview questions. The first part of the interview schedule consisted of biographical information which is presented in Figure 4.11 The second part of the interview schedule consisted of semi-structured questions about the following: educational support, motherhood, schooling challenges and parental support.

4.5.4.2 Biographical information of teachers (see also 5.2.1.3)

Figure 4.11: Biographical information of teachers

Figure 4.11 presents the biographical information from the first part of the interview schedule of teachers.



4.5.4.3 Summary of biographical information

The four teachers were teaching English, Life Orientation, History, Mathematical Literacy and Creative Arts. They were teaching Grades 8-11 and all of them were Grade 12 teachers at the time of the study. Their years in the teaching profession range from 10 to 30 years.

4.5.4.4 Teachers' responses to semi-structured interview questions

The responses of the teachers are presented under the following sections: pregnancy rates; teenage mothers returning to school, teaching teenage mothers; relationship with teenage mothers, interaction with teenage mothers; challenges of teenage mothers; support and motivation. For anonymity purposes they will be referred to as T1- T4.

Pregnancy rates

Question 1: How do you feel about the pregnancy rate at your school?

T1 felt that the pregnancy rate has increased and that it has become normal for learners to fall pregnant from Grade 8 to 12. T2 responded that is alarming. T3 noted that the pregnancy rate has escalated over the past few years. T4 replied that she was disgusted, disappointed, surprised, and angry.

Teenage mothers returning to school

Question 2: How do you feel about teenage mothers returning to school after giving birth?

T1 noted that she welcomed their return to school and that it cannot be easy to be a new mother and a scholar. T2 responded that she has no problem with their return and understands the teenager's need to be given the opportunity to improve quality of life. T3 replied that they have to return to school, because motherhood is one of the leading causes for dropout among teenage girls. T4 mentioned that it shows that they want to get an education for a better life.

Teaching teenage mothers

Question 3: Are you currently teaching teenage mothers?

All the teachers were teaching teenage mothers at the time.

Relationship with teenage mothers

Question 4: How is your relationship with the teenage mothers?

T1 responded that her relationship with teenage mothers is good and that she does not treat them differently from any other learner. T2 replied that it is good, no problems. T3 felt that he was unprepared, but he offers assistance where humanly possible. T4 noted that she had an open relationship with the teenage mothers and that they talked about their difficulties and small pleasures.

Question 5: Do you give extra assistance to these teenage mothers?

T1 replied that she does not give extra assistance to these teenage mothers. They are allowed extra time to complete tasks if they request it. If they need help in understanding a certain section of the work, they are welcome to ask for extra help. T2 noted that he does not give extra assistance. T3 mentioned that due to time and space limitations, assistance is limited to academics only. T4 responded that she listens to them and refers them to the teenage pregnancy support group.

Interaction with teenage mothers

Question 6: Do you as a teacher encounter problem with the teenage mothers? And what are they?

T1 replied that the teenage mothers with issues might be more prone to back chat and bunk. The majority are well-behaved. T2 responded that they are absent on a regular basis, unable to cope with motherhood and other responsibilities. T2 four noted that

most problems with teenage mothers are absenteeism, because the child is sick, or they have no one to care for the child during school days.

Challenges of teenage mothers

Question 7: What do you think are the challenges of these young mothers?

T1 one replied that many teenage mothers have to sit at hospitals with sick children when they are supposed to prepare for an exam. Some might have trouble getting a baby-sitter during exams, if there is no parent. T2 responded that they have the challenge of being a mother, lover, and learner. T3 noted to juggle schoolwork and exam pressure with the responsibilities of a mother. T4 indicated that there is no support system at home/ environment/ community. They have no/little friends and that the community thinks less of them.

Question 8: What is your perception on teenage mothers' schooling goals? And are they different than before giving birth?

T1 replied that the majority become more determined to succeed, others go on as before if they have no career goals. T2 responded that some are serious about completing matric to support and provide for their babies. T3 indicated that almost all teenage mothers' goals changed from before to after birth. Teenage mothers seemed to be more goal-oriented than their peers. T4 replied both 'yes' and 'no'. She noted that they realised it was not so easy and that responsibilities consumed their time and was tiresome.

Motivation

Question 9: Do you think they are motivated to pursue tertiary education?

Motivate.

T1 responded that some are motivated while others had no prospect of pursuing tertiary education. Parents griped and moaned even over taxi fare for extra classes. Tertiary education was not high on their lists. T2 replied that some still want to complete their educational goals and are more motivated. T3 mentioned that he is aware of a few teenage mothers who directly pursued tertiary education after completing matric and made a success of it. T4 noted that they are motivated by the fact they want to be role models for their child and provide a better life for the child.

Question 10: Do you as a teacher motivate them to further their education after completing Grade 12?

All the teachers responded that they motivate the teenage mothers to further their education after Grade 12.

Support

Question 11: Are there currently support programmes at school for teenage mothers? If yes, what kind of support do they offer?

All the teachers responded that there is a support program at school to offer support to teenage mothers. The teenage mothers can share their feelings and challenges with each other as well as motivate each other.

Question 12: Do you think there are adequate opportunities at school to expose them to tertiary education? What are they?

T1 responded that there are opportunities, but more can be done. Life orientation teachers take learners to career expositions. T2 and T3 replied that they attend open days at different tertiary institutions. T4 indicated that the school invited colleges to come and speak to all the learners on a one-on-one basis.

Question 13: How supportive do you feel your district is towards teen parent programmes?

All the teachers expressed that the support from the district is not adequate. T1 added that more should be done to prevent teenage pregnancy. T4 also mentioned that there is no support except for making it possible for the teenage mothers to come back to school.

Question 14: To what degree do you think the programs motivate and support young parents and keep them in school?

T1 replied that most teenage mothers complete their school career as the stigma is gone and they often become responsible. T2 expressed that the current program can be improved to give more support and motivate parents. T3 noted that he does not know of any programs offered by the district. T4 indicated that programs are limited and have a certain time frame, so programs should be ongoing.

Question 15: How supportive do you think their parents are?

T1 and T2 responded that they believe that the parents are very supportive. T3 expressed that half of the teenage mothers must cope and support themselves. T4 mentioned that the teenage mothers are supported financially, but not emotionally. She also commented that the teenage mothers' make them feel worthless and do not trust them. Their parents do not trust them.

4.5.5 Interview with principal

4.5.5.1 Introduction

The interview with the principal (see Appendix D) has been transcribed and the responses are presented under the following headings: teenage pregnancy; teenage pregnancy at school and role of principal; school support; tertiary education/ further studies; district support; motivation; role of parents and challenges.

4.5.5.2 Presentation of data transcribed from interview questions

Teenage pregnancy policy

Question 1. Does the school have a pregnancy policy?

The principal responded yes. He mentioned that all the schools should have a teenage pregnancy policy and that the department makes it available online. The schools can adjust the policy according to the school's policy.

Teenage pregnancy at school and role of principal

Question 2. How do you feel about the current teenage pregnancy rate at the school?

According to the principal, the school is faced with many pregnant learners. He mentioned that the school was lucky to only have three pregnant learners in Grade twelve. Two of the learners were in Grade eight and two learners were in Grade eleven.

Question 3. How informed do you feel as principal?

The principal explained that the pregnancy policy states that as soon as a teacher becomes aware of a learner who is pregnant, they should inform the principal. The

parents and the learner are expected to meet the principal. They are requested to complete forms that exempt the school and the education department from responsibility should anything happen to the learner while at school.

Question 4. What is communicated to parents when the school is informed about the pregnancy?

The principal expressed that if the school becomes aware of a pregnant learner, they need to determine how far along the pregnancy is. The parent is asked when the birth of the baby is and is advised to provide a certificate as proof of pregnancy. The reason for the request is because of the risk of injury of pregnant learners at school. The pregnant learners are monitored at school and as soon as it becomes evident that they are too much of a risk for injury, they are requested to leave school. The learner stays as long as possible at school and the parent signs the letter that exempts the school, and the department from responsibility should anything happen to the learner at the school. The principal also expressed that he normally asks about the father of the baby.

School support

Question 5. Are there currently support programs at school for teenage mothers?

The principal replied that there is no official committee that is working with teenage pregnancy. He also expressed that there is no group of people that supports teenage mothers at the department. There is no official organisation at school, although teachers assist and inform if they know of pregnant learners. The principal indicated that learners are pregnant.

Question 6. Does the school provide support for further education? And how?

The principal noted that the school normally invites Damelin College to speak to the learners about different career options. The learners are also informed in Life Orientation about open days that they can attend. Colleges also deliver information pamphlets at the school. The school basically informs the learners in Life Orientation about the opportunities and workshops that are presented by NGO's. They encourage the learners to attend.

Question 7. How supportive do you think are the district towards teenage pregnancy programs?

The principal noted that he had no knowledge of teen mother programmes that are presented by the department. He only had knowledge of a program that was presented by social workers. Teenage girls were brought together, and the girls are informed about teenage pregnancy and the consequences thereof.

Motivation

Question 8. Do most of the teenage mothers return to school after giving birth?

The principal explained that they had a learner in Grade twelve that already gave birth and returned a month later. She missed the September exam. He noted that the majority of the learners return to school after giving birth and that only a few drop out.

Question 9. What are your perceptions on the schooling goals of teenage mothers?

The principal mentioned that the Grade eight learner that returned is more motivated and as well as the Grade ten learner. He noted that it seems as if the learners' attitude towards their schoolwork changes when they make the mistake. He commented that most girls are more positive about school after giving birth.

Question 10. What is the pass percentage of teenage mothers in Grade 12?

The principal replied that in most cases it is 98% to 99% of teenage mothers that return and pass matric.

Role of the parent

Question 11. Do you think the parents of the teenage mothers are very supportive towards their schooling?

The principal mentioned that the parents that came to see him promised that they would take care of the baby. He expressed that the teenage mothers do not attend extra classes after school, seeing as it is their turn to take care of the baby after school. The teenage mother would take care of the baby until the next morning. If the baby is sick, she would have to take the baby to the clinic. He also noted that the parents promise that they will take care of the baby once their child returns to school, but it

does not always happen. The principal explained that there are also cases where the parents do their part to support their child. He mentioned that there were very few cases where the parents of the father of the baby stepped into support. According to his experience, the father of the child and his parents normally disappear after the birth of the baby. It is normally the parents that want their child to complete their education who offers support to the pregnant teenager.

Challenges

Question 12. What challenges do you think are there for teenage mothers in general?

The principal noted that he is not aware that the teenagers were mocked. He noted that times have changed and that they would have been mocked in previous years. He expressed that he has not experienced that at the school, which means the teenage mother adapted easier and is accepted once they returned to school. He also indicated that he was concerned that teenage pregnancy is perceived as the norm. He was not aware of any discrimination against the teenage mothers. He noted that they are accepted, and everything usually returns to normal.

4.6 Summary of the findings presented

In this chapter, the results of the study were presented. A detailed account of data gathered from the individual interviews with the teenage mothers, parents, teachers, and principal was transcribed and presented. Biographical information on teenage mothers, parents and teachers was tabulated.

4.7 Conclusion

The information gathered from semi-structured interviews with teenage mothers, their parents, teachers, and the principal was presented in this chapter.

The data collected in the interviews was provided in accordance with its six sections namely: biographical information; motherhood; schooling aspirations; schooling challenges; parental support and educational support. The biographical information of the teenage mothers, parents; teachers and principal were provided.

Chapter Five will present an analysis and discussion of the collected data to explore the educational support of teenage mothers attending school.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF DATA

5.1 Introduction

This study investigated the educational support of teenage mothers at a Western Cape school. According to the study's research problem, the findings must have an impact on the educational process and provide support to teenage mothers at the school and district levels.

The data that was reported in Chapter Four was gathered using semi-structured interviews. To assist the analysis and interpretation of the data in the current chapter, categories and themes were created through the responses and the presentation of the data.

This chapter analyses and interprets the findings to identify the educational support to teenage mothers. The aim of the study was to investigate the educational support of teenage mothers at a Western Cape school.

The objectives derived from the subsidiary questions were:

- i) To describe the term teenage mothers.
- ii) To discuss the concept of educational support.
- iii) To examine the role of the school in support of teenage mothers overcoming challenges and attaining their schooling goals.
- iv) To appraise the role of parents in meeting the needs of teenage mothers and
- v) To explore a possible framework of how the study of the educational support of teenage mothers can contribute to policy development.

In the next section, I explain the analysis and interpretation of the data presented in Chapter Four.

5.2 Foundation for analysis

5.2.1 Qualitative data analysis

According to Creswell (2009), qualitative data analysis should be carried out in stages, beginning with the specific and progressing to the broad. The following procedures were used by the researcher for the study's objectives: First, the data were gathered, organized, and prepared by the researcher. The steps in this procedure included writing down any additional notes that were necessary, transcribing and scanning the interview notes, and organizing and sorting the data. Step 2: The researcher carefully analysed the data. According to Creswell (2009), reading through all the data will help the researcher determine the overall meaning and tone being expressed by the participants. The data was coded in Step 3 to help in gathering pertinent data. Before giving the data any significance, it was divided up into smaller, easier to comprehend sections. Step 4: Through the coding procedure, they were able to produce key themes and descriptions for the phenomena they were researching. Step 5: The researcher presents the study' findings using the themes and descriptions. Step 6: The researcher gives the data meaning.

The analysis of data was done to answer the main research question which is “What is the educational support in a Western Cape school”. The subsidiary questions which emanate from the main research question were:

- What is understood by the term “teenage mother?”
- How should the concept of educational support be understood?
- What role is the school playing in support of teenage mothers overcoming challenges and attaining their schooling goals?
- What role do the parents play in meeting the needs of teenage mothers?
- How can the study of educational support of teenage mothers contribute to policy development?

These research questions were used as the platform for developing the questions that were to be included in the research instrument, namely semi -structured interviews. The instruments were administered to gather data from various respondents, namely the teenage mothers, parents, teachers, and the principal.

5.2.1.1 Analysis and interpretation of the biographical data of the interviews with the teenage mothers (Section A) (see also 4.5.1)

The biographical data of the teenage mothers revealed that most of the participants came from the Delft and Belhar area of Cape Town. Both these areas are challenged with various socio-economic challenges such as poverty, high crime, gang violence, unemployment, school dropouts and teenage pregnancies. According to an article from eNews Channel Africa (eNCA) published on 1 October 2021, the most teenage pregnancies occurred in Delft in 2021. Gender inequality, widespread poverty, sexual taboos, gender-based violence, gendered expectations of how teenage girls and boys should behave, a lack of sex education, poor access to modern contraceptive methods, inconsistent contraception use, a lack of access to pregnancy termination services, and judgmental attitudes of poorly educated health care professionals are some of the causes that could be mentioned. Many of these teenage mothers were exposed to a number of these factors that increased their chances of becoming pregnant. It has also been reported in a media advisory of the Department of Social Development (29 September 2021) that Delft is a gender-based violence hotspot and recorded the most rapes in the first quarter of the 2021/2022 financial year. This information gives an idea of what the vulnerable youth are exposed too, in this area. Limited information is available on the Belhar area, but Belhar and Delft areas are situated next to each other which indicates that similar circumstances could exist.

The second part of the biographical data indicated that the age range of the teenage mothers were 15 to 19 at the time of pregnancy and the time of the study. This data concurs with the data from the stats in eNews Channel Africa (eNCA) that reported on 1 October 2021 that over 300 pregnancies in girls between 10 and 14 and over 10500 to those between 15 and 19 years in the Delft area. This clearly shows that the age between 15 and 19 is the high-risk age group for teenage pregnancy. However, it is interesting to note that there is a rise in the age range of 10 to 14 of current teenage pregnancies in the last two years. According to a media statement issued by the

Inkatha Freedom Party (IFP) in KwaZulu-Natal, during the 2019–2020 year, 18550 births of children between the ages of 10 and 17 were recorded in the province. Over 23226 teen pregnancies were reported in the province of Gauteng between April 2020 and March 2021. Girls between the ages of 10 and 14 gave birth to 934 kids, while girls between the ages of 15 and 19 gave birth to 19316 babies, according to Nomathemba Mokgethi, a former MEC for Gauteng Health. An option on abortion was chosen by 2976 girls between the ages of 10 and 19 according to Mokgethi. There are several reasons for the prevalence of pregnancies in this age range: socio- economic context, lack of role models, poor decision-making, lack of sex education and high-risk behaviour due to development stage or brain development. In this study, it was clear that the socio- economic context, irresponsible behaviour and poor decision-making were the main causes for unintended pregnancies.

The third part of the biographical Information revealed the relationship status of the teenage mothers at the time of the study. Four out of the ten respondents indicated they were still in a relationship with the father of the child at the time of the study. Most respondents were not in a relationship which shows that they engaged in risky sexual behaviour outside a relationship or commitment. Teenagers are getting involved in serious relationships that they are not prepared for or understand what it entails. Often, the need to be in relationships comes from peer pressure and what they perceive as normal on social media. According to Robb (2019), 88% of teenagers have a smartphone and can access social networking sites. These social platforms often encourage teenage relationships, sexual intimacy, and dating. Teenagers have limitless access to sites that provide information and advice on dating. Often distorted morals and values systems are displayed on these sites which these teenagers easily adopt as their normal. While teenage romance and relationships are an important part of overall development of teenagers, it is still seen as risky because it involves exploring physical, sexual intimacy and sexual attraction which could lead to unintended pregnancies, sexually transmitted diseases, and HIV.

5.2.1.2 Analysis and interpretation of the biographical data of the interviews with parents (Section B) (see also 4.5.3)

Seven of the nine parents who participated in the study were found to be married, according to the data. This suggests that during the time of the study, the teenage

mothers were sharing a home with two parents. Children who are raised in single-parent households are more likely to be underprivileged, struggle in school, and end up having children of their own as teenagers. Past data shows that family instability and poverty were associated with greater risk of pregnancy. However, in this study the likelihood that family structure could be a contributing factor to teenage pregnancy is slim. Data also revealed that four out of the nine parents were unemployed at the time of the study, which indicates that finances could be a struggle with the added financial responsibility of a new baby.

5.2.1.3 Analysis and interpretation of the biographical data of the interview schedule of teachers (Section C) (see also 4.5.4)

First part of the data revealed the subjects taught by the four teachers. Two of the teachers were Life Orientation teachers, which indicates that they taught the topic of teenage pregnancy because it was part of the Life Orientation curriculum. Both these teachers teach learners in the GET and FET phase which means it includes Grade 8 to Grade 12, which is the junior and senior phase in high school. Their experiences in the teaching profession ranges between 10 to 30 years which is an indication that they have management experience regarding teenage pregnancy and can offer support to teenage mothers in school compared to new inexperienced teachers who might not know how to manage teenage pregnancy and offer support to teenage mothers. All these teachers were teaching teenage mothers at the time of the study.

5.2.1.4 Qualitative analysis and interpretation of the data from the DoE and WCED policy documents

Department of Education (DoE)

To help authorities, principals, school management teams, and educators respond to learner pregnancies, the Department of Education (DoE, 2018) established the Prevention and Management of Learner Pregnancy. The policy addresses the high rates of pregnancies among students, the familial and social context in which this occurs, strategies for reducing unintended and unwanted pregnancies, management of its prenatal and postnatal implications, limiting associated stigma and discrimination, and, crucially, the retention and re-enrolment of affected students in school (DoE Government Gazette, June 2018).

This policy aims to make sure that information on prevention, options for abortion, care, counselling, and support, frameworks for impact reduction, and rules for systemic execution and management is easily accessible. During the time when study was conducted it was clear the theory of the policy was not implemented in schools. The school where the study was conducted had a teenage pregnancy policy, but it was not communicated to the school or the educators. No information was provided to teachers or learners about prevention or choice of termination of pregnancy. Learners were exposed to this information during the subject Life Orientation. No counselling or support was offered to the teenage mothers prior or after pregnancy. The Comprehensive Sexuality School (CSE) that is essential for optimum sexual and reproductive health is committed to being provided by the basic education system and other role actors. In order for young people to make informed, healthy, and respectful decisions regarding their relationships and sexuality, CSE aims to equip them with the necessary knowledge and skills. It offers an approach to sexuality and relationships that is age-appropriate, culturally relevant, and right-based, directly addresses problems with gender and power, and offers scientifically correct information in a non-judgmental manner.

Western Cape Education Department

The Department of Education's Prevention and Management of Learner Pregnancy guided the development of the WCED's teenage pregnancy policy.

The policy seeks to stabilise and reduce the prevalence of learner pregnancy and its detrimental impacts on the educational system. It also aims to lay out its objectives, guiding principles, and policy issues. The policy specifically aims to make sure that students may easily obtain information on how to prevent pregnancy, the option to end a pregnancy, as well as care, counselling, and support (WCED, 2018).

Through the provision of high-quality CSE and access to adolescent and youth-friendly sexual and reproductive health services, the Policy on the Prevention and Management of Learner Pregnancy seeks to reduce the incidence of learner pregnancy. It should support girls' constitutional rights to education by preventing exclusion from school due to pregnancy and childbirth and by creating an atmosphere that is conducive to their continued study (WCED, 2018).

5.3 Qualitative analysis and interpretation of data according to categories and themes

5.3.1 Relationship between research questions, categories, and themes

Table 5.1 indicates the relationship between research questions, research instruments (semi-structured interviews with teenage mothers, parents, Teachers, and principal, categories, and themes for the teenage mothers.

Table 5.1: Relationship between research questions, instrument questions, categories, and themes for the teenage mothers

Subsidiary research Question	Research instrument questions	Themes	Categories
1. What is understood by the term “teenage mother”?	1. Semi-structured interviews with teenage mother		
	<ul style="list-style-type: none"> • How did you find out you were pregnant? • What were some of your thoughts? • What does motherhood mean to you? • Who is your female role model in life and why? • During the pregnancy, did anyone help you to prepare you for motherhood? • In what way did your life change when you became mother? • What do you think would have helped you in the change to motherhood? 	<ul style="list-style-type: none"> Initial shock and reality Learned responsibility 	<ul style="list-style-type: none"> • Becoming pregnant • Understanding motherhood and preparing for motherhood • Absent partner

Subsidiary research Question	Research instrument questions	Themes	Categories
2. How should the concept of educational support be understood?	1. Semi-structured interviews with teenage mother		
	<ul style="list-style-type: none"> • What were your future educational plans at the time of the pregnancy • Are you more motivated for school than before giving birth? • What were the challenges you faced when returning to school? • How do you cope with doing your schoolwork and taking care of the baby? • How are the teachers providing support to you? 	<ul style="list-style-type: none"> Motivated to complete schooling 	<ul style="list-style-type: none"> • Educational attainment • Juggling school and baby
	2. Semi-structured interview with Principal		
	<ul style="list-style-type: none"> • What challenges do you think these teenage mothers face? • Are there currently support programs at school for teenage mothers? • To what degree do you think the programmes motivate and support young parents and keep them in school? • Does the school provide support for further education? And how? 	<ul style="list-style-type: none"> Supportive school/ teachers 	<ul style="list-style-type: none"> • No differential treatment
	3. Semi- structured interviews with Parents		

Subsidiary research Question	Research instrument questions	Themes	Categories
	<ul style="list-style-type: none"> Do you feel your daughter is getting enough support at school? Why? Does your daughter attend any support programmes? If so, what are they? What were your plans for your daughter beyond school before the pregnancy? How does the father of the baby contribute to supporting the baby? <p>4. Semi-structured interviews with teachers</p> <ul style="list-style-type: none"> Do you give extra assistance to these mothers? If yes, how? Do you as a teacher encounter problems with the teenage mothers? And what are they? What do you think are the challenges of these young mothers? What are your perceptions on teenage mothers' schooling goals? And are they different from before giving birth? 		

Subsidiary research Question	Research instrument questions	Themes	Categories
3. What role is the school playing in support of teenage mothers overcoming challenges attaining their schooling goals?	<p>1. Semi-structured interviews with teenage mothers</p> <ul style="list-style-type: none"> What were your future educational plans at the time of the pregnancy? Are you more motivated for school than before giving birth? What were the challenges you faced when returning to school? How do the other learners treat you? Do you have enough time to do your homework? How do you cope with doing your schoolwork and taking care of the baby? Do you stay absent when the baby is sick? How are the teachers providing support to you? <p>1. Semi-structured interview with Principal:</p> <ul style="list-style-type: none"> What challenges do you think these teenage mothers face? Are there currently support programs at school for teenage mothers? To what degree do you think the programmes motivate and support young parents and keep them in school? Does the school provide support for further education? And how? <p>2. Semi-structured interviews with Parents</p> <ul style="list-style-type: none"> Is there regular correspondence from school about your daughter's progress? Do you feel your daughter is getting enough support at school? Why? Does your daughter attend any support programmes? If so, what are they? 	<p>Motivated to complete schooling</p> <p>Supportive school/teachers</p>	<ul style="list-style-type: none"> Educational attainment Juggling school and baby No differential treatment

Subsidiary research Question	Research instrument questions	Themes	Categories
	<ul style="list-style-type: none"> • What were your plans for your daughter beyond school before the pregnancy? <p>3. Semi-structured interview with teachers</p> <ul style="list-style-type: none"> • Are you currently teaching teenage mothers? • How is your relationship with the teenage mothers? • Do you give extra assistance to these mothers? If yes, how? • Do you as a teacher encounter problems with the teenage mothers? And what are they? • What do you think are the challenges of these young mothers? • What are your perceptions on teenage mothers' schooling goals? And are they different from before giving birth? 		

Subsidiary research Question	Research instrument questions	Themes	Categories
4. What role do the parents play in meeting the needs of teenage mothers?	<p>1. Semi-structured interviews with teenage mother</p> <ul style="list-style-type: none"> • How would you describe your relationship with your parents before the pregnancy? • Did you receive sexuality education at school? • Did the school offer support to help you catch up with the work you missed? <p>2. Semi-structured interview with Principal</p> <ul style="list-style-type: none"> • How supportive do you feel the teen mothers' parents are towards their schooling? <p>3. Semi-structured interview with Parents</p> <ul style="list-style-type: none"> • Who is currently looking after the baby • Who looks after the baby when your daughter is doing schoolwork? • Would you say your daughter has adequate support to succeed academically? Why do you say so? • Do you encourage your daughter to complete school? <p>4. Semi-structured interviews with teachers</p> <ul style="list-style-type: none"> • How supportive do you think their parents are? 	Supportive parents	<ul style="list-style-type: none"> • Good relationships • Taking care of the baby

Subsidiary research Question	Research instrument questions	Themes	Categories
5. How can the study of educational support of teenage mothers contribute to policy development?	<p>1. Semi-structured interviews with teenage mother</p> <ul style="list-style-type: none"> • Do you plan to complete grade 12? • When did you return after the birth of your baby? • Why did you return after the baby was born? • Do you have plans to study beyond grade 12? <p>2. Semi-structured interview with Principal</p>	Improving quality of life	<ul style="list-style-type: none"> • Schools' advisement of tertiary education • Importance of tertiary education

Subsidiary research Question	Research instrument questions	Themes	Categories
	<ul style="list-style-type: none"> • Does the school have a teenage pregnancy policy? • How do you feel about the current teenage pregnancy rate at your school? • Do many teenage mothers return to school after giving birth? <p>3. Semi-structured interview with parents</p> <ul style="list-style-type: none"> • Would you say your daughter has adequate support to succeed academically? Why do you say so? <p>4. Semi- structured interview with teachers</p> <ul style="list-style-type: none"> • How supportive do you feel your district is towards teen parent programs? • To what degree do you think the programs motivate and support young parents and keep them in school? • What are your perceptions on teenage mothers' schooling goals? And are they different from before giving birth? • Do you think they are motivated to pursue tertiary education? Motivate. • Do you as a teacher motivate them to further their education after completing grade 12? • Do you think there are adequate opportunities at school to expose them to tertiary education? 		<ul style="list-style-type: none"> • Financial difficulty

5.3.2 Analysis of data of teenage mothers, parents, teachers, and principal

5.3.2.1 Theme 1: Initial shock

Category 1: Becoming pregnant

The participants experienced shock, anxiety, nervousness, sadness and disappointment and insecurity. Mostly their thoughts at the time were abortion and getting rid of the baby. All these responses exemplify this period as being highly stressful and anxiety provoking. An interesting response was that the participant felt happy because she was in a relationship. Their biggest source of fear was the gossip and negative responses from their parents and others. This had a connection to the fear of criticism and rejection from others. This is consistent with the study by Van Zyl, Van Der Merwe, and Chigeza (2015), which found that adolescent parents found pregnancy challenging because of the stigma from family, classmates, and other people, as well as because it made them feel isolated and outcast. They mainly

refrained from telling their parents the news in the hopes that delaying the announcement would eventually cause their anxiousness to subside. Without emotional support, the adolescent might feel more anxious and frustrated, while some might become depressed, according to Mackey and Tiller (1998). These issues were demonstrated in the responses of the teenage mother as follows:

TM1. "I wasn't expecting it and was shocked and I just thought what my parents going to say"

TM2. "I was shocked and angry"

Overall, the news of the pregnancy came as a shock and was disappointing to the parents. The news caused friction in the household, and it was especially the fathers of the participants that were upset.

The principal believed that teenage pregnancy is a constraint to the learner's education and that they should not fall pregnant at this stage in their lives. He mentioned that the pregnancy rate at the school was low, but that it does not mean that the sexual activity among learners is low. As far as the policy of the department is concerned, he feels that he is well informed. It is mentioned that according to the policy, pregnant teenagers should not be expelled from school and that the school takes on a supportive role. He also noted that generally the school is not always informed about the pregnancy, it is only once the pregnancy starts that the school is informed by the parents. This interaction between parents and the principal forms part of the mesosystem and it is at this level that they collaborate in educational planning for the teenage mothers.

The following was statement was made by the principal:

"...So, even if the rate is not high at the school, we don't want something like this to be at school. It also doesn't mean if the rate is low that the sexual activity of the school is also low. It is just unfortunate that some fall pregnant."

Teachers felt that the pregnancy rate was too high and a disturbing reality. Teachers felt that teenage pregnancy had become the norm and that the teenage mothers were younger than in previous years. The following statement expressed the opinion of a teacher:

T2. *“It is too high. One pregnant teenager is one too many”.*

This study was underpinned by the ecological systems theory of Bronfenbrenner to explore various systems that surrounds the teenage mothers and the effect it has on the teenage mothers. This category of the study refers to the individual and their experiences, which is the core of the model. The experience of shock and anxiety also had an impact on the micro level where the parents are involved. The individual became pregnant, but it also had an implication on the parents and the home environment. The biggest sources of fear were gossip and negative responses, where it is referred to the parents, school, and community. People are active agents who can both influence and be impacted by their environment, according to Bandura's Social Cognitive theory. In this group, the concern of the young mothers was sparked and impacted by how other individuals reacted to the news. This would be related to the microenvironment, which according to Bronfenbrenner's idea is the innermost system that directly influences the individual. Teenage mothers' perceptions of themselves and their circumstances in their environment can be greatly influenced by their parents, friends' peers, and teachers. Besides the inner conflict that the news of pregnancy brought about for the teenage mothers, it also caused conflict within their homes with their parents. The macro system which contains dominant social structures, also impacted the teenage mothers in this category. This refers to the principal and teachers' reference to the high prevalence of teenage pregnancy and the overall negative view on teenage pregnancy which had an influence on the teenage mothers. In terms of the social cognitive theory the teenage mothers considered all these environments, and this informed their behaviour at the time.

Category 2: Understanding of motherhood and preparation for motherhood

Teenage mothers defined motherhood as the following: to raise a child and look out for the child. They experienced it as challenging, hard work and a responsibility. In this period, they learn to prioritise according to the needs of the child. They put the child's needs before their own. This finding also agrees with the finding of Govender, Naidoo and Taylor (2020). One participant had a different experience than the others as she described it as fun, and you get to spend a lot of time with your child. Motherhood was mostly defined as being a responsibility, hard work, and a challenge. One participant referred to it as being an honour. Two participants responded that it was the best thing

in the whole world. The following extracts exemplify the way teenage mothers described or defined motherhood:

TM1. "It means a lot because it's a very big responsibility to be a mother."

TM2. "Motherhood is when you give birth to a child and raise him/her."

TM3. "Motherhood is a challenge, but as time goes by you learn a lot of things and it becomes easier."

TM3. "Motherhood means a lot to me because you have to give you all when you nurture and care for your child."

Overall, the arrival of the baby brought about excitement and happiness. One parent indicated that she was still angry when the baby arrived. The parents played a significant role in preparing for the arrival of the baby as well as preparing their daughter to take care of the baby. The arrival of the baby was mostly described as bringing joy, peace, and love. It was evident that the presence of the baby changed the atmosphere in their homes. Interestingly, one parent mentioned that her husband stopped drinking alcohol once the baby arrived.

Within the theoretical framework of Bronfenbrenner, the support and interaction that is taking place happens in the micro system. The focus is more on the individual, but the parents help and prepare for the care of the baby, assisted by the teenage mother in her experience in becoming a mother. It directly influenced her experience and development as a mother. According to SCT, in this stage the teen mothers were relying on their mothers to guide them in their behaviour as new parents.

Category 3: Role model

Their role model was identified as their own mother. According to Gillespie, et al. (2021), support from the family, specifically the adolescents' mothers, made an important difference in coping with motherhood. Their mothers were identified as the person who helped prepare them for motherhood.

One participant referred to her older sister and one referred to an international singer (Beyoncé) as a role model. Being a mother was interpreted as raising a child, taking

care of a child, when the baby is there. Becoming a mother was perceived as preparing for the birth of a baby, and you are still expecting.

All the participants said having children changed their life. Less time was spent on themselves, schooling, and social activities, among other changes. According to Govender, Naidoo, and Taylor (2020), adolescent moms frequently experience a lack of a social life, loneliness, disruptions to their education, the transition into roles of caretaker and nurturer, parental concerns, worry, and stress.

They mentioned that support from the baby's father would have made the change to motherhood easier. Two participants claimed that being older would also have helped, while another participant noted that nothing changed in her life. The following responses were made by the participants:

P2. "Being a mother is when you raise a child and when you will do anything for that child."

P3. "Being a mother is when your child is born, and you take care of him/her. Becoming a mother is when you prepare for your unborn."

In this category, reference is made to family and in particular the mothers' of the teenage mothers and how they influenced the way they perceived motherhood, which indicates again that their development was influenced at a micro system level. The teenage mothers referred to their mothers as role models. They perceived their mother's as guiding them in rearing their child and their shaping their behaviour as a mother. According to the SCT, people learn through imitation or copying and observation of their role models. In this instance, the teenage mothers were copying and learning from their own mothers to deal with and perceive motherhood.

Category 4: The absent partner

The participants blamed the partner for the pregnancy. They expressed their disappointment at their partner and that they were mad at him. This resulted in distancing themselves and breaking communication in some cases. Most participants were not in a relationship with the father of the baby at the time of the study. This meant that little to no material or psychological support were received by the father. It also indicates that the father of the child was absent in the upbringing of the baby.

According to Govender, et al. (2020), the dissolution of the relationship and the predominance of the "absent father" phenomenon are caused by the father's incapacity to financially support the child's care. However, the four participants that were still in relationship with the father of the baby, mentioned that they still had a good understanding and relationship. One participant was seeing the father of her child in secret because her parents demanded that he stay away. The parents felt upset with the father of the baby. In some cases, the parents were unaware of their daughter's relationship and the others were accepting of the relationship.

The following statements were made by the participants:

P1. "It is good, and he is supportive".

P2. "It is great".

P3. "There is no relationship we are not in contact".

According to Bronfenbrenners' theoretical framework and the SCT, the absent partner is also part of the micro system that directly influence the teenage mother. The absence of the partner made her more dependent on the support of her family. This could also influence her trust in future relationships. The teenage mothers learnt how to parent from their own parents, so even in the absence of a partner, they still have behavioural competency.

5.3.2.2 Theme 2: Motivated to complete schooling

Category 5: Educational attainment

According to Smithbattle (2007) teenage mothers were more motivated to complete their school career after giving birth. In the anticipation of motherhood, almost all teens experience new priorities and concerns for their future, regardless of their school status. The findings of this study support this finding as the teenage mothers were re-evaluating their future plans during and after the pregnancy. All the participants had educational plans before the pregnancy. Mostly during pregnancy when they were experiencing anxiety and shock, they were thinking of not returning to school. After returning to school, their feelings towards schooling changed. Their responses varied from serious, more motivated and dedicated to loving it. The finding contradicts the

study of Ferre, Gerstenblüth, Rossi and Triunfo (2013) that revealed that pregnant schoolgirls are more likely than their peers to drop out of school and fail to achieve the same levels of education. Most of them simply desired to finish their education and start working. Teenage mothers frequently desire to finish their education to improve their chances of finding employment and breaking the cycle of poverty, claims Dlamini (2016). One participant observed that she got lazy when it came to schooling, in contrast to these positive replies. The participants gave the following responses:

TM1. "I was planning on going back to school and finish to give my child what she needs".

TM2. "I wanted to finish matric."

TM8. "Finish schooling, still running for UWC and get a further career in sports."

Parents noted that their daughters were more motivated for attending school and were more determined to complete their schooling after giving birth. They noticed that their daughters became more responsible after the birth of the baby, although, one parent noted that her child did not change at all.

The principal mentioned that he did not think that their motivation for school was motivated by pregnancy and giving birth. He believed that their motivation was attributed to the learners' attitude towards school. He also noted that their pass rate of teenage mothers completing Grade 12 was 80% in the last two years. The following extract is a statement made by the principal:

"...I don't think that their motivation is influenced by the pregnancy. I think the child is hardworking or not. The child was a good learner or not. The child is lazy or not. So, if you are not a good learner and you give birth, will it not make you a better learner. So, it is just a matter of your attitude towards the school and your schoolwork..."

This category refers to micro system and particularly the individual's experience and perceptions about her education. It also refers to the perceptions of parents and the principal on the teenage mother's motivation to complete schooling. The SCT considers the experiences which factor into whether behavioural action will occur. These experiences influence expectations. In this case, the teenage mothers have

seen the consequences of not completing school in their communities and the negative outcomes of unemployment which motivated them to complete schooling. They have also experienced newly found responsibilities that are associated with being a mother which influenced their perception and thought processes.

Category 6: Juggling school and baby

Being sleepy, tired during lessons, time management, catching up with missed schoolwork and keeping up with school in general were pointed out as part of the challenges at school that they had to face. Gossiping and remarks from other learners at school also made it very difficult for them. It was noted that they received the same treatment at school from teachers and peers after returning to school after the birth of the baby. One participant responded that she was treated with more respect and treated like an adult by both teachers and learners. These issues were demonstrated in the responses of the teenage mothers as follows:

TM2. "I had a lot to deal with because I didn't have someone to look after my child."

TM3. "People (children at school) making remarks and gossiping about me, but that just makes me stronger."

TM8. "I was always sleepy in class, so I would miss the whole lesson and get frustrated with myself."

Most of the participants responded they were coping well due to support from family and friends. One participant replied that she sometimes wanted to give up and another mentioned that she was frustrated because things do not always work as she had planned.

Teachers noted that sleep deprivation, absenteeism when a baby is ill, juggling parenthood and their studies, time management and lack of support were pointed out as challenges that the teenage mothers were faced with. According to educators, teenage pregnancy has a significant impact on students' ability to attend class, according to Nkosi and Pretorius (2019) study. This was because young people must balance taking care of their infants while attending school because no one is available to watch them. According to Govender et al. (2020), adolescent moms frequently

experience a lack of social life, loneliness, disruptions to their education, the transition into roles of caretaker and provider, parenting issues, worry, and stress. In general, it was perceived that these young mothers become more determined, responsible, focused, and serious about obtaining success. It was also mentioned that on the contrary, others become preoccupied by their responsibility and neglected their schoolwork. The following responses were made by the teachers:

T2. "They suffer sleep deprivation, stay absent when their babies are ill, or they have problems with child-minders. They sometimes have to leave early for check-ups or the baby's inoculation etc."

T3. "Time- management. They may have to put in more time at inconvenient hours. This impacts on the quality and quantity of work they can deliver, accomplish and or produce."

Various challenges were pointed out by the principal. Striking the balance between being a mother at home and the learner at school seemed to be the most difficult. He mentioned that the psychological adaptation that takes place from being a child to being a mother is also challenging. Teenage motherhood is demanding and has serious side effects, such as poor levels of efficacy and self-worth (Dlamini, 2016). Another challenge that was noted was the absence of the baby's father. He believed that most of the pregnancies were the result of experimentation and that it did not always happen in an exclusive relationship. The fathers do not always take accountability, and this makes it even more difficult for the teenage mother to cope. He further noted that in many cases, especially in surrounding areas, the fathers belong to gangs. This gang association would expose the teenage mothers to abuse and threats which could influence her schooling negatively. The principal commented that all these challenges made it difficult for the teenage mother to persevere in her schooling against all odds. This meant being able not to throw in the towel and to complete her education seemed to be the greatest challenge. The following was noted by the principal:

"...I think it is more about getting the balance on being a mother at home and to be a learner at school... to bring it home, where you a learner also have school duties to complete at home. So now you are sitting with a baby that needs to be fed, bathed

and to care for. I think it is also I challenge when the baby is sick, and it requires a lot of attention of these girls...”

Teenage mothers struggle with the psychological adaptation from being a child to a mother. The teenage mothers are not being prepared for this change. Upon their return to school, they experience different challenges that require them to think and act differently. However, no guidance is being provided and often results in them becoming frustrated and discouraged. The teen mothers were helped to prepare for the arrival of the baby, but no one prepared them for their return to school. They received support from their families in helping to care for the baby, but in this case, they prepared them for being a learner and a mother. Cunningham and Boulton (1996) suggested that because they are comparatively immature, less informed, and exhibit high levels of stress, adolescent moms are not yet psychologically and physically prepared to handle parenthood.

In this category interactions of many systems play a role in the behaviour of the teenage mothers. The microsystem refers again to the individual and her own experience as a mother and a student. It refers to their families, teachers and friends that support them in the challenges they face in their dual roles as mother and student. In the SCT, all the interactions influenced the behaviour of the teenage mother and how she adapted to the new roles of mother and student. The mesosystem includes the interaction between the home environment and the school environment. For example, the fact that the teenage mother had less time for schoolwork at home and was sleep deprived had impacted their academic performance at school and resulted in being asleep in class. The exosystem has an impact as it refers to the community and health systems. The teenage mothers often had to stay absent because their babies were sick and had to take them to clinic which influenced their ability to perform academically and miss out on schoolwork. The waiting hours at these clinics are often long and results in them spending a lot of time there.

5.3.2.3 Theme 3: Supportive teachers/ school

It was clear that every participant had received sex education from their families, clinics, and Life Orientation. According to the guidelines for managing pregnancies in

schools, teachers are not allowed to discriminate against pregnant students and must take appropriate action when discrimination does occur. When teaching Life Orientation, which addresses teenage pregnancy, some educators struggle because they are unsure of where to draw the line, according to Potjo (2012). Most teenage mothers returned in a short period of time after giving birth, this indicated that they aspired to complete their schooling. Half of the participants mentioned that they received support from school after they had returned to school, while the other half felt that they did not receive any. The parents noted that their daughters received adequate support from school and their friends to succeed academically. This is an indication that the teenage mothers and their mothers had different ideas of support. They described the support they received as understanding their absence when the baby was sick, sometimes just listening when something is bothering them. The participants expressed the following views on teacher support:

TM2. "When my child is sick my teacher understands that I can't come to school".

TM3. "Well, they speak about teenage pregnancy and abstinence and when something bothers me I can speak to them."

At the time, the school had a teenage pregnancy program that was presented by an external service provider. The program provided psychological and mental support to teenage mothers. The sessions were conducted in groups or individually. It is evident that the program motivated the teenage mothers and helped to keep them in school. Only one of the participants was part of the programme at the time of the study. The rest of the teenage mothers were not really informed or aware of the programme. The principal confirmed that the drop-out rate of teenage mothers was very low. They stayed at school until a very late stage in their pregnancy and returned to school soon after the delivery. The parents met with the school to discuss arrangements around matters regarding their schoolwork and their return. Learners were expected to continue with their schoolwork while staying at home and were not withdrawn from the school in their absence. The principal noted that no pregnancy cases were referred to by the district and it was managed at a school level. The role of the district is only to see to that the policy is implemented. The principal noted the following on the supportive role of the school:

“Yes, definitely, we have a very low drop-out rate of teenage mothers. They are in school till a very late stage in their pregnancy. We meet with the parents at the time of pregnancy, and we explain to them the policy. Then we make an arrangement that the learner can stay as long as the parent feels it is needed...”

In this category, the micro-, meso- and exosystem influenced the teenage mother. The fact that they received sex education from school and clinic, and the teenage pregnancy program was presented by an external provider refers to the exosystem. The guidelines about the management of teenage pregnancy in schools also refers to the exosystem, and it directly affects how teenage mothers are treated at school. The parents met with the principal to discuss arrangements about the teenage mothers' return to school, refers to the interactions in the mesosystem. The interactions between teenage mother with their parents and teachers refer to the microsystem. According to the SCT, the mothers were learning from the school and the clinic, and this knowledge would probably have influenced their behaviour as teenage mothers.

Category 8: No differential treatment

Teachers did not treat the teenage mothers differently than before giving birth. The teachers responded that returning to school is the right thing to do and was the best for the teenage mothers. One teacher replied that she has accepted it but would prefer that the teenage mothers continue their schooling at another school. Pillay (2018) discovered that responses to pregnancies varied throughout schools, from support for the young mother to simply treating her like any other learner and attempts to expel her due to the pregnancy. It also stated that support from teachers included advice, encouragement, and kindness.

Teachers were supportive and accommodating in general. They encouraged and motivated learners to complete schooling. All the teachers provided support by giving extensions on due dates, giving opportunities to complete tasks and explain work they may have missed. They also mentioned that the support at school and the fact that they are not judged or treated differently, motivated the teenage mothers to continue their schooling. This finding contradicts the study of Kalil (2002) that found that teachers treated teen mothers differently and were insensitive to their new role. The

study also revealed that there was no motivation from the teachers which led to a decline in the teen mothers' educational expectations:

T1. "I speak to them and encourage them to complete their studies".

T2. "I might give them an extension on a due date and explain work they might have missed. Sometimes I send them assignments to do at home such as oral preparation."

The school is a component of the mesosystem since it interacts with the microsystem constantly. Due to the teenage mothers' regular interaction with their teachers, the teachers are an integral part of the mesosystem. If the teachers are willing to help, the student may be able to complete their study even when they miss class to take care of the infant.

5.3.2.4 Theme 4: Supportive parents

Overall, the parents played a supportive role. After the initial disappointment, they became very supportive, and they had a good relationship with each other. This finding is supported by the study of Cervera (1994) that found that the family usually reacted with dismay and anger but become the source of support when the baby was born. The parents and other family members took care of the baby when schoolwork was done. They were either looking after the babies while the mothers were at school or placing the baby in day-care. Mostly parents provided financial as well as material support to babies and basically took over the responsibility themselves. According to Gillespie, Allen, Pritchard, Pillay, Balen and Anumba (2021) and Bhana, Morell, Shefer and Ngabaza (2010), support from the family, specifically the adolescents' mothers, made an important difference in coping with motherhood.

All the parents were encouraging their daughters to complete their education and continue with tertiary studies. Bhana and Nkani (2016) argues that caregivers are indispensable in the project to support teenage mothers' return to school. The following responses were made by the participants on support from their parents:

TM1. "They asked not to feel alone and if I need anything then they will always be willing to help."

TM2. *“My mother supports me by buying everything my baby needs”.*

TM3. *“They support me one hundred percent”.*

In general, it was perceived by the teachers and the principal that the parents are supportive of their schooling and encouraged the young mothers to continue their schooling. According to the principal, parents were very supportive to such an extent that they took the responsibility upon themselves. All the parents he dealt with were concerned about the return of the child to school. In most cases it was the mothers of the learners that came to school to discuss the future regarding their child's schooling. The following response by the principal reflects the way he felt about the support from the parents of the teenage mothers:

“...I didn't have one case where the parent told the school that they were taking the child out of school because she is pregnant. All of them came to hear if the child can return to school. So, this says a lot of the motivation from the parents' side...”

This theme refers to the meso- micro and exosystem. Interactions between parent and teenage mothers took place where the parents would encourage the teenage mothers within the microsystem. Also, taking care of the baby so that the teenage mother can do schoolwork refers to the microsystem. The parents' ability to provide financially and materially for the baby refers to their economic situation which falls under the exosystem. The parents' interaction with the teachers refers to the mesosystem. In this stage, the teenage mothers were influenced by their parents, as the parents would take the responsibility of the baby on themselves, and the teenage mothers would learn to juggle schoolwork and baby.

5.3.2.5 Theme 5: Importance of education

Most participants felt that completing Grade 12 would improve their quality of life and provide a better future for their child. Teenage mothers are determined to finish school for the benefit of the child, according to the study by Pillow (2004). They want to give the child the opportunities that they did not have. It is also mentioned that school is important, because you cannot acquire a good job or study further without a matric certificate. Most of them wanted to pursue tertiary education, while others wanted jobs.

The following responses were made by the participants with regards to the importance of education:

TM1. "So, I could give my child a better future."

TM2. "Because I knew I couldn't get a job without education".

TM3. "So that I could complete my education and study further to give my child that same opportunity"

Category 9: Schools' role in advisement on tertiary education

The study by Pillay (2018) found that while there is a high level of aspiration for school completion and further education. However, it is constrained by obstacles to matriculation completion, poor exam results, financial constraints, a lack of knowledge about further education and training, and early motherhood. Pillay's study found that although young moms expressed definite educational goals, they had limited knowledge of admissions standards, application procedures, associated expenses, and finance options for higher education. In the current study, most participants knew what the requirements for tertiary education were. The information was acquired from the internet, library, teachers, tertiary institutions, and family. The school also played a big role in the advice on tertiary education by inviting institutions to speak to learners, handing out informational brochures, taking learners on trips to tertiary institutions and teachers also gave information in class. However, one participant felt that the school did not give any advice on tertiary education. This was interesting since they all attended the same school. The following extracts are responses to where they received their information on tertiary education from:

P1. "Internet and the library"

P5. "Northlink College"

This category mostly included the microsystem and the exosystem. In the microsystem the teenage mother interacted with the school, family, and teachers to provide guidance about tertiary education. At the exosystem level, the teenage mothers interacted with external sources and service to provide information on tertiary

education. The teenage mothers learned about the importance of tertiary education through external sources which could influence her thought processes and behaviour towards further education.

Category 10: Financial difficulty

Finances were seen as an obstacle to pursue tertiary education, but they were already thinking of working and studying part-time as a solution. Chigona and Chetty (2008) state that many teenagers come from low-income families which results in having low support financially. One participant mentioned that the area in which she lived was dangerous and that her child was not in a permanent crèche. She was thinking of moving to another area to overcome this obstacle and further her studies. Their children were mainly their motivation to pursue tertiary education. One participant noted that she is motivated by herself, and another replied that her family is her motivation, because they all have degrees. Their families seem to be supportive in this regard because they encouraged them to further their education.

All of them regarded tertiary education as important, because it will ensure a good job, improve quality of life and better their future. They had vague ideas about tertiary education and what it entailed. Among the different thoughts were that it is important, but expensive and that it exposes you to a different world and different people. It was also mentioned that if you do not pursue tertiary education that you will have to settle for less and that you cannot give your child a better life. One participant responded that people would treat her better if she has tertiary education. Different people within their families seemed to have influenced their perceptions on tertiary education and it was the same people who pursued tertiary education themselves. The following extracts reflect their perceptions on tertiary education:

TM1. "That it is a good idea, because it means that I can get a good job one day".

TM2. "I think it is very important, but expensive".

TM3. "I think that everyone should be able to do their tertiary education, because if not then you have to settle for less".

The principal mentioned that the school was concerned with providing basic education and to help them to get through Grade 12. In that regard support was offered by means

of additional classes and holiday programs. As far as tertiary education was concerned, the school only provided support by means of referring them and giving them information on tertiary institutions. They also had guidance in class and shared contacts with learners. Subject choices were discussed and made in Grade 9 and 10 at the school. This is applicable to all learners and not only to teenage mothers. The following statement was made by the principal about the schools' role in the advisement on tertiary education:

"...We fall under the Department of Basic Education, anything else, is higher education which is a different department. So, our role around the teenage pregnancy and further education is that we provide basic education, which ends at grade 12..."

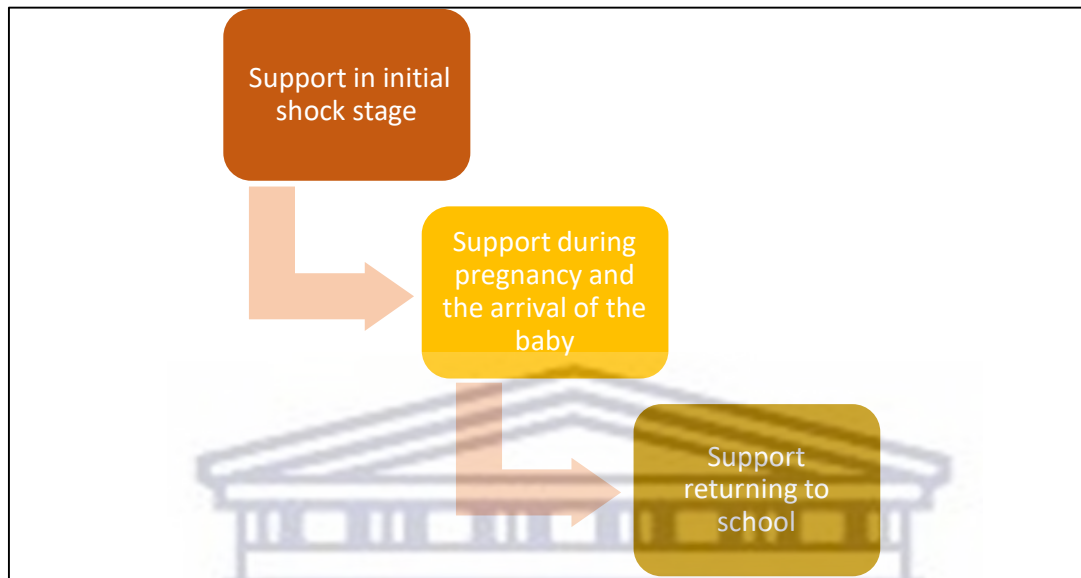
This category includes the micro-, exo- and macrosystem. The additional classes and holiday programs at school refers to the microsystem. Their reference to dangerous environment and socio-economic situation refers to the exosystem. According to SCT, this shaped and influenced the way they saw education and its outcomes. The macro system included their values and beliefs in terms of education.

5.3.2.6 Summary of the responses

Majority of the teenage mothers felt that becoming pregnant changed their lives and experienced it as hard work and responsibility. They were well supported by their parents and their teachers. Overall, they had a good relationship with their teachers and parents. It was evident that they were more motivated to complete their schooling and pursue tertiary, despite experiencing challenges at school. Pursuing tertiary education was perceived as improving their quality of life.

5.4 STAGES OF SUPPORT

Figure 5.2: Stages of support



The study identified three stages in which teenage mothers require support, namely: support in the initial shock stage; support during pregnancy and arrival of the baby and support when returning to school. In the following section, the support provided during these stages is discussed.

Support in the initial shock stage

In the initial stage of the pregnancy no support was provided to the teenage mother or their parents. No mediation between the child and parent took place. The child basically had to deal on their own with their reality and anxiety. Their thoughts on abortion and getting rid of the baby were not discussed with other people. The psychological experience in this stage was not supported. In most cases the partner was also absent and non- supportive. All the learners remained at school until a very late stage in the pregnancy, in an attempt not to miss out on school. The school and teachers provided no support in this stage, although the principal mentioned that the school took on a supportive role, there was no evidence of this support other than informing them about policy. They discussed the expected delivery date, how long the child will be able to attend school and the expected return date.

During the stage, the teenage mother required emotional, psychological, and social support. The parents dealt with a lot of anger and disappointment which increased the feeling of isolation and conflict in the teenage mothers.

The kind of support needed in this stage comes from the microsystem which includes their family and friends. According to the SCT, the influences of friends and reaction of parents are vital in the thought processes of the teen mothers in this stage, especially in their decision making. They could also benefit from support from the exosystem which could be for psychological help for the shock and processing of the news.

Support during pregnancy and arrival of the baby

In this stage, the support came from the family and especially the role of their mothers was highlighted. According to Nelson's (2013) research, having the support of one's family and community plays a crucial part in a teen mother's life. The study also revealed that different forms of support were provided to help them go back to school. The mother was identified as their role model during this time which indicated that the teenage mothers heavily relied on their mothers for guidance and support. They did not mention their fathers' role at all during this study.

During pregnancy and awaiting the arrival of the baby, the teenage mother dealt with a lot of anxiety as well. The data revealed that the parents take on the supportive role during this stage as they usually came to terms with the shock of the pregnancy. They usually step in and help prepare the teenage mother for the baby. Providing the necessities, finances, and emotional support. The fathers of the babies were mostly absent during this time and no support from them was mentioned. It was evident from the data that the teenage mothers blamed them for the pregnancy and consequently broken communication. The teenage mothers attended their check-ups at the clinic during their pregnancy, which indicated that they received the standard and basic preparation from the sisters. Support was also given by the nurses at the clinic to help them prepare for the arrival of the baby. The school had a support programme that helped teenage mothers to cope, however, only one participant was attending the programme. Most of them were not informed about the programme.

This stage requires support from the micro and the exosystem. The micro system includes the support of their own family, especially their mothers in preparation for motherhood. The support of the parents informs how the teenage mother will behave as a parent as well as how she rears her child. Support from the exosystem includes the clinic and programs at school. According to the SCT, the teenage mothers were influenced by and learning from the behaviour of their mothers. They were taught by their mothers on how to prepare for motherhood. They perceived their mothers to be their role models, so to observe and learn from them would be rewarding.

Support when returning to school

During this stage, the teenage mothers needed a lot of support as they faced many challenges with balancing being a learner and a mother. According to Chigona and Chetty (2008), teenage mothers went back to school without receiving any counselling to assist them cope with the stigma, parenting difficulties, and schooling, which often led to the young mothers feeling overwhelmed by the circumstances. Teenage mothers faced a lot of frustration, emotional challenges, and sleep deprivation. Support from the family was needed to help with caring for the baby when schoolwork needed to be done. The teen mother was forced to be financially dependent on her family as in most cases the father of the baby is absent. In this study, teenage mothers received emotional support and financial aid from their families in this time, dealing with the stress and frustration. Mostly taking over the responsibility of caring and looking after the baby. Teachers extended support by giving extensions on due dates, giving opportunities to complete tasks and explain work that they may have missed. The teenage pregnancy program provided extra support at the school, but the lack of interest or information about the program. The school district did not provide any support to the school and no training or extra information was given to teachers to assist them.

The school interacts constantly with the microsystem and is a component of the mesosystem. The teenage mothers required just as much support from the mesosystem in this stage as from their microsystem which is the family. The fact the teachers were trying to support although they did not receive training, suggested that support at the exosystem level was also needed. This needs to make room and provisions in policy and training for teachers from the education systems' side. This is

important as it influence the way the teachers manage the teenage mother at school and how the teenage mothers respond to their teachers. The teenage mothers' heavy reliance on their parents also suggests that the economic situation at exosystem level need to be considered. Referring to the SCT again, the teenage mothers observed their own mothers taking care of the baby. In this stage a lot of imitation and observation is taking place to learn and help them become better mothers. The reaction and interaction with teachers and peers also affected their decision making.

5.5 Theoretical implications

The theoretical framework of Bronfenbrenner was suitable for this study, because it accommodated the different levels of support that was needed for teenage mothers. The study revealed that there are three stages of support needed for teenage mothers. It clearly shows how the different systems interacts with each other in the development and support of the teenage mothers. However, in this study the most outer layer of the ecological theory was not identified as part of the support system which is the chronosystem. The study illuminated that the more support from the exosystem and the mesosystem is needed.

The second theoretical framework of Alfred Bandura, the Social Cognitive Theory was also useful and suitable for the study because the teenage mothers' perception of behavioural competence is influenced by what they observed and experienced around them. According to this theory, adolescents' behaviour was influenced by their environment. In this study the teenage mother was influenced by their role models (their mothers) and imitated the behaviour and actions of their mother. Their observation and imitation of their mothers assisted in building their confidence as a mother. In the study, the teachers are also played an important role in how the teenage mothers experienced school and affected their learning and academic competence. The support from teachers and parents influenced their behaviour and functioning as learners and mothers. Continuous support built more confidence and competence in their new roles.

5.6 Conclusion

This chapter discussed the process of data analysis and results generated from the study. It further explored the journey of teenage motherhood and schooling as narrated

by the participants. The findings have also been discussed in relation to the literature and two theoretical frameworks of Bronfenbrenner and Bandura. The data was discussed under the major concepts, namely motherhood and becoming a mother, schooling aspirations, schooling challenges, parental support, educational support, and tertiary education. The responses from teachers, parents and the principal of the school were also discussed.

The following chapter discusses the conclusions, recommendations, and possibilities for further research.



CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The analysis and discussion of the data was presented in Chapter 5. The aim of the study was to explore the educational support of teenage mothers at a Western Cape school. This chapter summarises the findings and discusses it in relation to the research questions of the study. Recommendations are provided on how educational support can be enhanced to assist teenage mothers to complete their schooling. Recommendations for future research and limitations of the study are also discussed.

6.2 Research questions, aims and objectives of the study

This section stipulates the research questions and objectives.

The main research question of the study was:

What is the educational support of teenage mothers in a Western Cape school?

The subsidiary questions that emanated from the main research question were the following:

- b) What is understood by the term “teenage mother?”
- c) How should the concept of educational support be understood?
- d) What role is the school playing in support of teenage mothers in overcoming challenges and attaining their schooling goals?
- e) What role do the parents play in meeting the needs of teenage mothers?
- f) How can the study of the educational support of teenage mothers contribute to policy development?

The objectives of the study were:

- i) To describe the term teenage mothers.
- ii) To discuss the concept of educational support.
- iii) To examine the role of the school in support of teenage mothers overcoming challenges and attaining their schooling goals.
- iv) To appraise the role of parents in meeting the needs of teenage mothers; and
- v) To explore a possible framework how the study of the educational support of teenage mothers can contribute to policy development.

6.3 Summary of findings

The findings are summarised according to the research questions of the study.

Due to the aim of the study the various educational support structures of the teenage mothers were explored. The study revealed that there are three stages of support where the teenage mothers required support to help them in their dual role as school learner and mother. I will conclude the findings under the five research questions of the study.

6.3.1 Subsidiary research question 1: What is understood by the term teenage mother?

Teenage mothers are those who become pregnant and raise their children while they are between the ages of 11 and 19. (Cosden, 2011). In this study, motherhood was defined by the participants as raising a child and taking care of them. Motherhood was associated with hard work and responsibility, a challenge and as the best thing in the world. These descriptions come from the participants own experiences of teenage motherhood. Their perceptions of motherhood are influenced by what they observed from motherhood in their environment, from their own mothers and other mothers. According to the SCT, learners imitate or copy their role models (2.3.3), in the study the participants own mothers were seen as their role models. Their perception on motherhood is based on what they observed from their mothers. Bronfenbrenner's

theory holds that caregivers have a significant impact on how teenage mothers see themselves and their circumstances in each context (2.3.2).

In teenage pregnancy the responsibility normally falls on the girl and she automatically assume responsibility for the child. Teenage pregnancy involves two people, and this study did not include the perspectives of teenage fathers on how they define teenage pregnancy. Due to internal norms and standards in communities that automatically links teenage pregnancy to the girl, teenage pregnancy has not been defined by the teenage fathers.

6.3.2 Subsidiary research question 2: How should the concept of educational support be understood?

The participants of the study were determined to continue to their schooling after giving birth. They were motivated to complete their schooling considering their new responsibility and to provide a future for their babies (2.7.4) To achieve that came with many challenges and they needed a lot of support to complete their schooling.

The study found that educational support was seen as being supported holistically rather than just academically. Teenage mothers need psychological, emotional, financial, and school support. As mentioned in Chapter Five, the study revealed that the teenage mothers required support in three stages. These stages are the initial shock stage, support during pregnancy and support returning to school. According to the initial shock stage, the teenage mothers required psychological and emotional support as this is the time when they learn about the pregnancy and have difficulty dealing with the reality. Feelings of shock, isolation, anxiety, shame, and fear of stigmatisation are experienced (2.6.5). They often confide in friends and are reluctant to break the news to their parents. According to the SCT, the influence of friends and reaction from their parents play an important role. This influence affects the teenage mother and her decisions, thus causing more stress to deal with. Psychological support to deal with the news of the pregnancy and parental mediation are imperative at this stage. Such services could possibly be offered by the community clinic or social workers. It can be concluded that the support that was required at this stage came from the micro and exo-system, However, the study revealed that no support was offered during this time of the pregnancy. Teenage mothers may get depressed or

have greater anxiety if they don't receive emotional support (2.9). Due to the absence of support at this stage, the teenage mothers failed to believe that they have the behavioural competency to deal with the situation.

The second stage of support is preparing for the baby stage. In this stage the participants were still in school until a certain period, according to the school's teenage pregnancy policy. In this time, they required support on how to prepare themselves for the arrival of the baby. The mothers of the pregnant teenage girls met with the principal to discuss schooling plans as the policy made provision for teenage parents to return and complete their schooling. This often includes the discussion around when the child would return to resume their schooling after giving birth. This interaction between the parents and the school refers to how the microsystem and mesosystem link to the benefit of the child. According to the Management and Prevention of Teenage Pregnancy Policy (DoE, 2007), basic education institutions must ensure student retention during pregnancies and provide for both short- and long-term absences. The principal of the school and the teachers shall provide appropriate accommodations for the students' needs in terms of learning, health, and pregnancy (2.4.3.3).

The third stage of support is when the teenage mother returns to school and experiences various challenges of being a mother and learner. This stage is very demanding and very emotionally draining for them as they try to navigate their dual responsibilities (2.6.6). They often miss school to care for babies and struggle to keep up with the academic demands. Support and understanding from teachers and their families are crucial in this stage. The support in this stage is mostly drawn from the micro (the parents and family) and mesosystem (the interaction between the parents and school environment). According to the SCT, the support from teachers and parents will influence their behaviour and functioning as learners and teenage mothers. Continuous support will build more confidence and competence in their new roles.

Teenagers could benefit from peer support groups in their community or at school to help them cope with their new role. An external service provider provided a support programme for teenage mothers at the school, but this resource was only utilised by one participant. It could not be established whether the participants were aware of other community services being offered as it was not mentioned during the study.

Teenage mothers must have access to affordable prevention programs. The media might be used more effectively to spread awareness of possible assistance options for adolescent mothers and to promote preventative programs.

The participants of the study found valuable information and support when they went for pre-natal visits at the clinics. This support was utilised during the pregnancy and preparing for the baby stage. The participants expressed that this support helped them to prepare for the arrival of the baby and how to take care of it. Referring to the SCT and self-efficacy, this support could help the behavioural competence and belief that they can take care of the baby. Counselling services could benefit teenage mothers during this fragile stage to help with the emotional stress and anxiety. Teenage mothers should have access to counselling in order to support their psychological health and cope with the stress of being a new mother. Educational psychologists could play in important roles at school to address the challenges that the adolescent mothers are experiencing. At the time of study there were no educational psychologists available at the school. It was understood that the school only requested their services from the district for serious cases.

In section 6.4.2.3, a recommendation of a possible framework is given to assist in policy development with regards to the educational support of teenage mothers (see subsidiary question v).

6.3.3 Subsidiary research question 3: What role is the school playing in support of teenage mothers overcoming challenges and attaining their schooling goals?

The study illustrated the challenges faced by retuning teenage mothers to school and difficulty to manage being a mother and a learner. The participants were able to receive support from their teachers, however, the support was received different from each teacher. Some teachers would offer extensions on projects, give advice and others show support by just understanding when the participants had to stay absent to take baby to clinic (2.7.3). This support made them feel more comfortable in the school environment, making the return to school easier. Peers and school staff at the school are a part of the mesosystem, which affects how the adolescent mother experiences school. According to the SCT, teachers can be seen as role models and their actions influence the way a child learns and behaves. In this study, the teachers

are an important part of how the teenage mothers experience school and affect their learning and academic competency.

The study also highlighted the fact that teachers were not really informed about the teenage pregnancy policy and how to deal with returning teenage mothers. Teachers perceived school as a place of sexual innocence and the reality of teenage pregnancy disrupted their understanding of the school environment (2.9). They were often unsure and uncomfortable as they often associated teenage pregnancy with sexual immorality and disruption of academic life. This is evident from the fact that they offered different kinds of support and did not really know how to deal with the situation.

School districts need to communicate and educate the teenage pregnancy policy clearly to schools and how to deal with the issue of teenage mothers at school. Training and information sessions should be held at schools as teenage pregnancy is a growing problem in schools. School districts should work on highlighting and offer more information on the teenage pregnancy prevention programme. Teachers are aware of it, but do not receive training on what is required of them.

Many teachers have difficulty teaching sex education and other related sensitive topics in class. This often results in misinterpretation or lack of participation by learners to engage in these matters that could help with prevention of adolescent pregnancy and barriers to support for teenage mothers. These educators require further training on how to handle delicate situations, such as discussing sex with minors. Health care professionals in the community could be approached for guidance. Health care and community refers to the exosystem in the ecological theory and it has an influence on the well-being and development of the teenage mothers.

6.3.4 Subsidiary research question 4: What role do the parents play in meeting the needs of teenage mothers?

Teenage mothers with supportive parents can go much farther in their educational career (2.9). Support from family, especially the adolescents' mothers, is crucial for adjusting to motherhood (2.9). The study found that parents, especially mothers, play the role of primary caregivers and emotional support. All of the adolescent mothers reported receiving sufficient assistance from their immediate relatives. The parents, especially the grandmothers were very supportive and played a big role in helping their

daughters to complete their schooling. The support in this instance was material, financial and psychological support and included taking over the responsibility of caring for the baby. The parents and other family members take care of the baby when schoolwork was done. They were either looking after the babies while the mothers were at school or placing the baby in day-care. Grandmothers are the main source of housing, financial, and child-care assistance, according to Caldwell and Antonucci (1997). The study illuminated the significant role that the mothers of the participants played in preparing them for the arrival of the baby and being the main support structure in their lives. The participants relied heavily on their mothers to provide child rearing guidance. Again, according to SCT, the teenage mother is strongly influenced by what she is learning from her mother, and it assists in building her confidence as a mother. The study agrees with the finding of Smith (2013) that the microsystem is the most utilised system of support.

It was evident that the fathers of the participants played a very passive role. The study revealed that most teenage mothers ended their relationships with their partners when they found out about the pregnancy. In most cases the father of the baby was not involved in taking care of the baby and was not interested in taking responsibility.

Teenage fathers and fathers easily abandon responsibility, and it is seen as normative in that social context. Their inability to contribute financially towards the care of the child often lead to failure with the mother of the child and contributed to the 'absent father' phenomenon (2.6.4). Abandoning responsibility is not frowned upon, and it is socially acceptable for a mother to be solely responsible for the child. Therefore, in reference to the SCT and in relation to Bronfenbrenner, this occurrence will not be criticized by the community. They will find it as acceptable for men not to accept responsibility for children, as it is the norm and a common occurrence for the mother to take care of the child. There are internal norms and standards of a community that relates to how people deal with these issues. If it is the norm that there is a lack of fathers taking responsibility, then the lack of father's involvement would be expected. According to the SCT, children, in this case teenage fathers, imitate the behaviour they see (2.3.3). The lack of father involvement is societal norm, and the teenage fathers imitate the behaviour from their fathers and their environment. The teenage fathers'

behaviour is learned through observations by the role models or in the absence of influence.

Mothers are always the support structure of families, and a lot of strain is placed on them to provide. Mothers are natural nurturers and therefore take on responsibility for their children (2.9). They are seen as the role models, and they play a significant role in the behaviour and decisions of their children. In reference to the SCT, the child in this case, the teenage mother was influenced by their role models (their mothers) and imitated their behaviour and actions. Mothers become the dominant support system of the new-born baby, which is also imitation that leads back to social cognition (2.3.3). The boyfriend can walk away from responsibility, but the mothers cannot. The study was not able to answer the effects of the lack of fatherly support. It also does not answer what happens if the mothers do not take responsibility. What is perceived as the dominant idea of a family in a social context should be considered when looking into parental roles and family. The natural idea of family happens as a nuclear system, but mostly in this social context, a family often consists of a one parent household or a mixed family.

6.3.5 Subsidiary research question 5: How can the study of the educational support of teenage mothers contribute to policy development?

The results demonstrate how challenging it can be to balance learning and having a teenage child. Teenage moms' intentions to finish their education are recognized as a worry that requires systems to support them (2.9). The study identified the needs and the support given to the teenage mothers. The development of successful instructional programs by schools, clinics, and non-governmental organizations about teenage pregnancy, its effects, and potential repercussions can be aided by such initiatives. It could also assist to develop a framework of support structures that could help the teenage mothers succeed academically and improve their quality of life for them and their children.

The findings of this study can form the baseline for a framework that is more practically guided by teenage mothers, teenage fathers, and the parents of teenage mothers. My study showed that it is not practical to write a policy for teenage pregnancy without the

input of teenage mothers, parents, and teachers. You need to have different participants when developing an effective support framework.

The study illuminated the fact that policy should not implicitly focus on teenage mothers only but also on teenage fathers. We are working from the point where we are saying that the mother is the person that must be taking responsibility. There is nothing put in place for the father to be equally responsible for the baby. There is a difference in how teenage mothers and teenage fathers are treated. Teenage mothers get shamed for the fact that she is pregnant, whereas the fathers get praised. Again, societal norms and standards play a role in shaping what society accepts as acceptable behaviour in their social circle; that is that the teenage mother is the caregiver of the baby. Teenage prevention programmes in schools and elsewhere could focus on boys too, because it is covertly implying that the girls are responsible for seeing that there is no teenage pregnancy.

Policy is not very clear on guidelines for implementation, resulting in policy not being implemented evenly in all schools and being misinterpreted (2.4.3.1). According to the policy (DoE, 2007), no student shall be re-admitted in the same year that they were absent because of pregnancy, however, most schools encourage learners to resume schooling as soon as possible (2.4.3.2). Many schools interpret aspects of the policy in diverse ways and not always in the interest of the learners (2.4.3.2). The Western Cape Education Department policy on teenage pregnancy (2018) states that information on teenage pregnancy prevention, choice of termination as well as care, counselling and support should be easily accessible. Additionally, the policy mandates that readily available data on framework mitigation and recommendations for systemic management and implementation are made public (WCED, 2018). The study found that although this policy is available, it is not being practically implemented and that teachers who are working with the teenage mothers were not guided or trained in terms of policy. At the time of the study, all the information in the policy that should be easily accessible was not shared at the school. Teachers were not clear how to provide support to teenage mothers and what is expected of them. Policy needs to go into different stages of support that the study provided to give distinct characteristics of what support is needed. Practically, teachers work with real life situations like how to handle a child who is sleepy in class due to being awake with the baby all night or not

being able to focus because the baby is sick at home. Teachers can offer valuable input on what their needs are to assist them in offering better support. Three stages of support were identified in which the teenage mothers require support to help them to manage parental and academic responsibilities. These stages of support can be used to develop a framework to assist schools and school district in helping teenage mothers attain their schooling goals. The framework needs to be comprehensive on all the levels to include societal norms and standards that drive perceptions and behaviour. The policies should also consider the low expectations of teenage fathers and fathers in general.

The study maintained that although participants received sex education and that they were informed through Life Orientation, they ultimately did not take it seriously. Schools may need to consider assessing how the subject is taught in the classrooms. Given that many Life Orientation teachers lack the necessary training to instruct the subject, this has ramifications for how they conduct their classes. In some instances, teachers without Life Orientation training or specialty are teaching the subject in schools. This section refers how the meso and exosystem can work together to offer support to the teenage mothers in attaining their education.

6.4 Recommendations

Based on the findings of the study, the following recommendations are made to address the issues raised in the study of the educational support of teenage mothers in the Western Cape. The recommendations will be provided according to the different levels of support needed by the teenage mothers.

6.4.1 School and curriculum

Teachers need training on how to pregnant learners to enable them to offer better support to teenage mothers.

Schools should raise awareness on teenage pregnancy and the impact on adolescents by inviting health professionals to speak to learners. Awareness campaigns can also be done via printed media and posting on school web pages. These campaigns should also highlight the role of teenage boys and their responsibility to prevent teenage pregnancy.

Programs for students who miss school due to pregnancy-related issues should be available, and schools should have policies and procedures in place to allow pregnant students to attend class.

Pregnant learners and teenage mothers should receive additional academic support to make school less stressful and inspire them to complete their studies.

Schools need to consider evaluating how Life Orientation is being taught in classrooms and plan how it can be used as the main platform to inform and create awareness on teenage pregnancy. Teachers should include topics of boys and their role in teenage pregnancy prevention and focus on the responsibility and prevention.

Teenage pregnancy records should be maintained to assess the effectiveness of awareness programmes and education to inform policy makers of issues that need to be addressed.

6.4.2 Department of Education

6.4.2.1 Introduction

In this section, I discuss the general recommendations as well as a guiding framework to assist in developing policy with regards to educational support to teenage mothers.

6.4.2.2 General recommendations

Communication and education on the teenage pregnancy policy should be clearly conveyed to schools by the school district on how to deal with teenage mothers at school.

Life Orientation teachers should receive comprehensive training to deal with sensitive topics and deal with embarrassment issues. The guidance could come from health care professionals in the community.

Teenage prevention programmes in schools and elsewhere should focus on boys too as they need to be aware that they also have responsibility in preventing teenage pregnancy and the implications thereof.

The role of educational psychologists should be evaluated to see how they could provide support in schools or communities by being available to teenage mothers, their partners, and their families.

6.4.2.3 Recommendations with regards to a possible framework

6.4.2.3.1 Introduction

A possible integrated framework was developed according to the three stages of support to assist with policy development. In this section the rationale for the framework; the theoretical basis for the framework and a Framework for Integrated Educational Support is presented. Lastly, a summary is given to explain the framework.

6.4.2.3.2 Rationale for the framework

The framework was developed because of the findings that identified three stages where support is needed for teenage mothers. A framework, according to Imenda (2014), represents an integrated perspective of concerns and acts as a roadmap for the researcher as they approach the study subject. A model is a duplicate that differs from the original, according to definition (De Vos et al. 2011). The model is basically a graphical representation of a mechanism and operation of a process or thing. A framework is more suitable to the study of educational support as it contributes more meaningfully to the integrated nature of this research.

6.4.2.3.3 Theoretical basis

I have proven through this study that the theoretical frameworks of Bronfenbrenner date and Bandura's SCT date played a significant role in understanding the experiences and support of teenage mothers as discussed in chapter 5 and sections 6.3.1-6.3.5. The Ecological Systems theory explain how the different ecological systems influence the development and support of teenage mothers. The SCT explains how their interaction with others influence their learning and social cognition.

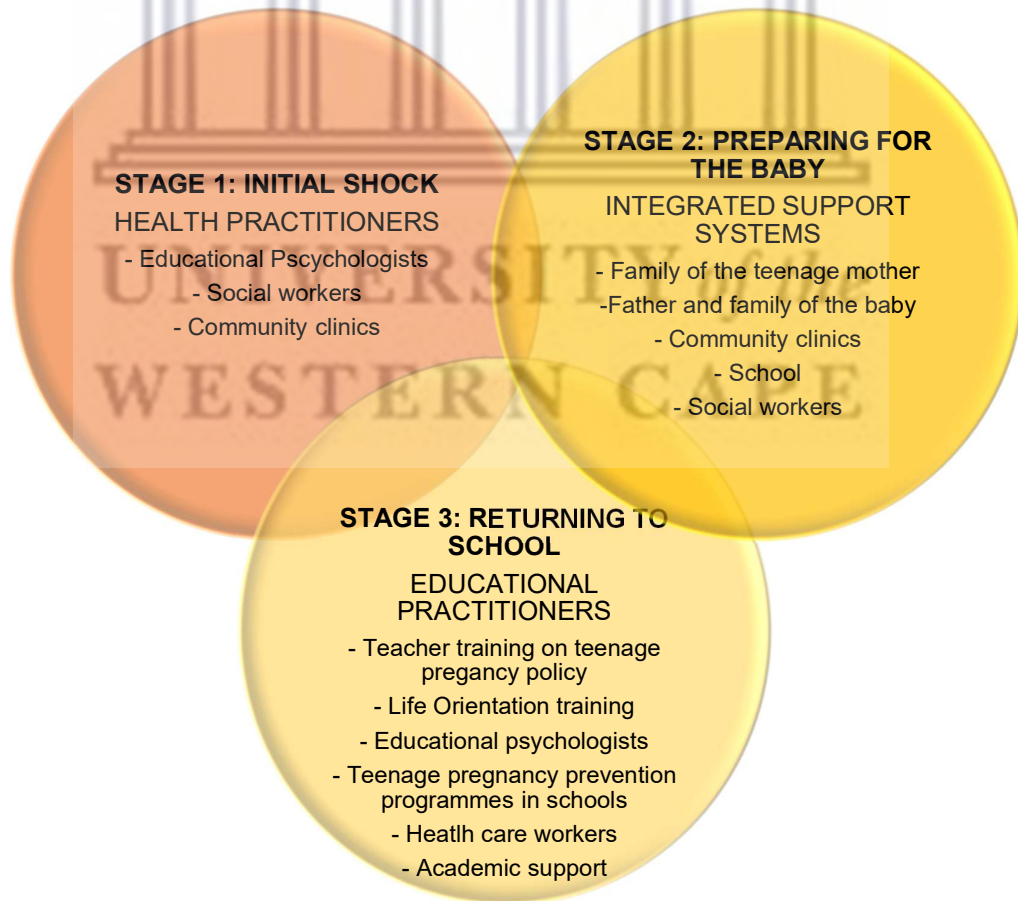
6.4.2.2.4 Framework for Integrated Educational Support (FIES)

The following framework includes the three stages of support as discussed in 6.2.3 and the possible role players to provide support.

The framework illustrates the support needs in three stages as discussed in sections 5.4 and 6.2.3. The following support stages are presented in the framework: Stage 1: Initial shock; Stage 2: Preparing for the baby and Stage 3: Returning to school (Figure 6.1).

The services of Health Practitioners are highlighted as the main sources of support in Stage 1. The study revealed that teenage mothers required emotional support to deal with shock and anxiety. Mediation between parents and teenage mothers is needed as the news of pregnancy causes tension in the household. The study suggests that the services of educational psychologists and social workers could be of great assistance. Emotional support services could also be included in prenatal visits at community clinics.

FIGURE 6.1: Framework of Integrated Educational Support (FIES) for teenage mothers during three stages



In stage 2, the teenage mothers prepared for the arrival of the baby. Mostly, support is provided by the parents, however, the study illuminated that an integrated support system is required at this stage. The support from parents, the community clinic, the school, and possibly social workers were identified as being vital in assisting them to prepare for their role as a mother. The study revealed that teenage mothers require guidance, emotional and financial support from their parents. The school provide support in terms of information regarding policy and plan with the parents, for the return of the teenage mother to school. The study identified that social workers could develop peer support programmes in the community or school for teenage mothers.

Stage 3 appeared to be the most demanding stage where support is required, because the teenage mothers return to school. They face numerous challenges to cope with the demand of motherhood and managing schoolwork. In this stage, the role of educational practitioners is vital in assisting them to achieve their schooling goals. The study suggested that teachers receive training on the pregnancy policy and the implementation of it to offer better support to teenage mothers. The study suggested that Life Orientation teachers should receive adequate training to help them in dealing with sensitive topics like sex education. Educational psychologists could play a more active role in providing counselling to teenage mothers at school. Policy should include boys in the teenage prevention programmes and health care workers could play an integral role at schools to implement these programmes. A guideline in terms of academic support for teenage mothers should be included in policy with clear implementation plans to guide schools.

The integrated framework can be used as an instrument to develop a more comprehensive educational support framework for teenage mothers. The Departments of Education can utilise the framework to develop an understanding on what the needs of the teenage mothers are and what support structures to put in place. The input of teachers should be acquired to identify the gaps in terms of the implementation at school level and what their needs are to provide better support to the teenage mothers. Research on societal norms and standards (as discussed in

6.3.4) in fragile communities could assist in developing a more comprehensive framework of support which could include strategies to address the issues.

6.4.3 Community and Health care

Awareness campaigns can be organised by communities to educate about teenage pregnancy. Good values and morals compared to general sexual behaviour should be highlighted and promoted during these campaigns.

Teenage mothers should have access to community preventative programmes. Programs ought to be developed in community centres and through support organizations. By promoting preventative programs and letting teenage mothers know about potential resources, the media might be used more effectively.

Teenage mothers should be able to afford and have access to counselling services. To support their mental health and cope with the stress of being a teenage mother, counselling services are crucial.

Social workers who work with teenage mothers should give the teenager the tools to interact with and mediate with their families, particularly during the initial shock stage. Family counselling services should be a part of social workers' intervention to help the family cope with the pregnancy and learn how to support one another. This must happen in order to maintain the strong bonds within the family structure.

Clinics should advertise their services to inform adolescent women and their partners so that the biological father of the baby is involved both before and during the pregnancy and may help the mother after the baby is born.

Clinics could also extend counselling services to teenage mothers as part of their prenatal visits to help them deal with the reality of becoming a parent.

6.5 Recommendations for future research

Research and development in the future should concentrate on the problem of adolescent women' aspirations to become parents. Additionally, it is important to understand the viewpoint of the teenage fathers and learn what sort of assistance they receive, if they are involved in their child's upbringing. If not, they should be asked why they decide to abdicate responsibility.

A sample of teenage mothers who are currently pregnant, should also be considered as they may have varied perceptions and challenges than the participants of this study.

A larger sample may result in richer data and broader findings. This study only had ten participants and was only limited to one school. The study could be expanded to other schools in the community or in the Western Cape to offer broader perspectives.

It is important to undertake further research on the impacts of teenage pregnancy in order to understand how the teenage moms' peers and themselves see the effects of teenage pregnancy on secondary school students' behaviour.

6.6 Conclusion

Teenage pregnancy numbers have grown exponentially in recent years, and it is perceived as a social issue that has led to various research studies. Most of the teenage mothers were more motivated to complete their schooling and pursue further education than before. Due to the high number of teenage mothers returning to school after giving birth, it became essential to understand the educational support they utilise to fulfil their schooling goals. The research attempted to explore the different support that is available to them.

An in-depth understanding of how a small group of adolescent mothers perceive their support in relation to their pregnancy was obtained through the study. The participants of the study had adequate support, but they still were struggling to cope as learners and as being mothers. The family was the support system they most relied on. The study illuminated the support of their biological mothers as being the core to their support structure. The study also highlighted the support from teachers but also highlighted the limited support from the school and district. The study revealed that that the teenage mothers required support in three stages and a possible framework to assist in policy development was provided.

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APPENDIX A: INTERVIEW SCHEDULE FOR TEENAGE MOTHERS



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INTERVIEW SCHEDULE

**TOPIC: EXPLORING THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE
SCHOOL**

INTERVIEW SCHEDULE: TEENAGE MOTHERS

SECTION A:

BIOGRAPHICAL INFORMATION

1. What is your name?

2. Where do you live?

3. What was your age when your child was conceived?

4. What is your age now?

INTERVIEW SCHEDULE: TEENAGE MOTHERS

SECTION B:

Motherhood and becoming a mother.

1. How did you find out that you were pregnant?

2. How did you react?

3. How did you feel about it?

4. What were some of your thoughts?

5. What does motherhood means to you?

6. Who is your female role model in life and why?

7. During the pregnancy, did anyone help you to prepare you for motherhood?

8. If so, who were they? (people/ institutions

9. In what way did your life change when you became a mother?

10. What do you think would've helped you in this change to motherhood?

SECTION C:

Schooling aspirations and educational attainment

1. In which grade were you in when the child was conceived and in which grade are you now?

2. What were your future educational plans at the time of the pregnancy?

3. Are they still the same today?

4. Are you more motivated for school then before giving birth?

SECTION D

Schooling challenges

1. What were the challenges you were faced with when returning to school?

2. Do your role as a mother change your aspirations towards school?

3. How do the other learners treat you?

4. Do they treat you differently than before? How?

5. Do you have enough time at home to do your schoolwork?

6. If yes, who looks after your baby when you do your homework?

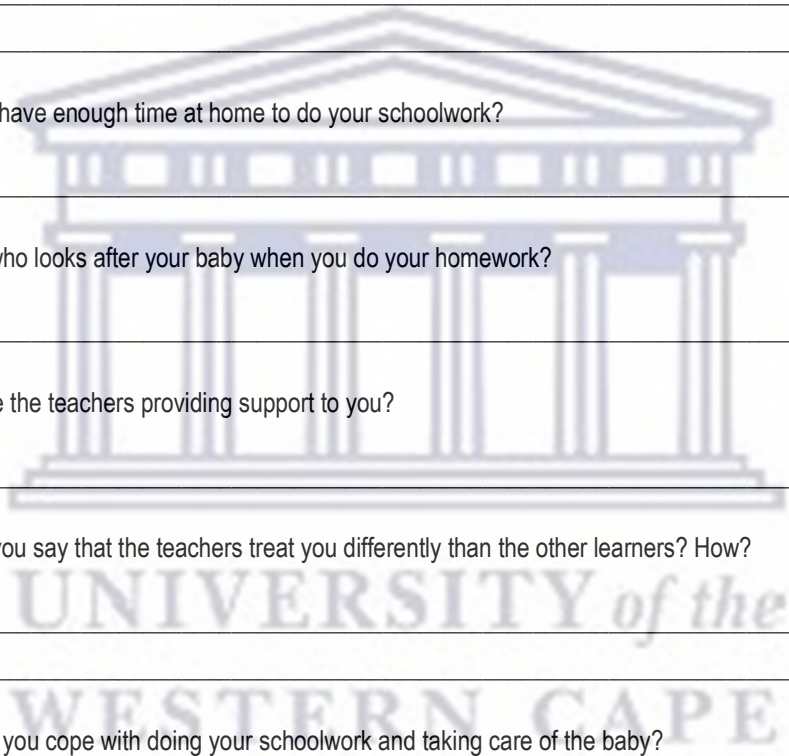
7. How are the teachers providing support to you?

8. Would you say that the teachers treat you differently than the other learners? How?

9. How do you cope with doing your schoolwork and taking care of the baby?

10. Do you feel you have enough time to do your schoolwork?

11. Do you stay absent when the baby is sick?



SECTION E

Parental support

1. How would you describe your relationship with your parents at the time of conception?

2. Once the pregnancy was confirmed, what were your feelings toward your partner?

3. Who was the first person you told about the pregnancy?

4. Why did you choose this person?

5. What is your relationship with your child's father like?

6. Are you still with the father of the child?

SECTION F

Educational support

1. Do you receive sex education at school?

2. In which subject/learning area did you receive it?

3. Where did you mostly receive your sex education/information other than in school?

4. When did you return to school after the birth of your baby?

5. Did your teachers treat you differently than before the birth of the baby?

6. Did the school offer support to help you catch up with the work you missed?

7. How did you feel about school at the time?

8. How do you feel about school now?

Beyond matric

1. Do you plan to complete Grade 12?

2. Why did you return to school after the baby was born?

3. Do you regard school as important? How?

4. Do you have plans to study further beyond Grade 12? If yes, why? If no, why not?

5. If no, what do you plan on doing after grade 12?

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APPENDIX B: INTERVIEW SCHEDULE FOR PARENTS



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INTERVIEW SCHEDULE FOR PARENTS

**TOPIC: EXPLORING THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE
SCHOOL**

BIOGRAPHICAL INFORMATION:

1. What is your name?

2. Are you married?

3. Are you employed? If yes, what work do you do?

4. How many children do you have?

5. In what grade is your daughter?

SEMI-STRUCTURED QUESTIONS:

6. At what stage of the pregnancy did you find out that your child was pregnant?

7. How did you find out that your child was pregnant?

8. What was your reaction when you found out about the pregnancy?

9. How did you feel about the pregnancy?

10. Did the news of the pregnancy affect the rest of the household? How

11. How did you feel towards the father of the baby?

12. Did you approve of the relationship your daughter had with the father of the baby?

13. How would you describe the relationship your daughter had with the father of the baby?

14. How did you feel after the baby was born?

15. Did you feel different about your daughter after baby was born?

16. Did you prepare your daughter for the arrival of the baby? How?

17. Did the arrival of the baby change the functioning of the household?

18. How did the arrival of the baby impact the household financially?

19. How does the father of the baby contribute to support the baby?

20. How do you feel about your daughter's education?

21. Do you encourage your daughter to complete school?

22. What were your plans for your daughter beyond school before the pregnancy?

23. Were they still the same after the baby was born?

24. Who is currently looking after the baby?

25. Who looks after the baby when your daughter is doing schoolwork?

26. Did you inform the school when you found out about the pregnancy? How?

27. Were you informed about the pregnancy policy of the school?

28. What was communicated to you by the principal?

29. How is your relationship with the teachers?

30. Is there regular correspondence from school about your daughter's progress?

31. Do you feel your daughter is getting enough support at school? Why?

32. Do you feel your daughter is more motivated for school after the birth of the baby? Elaborate.

33. Do you feel your daughter has change after the birth of the baby? How?

34. Does your daughter attend any support programmes? If so, what are they?

35. Would you say your daughter has adequate support to succeed academically? Why do you say so?

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APPENDIX C: INTERVIEW SCHEDULE FOR TEACHERS



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INTERVIEW SCHEDULE FOR TEACHERS

**TOPIC: EXPLORING THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE
SCHOOL**

BIOGRAPHICAL INFORMATION:

1. What is your name?

2. What subjects do you teach?

3. What grades do you teach?

4. How long have you been teaching at the school?

SEMI-STRUCTURED QUESTIONS:

5. How do you feel about the pregnancy rate at your school?

6. How do you feel about teenage mothers returning to school after giving birth?

7. Are you currently teaching teenage mothers?

8. How is your relationship with the teenage mothers?

9. Do you give extra assistance to these mothers? If yes, how?

10. Do you as teacher encounter problems with the teenage mothers? And what are they?

11. What do you think are the challenges of these young mothers?

12. What are your perceptions on teenage mothers schooling goals? And are they different than before giving birth?

13. Do you think they are motivated to pursue tertiary education? Motivate.

14. Do you as teacher motivate them to further their education after completing grade 12?

15. Are there currently support programs at school for teenage mothers? If yes, what kind of support do they offer?

16. Do you think there are adequate opportunities at school to expose them to tertiary education? What are they?

17. How supportive do you feel your district is towards teen parent programs?

18. To what degree do you think the programs motivate and support young parents and keep them in school?

19. How supportive do you think their parents are?

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APPENDIX D: INTERVIEW SCHEDULE FOR PRINCIPAL



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INTERVIEW SCHEDULE FOR PRINCIPAL

**TOPIC: EXPLORING THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE
SCHOOL**

1. Does the school have a teenage pregnancy policy?
2. How do you feel about the current teenage pregnancy rate at your school?
3. Do many teenage mothers return to school after given birth?
4. How informed do you feel you are as an administrator about teenage pregnancy in the school?
5. What are your perceptions on the schooling goals of teenage mothers?
6. Are there currently any support programmes at school for teenage mothers? If yes, elaborate.
7. To what degree do you think the programmes motivate and support young parents and keep them in school?
8. Does the school provide support for further education? And how?
9. How supportive do you feel your district is towards teen parent programs?
10. How supportive do you feel the teen mothers' parents are towards their schooling?

11. What challenges do you think these teenage mothers face?
12. What is the success rate of teenage mothers that completed grade 12 at your school?

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APPENDIX E: ASSENT LETTER FOR TEENAGE MOTHERS



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**UNIVERSITY of the
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ASSENT LETTER FOR TEENAGE MOTHERS

I..... agree/ disagree to be part of the study and I am aware that my participation in this study is voluntary. If, for any reason, I wish to stop from being part of this study, I may do so without having to give an explanation. I understand the intent and purpose of the study.

I am aware the data will be used for a Master's thesis and research paper. I have the right to review, comment on, and/ or withdraw information prior to the paper's submission. The data gathered in the study are confidential and anonymous with respect to my identity unless I specify or indicate otherwise. In the case of interviews, I have been promised that my identity and that of the school will be protected, and that my duties will not be disrupted by the researcher.

I have read and understood the above information. I give my consent for me to participate in the study.

Learner's signature

Date

Researcher's signature

Date

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APPENDIX F: LETTER TO TEENAGE MOTHERS



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LETTER TO TEENAGE MOTHERS

RE: RESEARCH PROJECT

Title of research project: Exploring educational support of teenage mothers at a Western Cape school

Dear Learner/ Parent /Guardian

My name is Bernadette Maarman and currently I am completing a Master's degree in Education within Education Department of the University of the Western Cape. While the aim of the research is to determine educational support of the teenage mothers, it will also gain insight on their schooling challenges and their schooling expectations. The intended research will help teachers and schools to understand the needs of these young mothers and hopefully assist them to meet these educational needs. The study will help to fill the gap in literature and encourage further research on this topic. Policy development for schools and even subjects like Life Orientation can utilize the findings of the study to enhance the school experience of learners. The recommendations found in this study can be incorporated into policies and enhance the teenage mothers' chance at schooling success.

You have been selected to participate in this research for the following reasons:

- You are a teenage mother still attending school
- I (the researcher) would be able to obtain valuable insight about the educational support and challenges for teenage mothers.

I would like you to participate in an individual interview.

Both processes will be confidential and under no circumstances will your identity be revealed. The interview recordings will be administered in such a manner that you cannot be identified and after I have recorded and analysed the information, the tape recordings will be destroyed. During the research, I will take utmost care that no information will be available to anyone except the researcher.

The following is very important:

- Your participation is voluntary.
- You can withdraw at any stage from the research without having to furnish the researcher with reasons.
- If in any event of a withdrawal (in writing or verbal), this will be respected by the researcher.
- Your privacy and anonymity will be always secured.
- I would illicit your permission to record the interviews. Should you wish not to permit the researcher to record the interviews, before and during the proceedings, this will be respected, and recordings will be terminated immediately.

If you volunteer to participate in this research project, I would like to extend my immense gratitude.

Yours in Education

Ms. Bernadette Maarman

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

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APPENDIX G: LETTER TO PARENTS

UNIVERSITY OF THE WESTERN CAPE



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LETTER TO PARENTS

UNIVERSITY of the
WESTERN CAPE

RE: RESEARCH PROJECT

Title of research project: Exploring educational support of teenage mothers at a Western Cape school

Dear Parent

My name is Bernadette Maarman and currently I am completing a master's degree in education within Education Department of the University of the Western Cape. While the aim of the research is to determine educational support of the teenage mothers, it will also gain insight on their schooling challenges and their schooling expectations. The intended research will help teachers and schools to understand the needs of these young mothers and hopefully assist them to meet these educational needs. The study will help to fill the gap in literature and encourage further research on this topic. Policy development for schools and even subjects like Life Orientation can utilize the findings of the study to enhance the school experience of learners. The recommendations found in this study can be incorporated into policies and could enhance the teenage mothers' chance at schooling success.

You have been selected to participate in this research for the following reasons:

- You are a parent of a teenage mother that is still attending school.
- I (the researcher) would be able to obtain valuable insight about the educational support and challenges for teenage mothers.

I would like you to participate in an individual interview.

The process will be confidential and under no circumstances will your identity be revealed. The interview recordings will be administered in such a manner that you cannot be identified and after I have recorded and analysed the information, the tape recordings will be destroyed. During the course of the research, I will take utmost care that no information will be available to anyone except the researcher.

The following is very important:

- Your participation is voluntary.
- You can withdraw at any stage from the research without having to furnish the researcher with reasons.
- If in any event of a withdrawal (in writing or verbal), this will be respected by the researcher.
- Your privacy and anonymity will be always secured.
- I would illicit your permission to record the interviews. Should you wish not to permit the researcher to record the interviews, before and during the proceedings, this will be respected, and recordings will be terminated immediately.

If you volunteer to participate in this research project, I would like to extend my immense gratitude.

Yours in Education

Ms. Bernadette Maarman

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

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APPENDIX H: LETTER TO TEACHERS



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Date:

LETTER TO TEACHERS

RE: RESEARCH PROJECT

Title of research project: Exploring educational support of teenage mothers at a Western Cape school

Dear Colleague

My name is Bernadette Maarman and currently I am completing a Master's degree in Education within Education Department of the University of the Western Cape. While the aim of the research is to determine educational support of the teenage mothers, it will also gain insight on their schooling challenges and their schooling expectations. The intended research will help teachers and schools to understand the needs of these young mothers and hopefully assist them to meet these educational needs. The study will help to fill the gap in literature and encourage further research on this topic. Policy development for schools and even subjects like Life Orientation can utilize the findings of the study to enhance the school experience of learners. The recommendations found in this study can be incorporated into policies and could enhance the teenage mothers' chance at schooling success.

You have been selected to participate in this research for the following reasons:

- You are currently teaching teenage mothers.
- I (the researcher) would be able to obtain valuable insight about the educational support and challenges for teenage mothers.

I would like you to participate in an individual interview.

The process will be confidential and under no circumstances will your identity be revealed. The interview recordings will be administered in such a manner that you cannot be identified and after I have recorded and analysed the information, the tape recordings will be destroyed. During the course of the research, I will take utmost care that no information will be available to anyone except the researcher.

The following is very important:

- Your participation is voluntary.
- You can withdraw at any stage from the research without having to furnish the researcher with reasons.
- If in any event of a withdrawal (in writing or verbal), this will be respected by the researcher.
- Your privacy and anonymity will be always secured.
- I would illicit your permission to record the interviews. Should you wish not to permit the researcher to record the interviews, before and during the proceedings, this will be respected, and recordings will be terminated immediately.

If you volunteer to participate in this research project, I would like to extend my immense gratitude.

Yours in Education

Ms. Bernadette Maarman

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Bernadette Maarman

University of the Western Cape

Private Bag X17, Bellville 7535

Cell: 0763038630/ 0768979626

Email: bernadettemaarman@gmail.com/ 2231945@myuwc.ac.za

PLEASE COMPLETE AND RETURN TO RESEARCHER

I, the undersigned, learner at _____ (school) in MNED, give written consent to participate in the research undertaken by Bernadette Maarman, a Master's student at the University of the Western Cape .

The project has been explained to me in a language that I understand and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participant's name: _____ **Participant's signature** _____

Date: _____

APPENDIX I: CONSENT FORM FOR PRINCIPAL

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959



**UNIVERSITY of the
WESTERN CAPE**

CONSENT FORM FOR PRINCIPAL

I..... agree/ disagree to be part of the study and I am aware that my participation in this study is voluntary. If, for any reason, I wish to stop from being part of this study, I may do so without having to give an explanation. I understand the intent and purpose of the study.

I am aware the data will be used for a Master's thesis and research paper. I have the right to review, comment on, and/ or withdraw information prior to the paper's submission. The data gathered in the study are confidential and anonymous with respect to my identity unless I specify or indicate otherwise. In the case of interviews, I have been promised that my identity and that of the school will be protected, and that my duties will not be disrupted by the researcher.

I have read and understood the above information. I give my consent for me to participate in the study.

Principal's signature _____ Date _____

Researcher's signature _____ Date _____

Study Coordinator's Name: Bernadette Maarman

University of the Western Cape

Private Bag X17, Bellville 7535

Cell: 0768979626

Email: bernadettemaarman@gmail.com/ 2231945@myuwc.ac.za

Supervisor: Prof. Juliana Smith

Tel: 021 9592963 Cell: 0847987081

Email: juliana@worldonline.co.za/ jmsmith@uwc.ac.za

APPENDIX J: RESEARCH APPROVAL LETTER TO THE EDUCATION DEPARTMENT



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959

**UNIVERSITY of the
WESTERN CAPE**

**Dr. A. Wyngaardt
The Director: Ethics Board
Western Cape Education Department
Private Bag X 9114
Cape Town 8000**

Dear Sir/ Madam

ETHICAL CLEARANCE TO CONDUCT RESEARCH STUDY

My name is Bernadette Maarman and currently I am completing a Master's degree in Education within Education Department of the University of the Western Cape. I am writing regarding gaining ethical approval to conduct a research study in a Western Cape (Belhar) high school entitled:

Exploring educational support of teenage mothers at a Western Cape school

This research will involve interviews with learners. Interviews with teachers, parents and principal of the school will also be conducted.

While the aim of the research is to determine the educational support of the teenage mothers, it will also gain insight on their schooling challenges and their schooling expectations. The intended research will help teachers and schools to understand the needs of these young mothers and hopefully assist them to meet these educational needs. The study will help to fill the gap in literature and encourage further research on this topic. Policy development for schools and even subjects like Life Orientation can utilize the findings of the study to enhance the school experience of learners. The recommendations found in this study can be incorporated into policies and enhance the teenage mothers' chance at schooling success.

There are no known risks associated with the participation in the research. Participants will participate voluntarily. Anonymity and confidentiality of participants will be respected.

Thank you in advance for your consideration. I look forward to hearing from you.

Yours in Education

Ms. Bernadette Maarman

Cell: 0768979626

Email: bernadettemaarman@gmail.com/ 2231945@myuwc.ac.za

Supervisor: Prof. Juliana Smith

Tel: 021 9592963 Cell: 0847987081

Email: juliana@worldonline.co.za/ jmsmith@uwc.ac.za

APPENDIX K: ETHICAL CLEARANCE REQUEST LETTER FOR UNIVERSITY OF THE WESTERN CAPE



**UNIVERSITY of the
WESTERN CAPE**

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959

Consent letter

**The Chairperson
Ethics Committee
University of the Western Cape
Private Bag X 17
Cape Town 8000**

Dear Sir/ Madam

ETHICAL CLEARANCE TO CONDUCT RESEARCH STUDY

My name is Bernadette Maarman and currently I am completing a Master's degree in Education within Education Department of the University of the Western Cape. I am writing regarding gaining ethical approval to conduct a research study in a Western Cape (Belhar) high school entitled:

Exploring educational support of teenage mothers at a Western Cape school

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There are no known risks associated with the participation in the research. Participants will participate voluntarily. Anonymity and confidentiality of participants will be respected.

Thank you in advance for your consideration. I look forward to hearing from you.

Yours in Education

Bernadette Maarman

ANNEXURE L: LETTER TO PRINCIPAL



**UNIVERSITY of the
WESTERN CAPE**

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959

LETTER TO PRINCIPAL

Date:

RE: RESEARCH PROJECT

Thesis Title: Exploring educational support of teenage mothers at a Western Cape School

Dear Principal

My name is Bernadette Maarman and I am currently completing my Master's degree in Educational Studies within the faculty of Education at the University of the Western Cape. The general aim of the study is to determine the educational support of teenage mothers. It will also explore their schooling challenges and schooling aspirations, and the role of the school and parents in providing support.

Participants

- 10 Teenage mothers from age 14 to 19 currently attending school

Data Collection

- Interviews- Approximately 60 min to complete
- Interview with principal
- Interviews with four teachers
- Interviews with ten parents

Venue

- School library

Letters will be issued to all participants including consent forms that need to be completed and returned.

Your favourable consideration in this regard will be highly appreciated.

Yours in Education

Ms. Bernadette Maarman

Cell: 0768979626

Email: bernadettemaarman@gmail.com/ 2231945@myuwc.ac.za

Supervisor: Prof. Juliana Smith

Tel: 021 9592963 Cell: 0847987081

Email: juliana@worldonline.co.za/ jmsmith@uwc.ac.za

APPENDIX M: PERMISSION LETTER TO GOVERNING BODY



**UNIVERSITY of the
WESTERN CAPE**

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959

LETTER TO SCHOOL GOVERNING BODY

RE: PERMISSION TO CONDUCT RESEARCH STUDY AT SCHOOL

Thesis Title: Exploring educational support of teenage mothers at a Western Cape School

Dear Principal

My name is Bernadette Maarman and I am currently completing my Master's degree in Educational Studies within the faculty of Education at the University of the Western Cape. I hereby request the permission of the school governing body to conduct a research study at the school. The general aim of the study is to determine the educational support of teenage mothers. It will also explore their schooling challenges and schooling aspirations, and the role of the school and parents in providing support.

Participants

- 10 Teenage mothers from age 14 to 19 currently attending school

Data Collection

- Interviews- Approximately 60 min to complete
- Interview with principal
- Interviews with four teachers
- Interviews with ten parents

Venue

- School library

Letters will be issued to all participants including consent forms that need to be completed and returned.

Your favourable consideration in this regard will be highly appreciated.

Yours in Education

Ms Bernadette Maarman

Cell: 0768979626

Email: bernadettemaarman@gmail.com/ 2231945@myuwc.ac.za

Supervisor: Prof. Juliana Smith Tel: 021 9592963 Cell: 0847987081

Email: juliana@worldonline.co.za/ jmsmith@uwc.ac.za

APPENDIX N: RESEARCH APPROVAL LETTER FROM THE EDUCATION DEPARTMENT



Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20170329 -9521
ENQUIRIES: Dr A T Wyngaard

Ms Bernadette Maarman
30 The Pines
Oak Glen
Bellville
7535

Dear Ms Bernadette Maarman

RESEARCH PROPOSAL: EXPLORING EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE SCHOOL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **18 April 2017 till 25 May 2017**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards,
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 29 March 2017

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

APPENDIX O:

30 December 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: Editorial Certificate

This letter serves to prove that the thesis listed below was language edited for proper English, grammar, punctuation, and spelling, as well as the overall layout and style by myself, proprietor of Dr Thesis (Pty) Ltd.

Thesis Title: THE EDUCATIONAL SUPPORT OF TEENAGE MOTHERS AT A WESTERN CAPE SCHOOL

Author BERNADETTE MAARMAN- AFRIKA

The research content or the author's intentions were not altered in any way during the editing process. However, the author has the authority to accept or reject my suggestions and changes. I, the editor can guarantee the quality of my editing and mentorship abilities, however, I cannot guarantee that the examination board will accept the thesis with a pass. This will depend on the hard work, persistence and amount of effort put in by the mentee.

Should you have any questions or concerns about the edited document, I can be contacted at the listed telephone numbers or email addresses.

Yours truly,
Dr Eden Padayachee
(Proprietor/ PhD. Medicinal Biochemistry)



Institute of Infectious Disease and Molecular Medicine

Dr. Eden Rebecca Padayachee
PhD Medicinal Biochemistry (Specialized Field: Neuroscience)

Faculty of Health Sciences, Department of Integrative
Biomedical Sciences, Wernher & Beit Building South, Room
N3.13, Anzio Road, Observatory, 7925,
Cape Town

Mobile: 0607883829
Email: padayachee.eden@gmail.com
Website: <https://www.drthesis.online>



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APPENDIX P:

BM thesis 6

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