



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

COLLEGE OF LAW AND MANAGEMENT STUDIES

**Perceptions of educators towards teenage pregnancy in selected schools in
UMkhanyakude District: Implications for action**

SUBMITTED BY

THANDIWE SYLVIA NDLOVU

213571964

**A dissertation submitted in partial fulfilment of the requirements for the
Degree of**

Masters in Public Administration

School of Management, Information Technology and Governance

Supervisor: Dr BR Qwabe

2019

DECLARATION

I, **Thandiwe Sylvia Ndlovu**, declare that:

- i. This dissertation except where otherwise indicated is my original research.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This dissertation does not contain other person's data, pictures, graphs or other information, unless specially acknowledged as being sourced from other persons.
- iv. This dissertation does not contain other person's writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted:

Their words have been re-written but the general information attributed to them has been properly reference;

Where their exact words have been used, their writing has been quoted and referenced.

- v. This dissertation does not contain text, graphics or tables copied and pasted from internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the references sections.

Signature:  _____

Date: 25/08/2020

DEDICATION

This dissertation is dedicated to my late father James Ndlovu. I strongly wish that he was still alive to celebrate my achievement. I thank him for being a loving and supportive father. May his soul, rest in peace.

In your absence, I will leave this in the hands of my only daughter, Ziyanda.

ACKNOWLEDGEMENTS

I would like to thank Almighty God for being there for me throughout my study. He is a God of Gods, He is an eternal God.

Special thanks to my supervisor, Dr BR Qwabe for his exceptional academic guidance and support throughout my study. My success is because of his immeasurable support and supervision.

I would also like to thank my wonderful family especially my mom, Madlamini, for being supportive emotionally and financially. Her encouragement was magnificent.

Sincere thanks to my friends and colleagues who inspired me to finish my study. They were by my side through thick and thin.

I would also like to give my sincere gratitude to all educators who participated in this research study. Their dedication cannot be measured.

Lastly, I would like to thank my children, Ziyanda, Sibonelo and Siphamandla, for their support during hard times. I sacrificed my time to be with them, to do my study, and they allowed me to do that. Thank you very much my loving kids.

ABSTRACT

Teenage pregnancy is a cause for concern for educators in all South African schools. The Education Management Information System (EMIS) reported 51 pregnancies out of 1000 female learners between the 2004 and 2008 school calendars. Teenage pregnancy creates a serious problem to educators who are not trained to deal with the behaviours of pregnant learners in schools.

The aim of this study was to examine the educators' perceptions towards teenage pregnancy in selected schools around UMhlabuyalingana schools in UMkhanyakude District. In addition, the study sought to establish whether educators' perceptions on teenage pregnancy have a direct impact on their behaviour and performance standards. Data was collected using in-depth interviews to allow the researcher to ask questions and to explore the perceptions of educators on teenage pregnancy. Data was then analysed using thematic analysis from that which emerged from the study. The study revealed that most educators have negative perceptions on teenage pregnancy in schools. Data revealed that educators are not properly trained to deal with pregnant learners.

The study also revealed that teenage pregnancy has an impact on the performance standards of educators in schools. The performance of educators is affected because it becomes difficult to deal with pregnant learners, i.e. giving them individual attention. Data further reveals that peer pressure is the main driving factor that contributes to teenage pregnancy. These findings affirm that teenage pregnancy is a serious issue that needs the attention of various stakeholders in the community at large. In a schooling context, teenage pregnancy is a cause for concern for educators who are not trained to deal with changing behaviours of pregnant teenagers at school.

The study recommended that life skills programmes should be improved in schools to reduce the rate of teenage pregnancy. Moreover, more focus should be placed on sexual education in schools.

GLOSSARY OF ACRONYMS

CES	Chief Education Specialist
CMC	Circuit Management Cluster
CSE	Comprehensive Sexuality E
DBE	Department of Basic Education
DOE	Department of Education
EC	Ethics Committee
EMIS	Education Management Information Systems
FET	Further Education and Training
GET	General Education and Training
HSRC	Human Science Research Council
IPET	Initial Professional Education of Teachers
ISHP	Integrated School Health Policy
KZN	KwaZulu-Natal
LO	Life Orientation
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
SIAS	Screening Identification Assessment and Support
STI	Sexually Transmitted Infections
SASA	South African Schools Act
TPB	Theory of Planned Behaviour

Table of Contents

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
GLOSSARY OF ACRONYMS	v
LIST OF APPENDICES	x
LIST OF FIGURES	xi
LIST OF MAPS	xii
LIST OF MATRICES	xiii
LIST OF TABLES	xiv
CHAPTER 1	1
INTRODUCTION AND CONTEXT	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Research problem statement	2
1.4 Research objectives	2
1.5. Research questions	3
1.6 Significance of the study	3
1.8. Research design and methods	5
1.8.1 Research design	5
1.8.2. Research strategy	6
1.8.3 Study site, case, and participants	6
1.8.4 Target population	8
1.8.5 Sample size	8
1.8.6 Sampling strategy	8
1.8.7 Data collection methods	8
1.8.8 Data quality control	9
1.8.9 Data reduction and analysis	9
1.8.10 Ethical consideration	9
1.9 Limitations of the study	10
1.10. Key terms and definitions	10
1.11 Chapter inventory	11
1.12 Chapter summary	11

CHAPTER 2	12
LITERATURE REVIEW	12
2. 1. Introduction	12
2.2 Legislative framework on Teenage Pregnancy	12
2.2.1 The Constitution of South Africa, 1996	12
2.2.2 South Africans Schools, Act No.84 of 1996	13
2.2.3 Promotion of Equality and Prevention of Unfair Discrimination, Act No.4 of 2000	14
2.2.4 The Education White Paper 6; Special Needs Education	14
2.2.5 Termination of Pregnancy Act, No.92 of 1996	14
2.2.6 The National Policy on HIV/AIDS	15
2.3 Teenage pregnancy in South Africa	15
2.4 Education and teenage pregnancy in South Africa during post 1994: Achievements and future prospects	17
2.5 Teenage pregnancy in Lesotho	19
2.6 Causes of teenage pregnancy	19
2.7 The Child Support Grant and teenage pregnancy in South Africa	21
2.8 Teenage pregnancy: Educator’s perceptions	22
2.9 Perceptions of adolescent mothers on teenage pregnancy	25
2.10 Strategies and policy interventions to reduce teenage pregnancy: A South African perspective	26
2.11 National Development Plan, Vision 2030	28
2.12 The Medium Term Strategic Framework (MTSF, 2009-2014)	29
2.13 Chapter Summary	29
CHAPTER 3	30
3.1 Introduction	30
3.2. Theoretical Framework	30
3.3 The Components of Attitudes	30
3.3.1 The function of Attitudes	31
3.4 Educator’s Attitudes on Teenage Pregnancy	32
3.5 Discrimination	32
3.6 Theory of Planned Behaviour	33
3.7 Chapter summary	35
CHAPTER 4	37
RESEARCH DESIGNAND METHODS	37

4.1. Introduction.....	37
4.2. What is Research and Research Methodology?	37
4.3 Research Designs.....	37
4.3.3 Qualitative Research Approach.....	39
4.4 Research Strategies	39
4.4.1 Ethnography	39
4.4.2 Case Study	39
4.4.5 Narrative Research	40
4.5 Philosophical Worldviews	41
4.6.1 Interviews.....	43
4.7 Sampling Process	44
4.8. Data Quality Control	45
4.9 Data Analysis.....	46
4.10 Matrix Analysis	46
4.11 Ethical Consideration	47
4.12 Limitation of the Study.....	47
4.13 Chapter Summary	48
CHAPTER 5.....	49
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	49
5.1 Introduction.....	49
5.2 Recapitulation of research questions and research objectives	49
5.3 Case Context of UMkhanyakude Education District	50
5.5 Documentary Evidence.....	54
5.6 Primary qualitative data	57
5.7 Emerging themes of the study.....	59
5.9 Triangulation.....	71
5.10 Chapter summary	73
CHAPTER 6.....	74
FINDINGS, RECOMMENDATIONS AND CONCLUSION	74
6.1 Introduction.....	74
6.2 Recapitulation of Research Questions and Objectives	74
6.3 Summary of the Chapters	75
6.4 The Main Research Findings and Conclusions	76
6.4.2 Research Objective Two and Research Question Two.....	77

6.4.3 Research objective Three and Research Question Three	78
6.5 Significance of the Study	80
6.6 Overarching Recommendations of the Dissertation	80
6.7 Suggestions for Future Research Directions	82
6.8 Chapter Summary	82
REFERENCES.....	83
ANNEXURE A	92
Letter requesting permission to conduct interviews.....	93
ANNEXURE B	94
Informed consent form for participants	94
ANNEXURE C	95
Interview Schedule.....	95
ANNEXURE D	96
Ethical clearance certificate	96

LIST OF APPENDICES

Annexure A.....	93
Annexure B.....	94
Annexure C.....	95
Annexure D.....	96

LIST OF FIGURES

Figure 2-1: Theory of planned behaviour.....	35
Figure 5-1: UMkhanyakude District DOE organogram.....	53
Figure 5-2: Graphical representation of educator’s responses on perceptions about teenage pregnancy.....	59

LIST OF MAPS

Map 1-1: Overview of UMkhanyakude District Municipality	7
Map 5-1: Map of Education Districts in Northern KZN.....	50
Map 5-2: Map of UMkhanyakude District Municipality.....	52

LIST OF MATRICES

Matrix 5-1: Educator’s perception towards teenage pregnancy	59
Matrix 5-2: Trends and challenges	61
Matrix 5-3: Impact of teenage pregnancy on educator’s performance standards	62
Matrix 5-4: Teenage pregnancy leads to drop in academic performamnce	63
Matrix 5-5: Peer pressure is the main driving factor of teenage pregnancy	64
Matrix 5-6: Poverty and exploration contributes to teenage pregnancy	65
Matrix 5-7: Measures to prevent teenage pregnancy	66
Matrix 5-8: Health care facilities	67
Matrix 5-9:Recommendations to enhance educational programmes on teenage pregnancy	68
Matrix 5-10: Teenage pregnancy and decision making	69

LIST OF TABLES

Table 1-1: Key terms and definitions.....	10
Table 4-1: Interview locations, dates, duration and respondent’s codes.....	44
Table 5-1: Alignment of research questions and research objectives.....	49
Table 5-2: Prevention and management of learner pregnancy in schools.....	54
Table 5-3: Interconnection between research questions, research objectives and interview questions.....	56
Table 5-4: Interaction between the emerging themes with research objectives and research questions.....	58
Table 5-5: Convergence / Divergence of the emerging themes, literature and qualitative.....	70
Table 5-6: Data Triangulation.....	72
Table 6-1:Recapitulation of Research Questions and Research Objectives.....	74

CHAPTER 1

INTRODUCTION AND CONTEXT

1.1 Introduction

One of the major concerns in high schools within the UMkhanyakude District is the high rate of teenage pregnancy. Central to this, is the view that teenagers involve themselves in sexual relations and activities without considering the consequences of their actions and without application of contraceptives as a form of protection, thus increasing the rate of pregnancy in the UMkhanyakude District. This has promoted the need to address the scourge of the teenage pregnancy thus the need for this study. Against this backdrop, this chapter provides an overview of the entire study. Specifically, the following areas, including the background of the study, research problem statement, research questions, and the corresponding research objectives are provided in this chapter. Moreover, this chapter provides the significance of the study and the preliminary literature review and, subsequently, the research design and methods adopted by this research study. Finally, the limitations of the study and key terms and definitions are elucidated in this introductory chapter. The next section presents the background of the study.

1.2 Background of the study

In South Africa, there are laws regarding teenage pregnancy. For example, the Constitution of South Africa of 1996 forbids discrimination based on sex, gender, or sexual bearing. Constitutionally, gender equality is the core of law-making and policy in all spheres. The Schools Act no.84, Chapter 2,4(1) indicate that the Head of Department (HoD) may discharge a learner completely, partly, or conditionally from attending school only if it is of the learner's best interest. The Constitution of 1996 stipulates the right to education for all, including expectant mothers. Section 27 of the Constitution further affords pregnant learners the right to attend school until they are unfit to attend. They are allowed to continue with their studies after a certain period of time after giving birth. To respond to the problem of teenage pregnancy, the documents on 'Measures for the prevention and management of learner pregnancy' (DOE, 2007:1), was published. This document aimed at exercising the rights and responsibilities of schools, teachers, and learners, fusing on the prevention of teenage pregnancy. The objective of the document is to educate learners and educators to understand and exercise their rights and responsibilities with regard to a healthy lifestyle (DOE 2007:1).

1.3 Research problem statement

The high rate of teenage pregnancy in the schools of the UMkhanyakude District remains a colossal concern. With the large number of teenage pregnancies in schools, the Policy on the Prevention and Management of Learner Pregnancy (2007) was promulgated to guide teachers and learners on how to deal with teenage pregnancy in schools. South African law stipulates that every child has a right to education and cannot be denied access to schooling because of pregnancy. The problem concerns different stakeholders within the community, including parents, learners, and educators. With the latter, the concern is the negative perceptions of educators towards teenage pregnancy. According to the 2013 Country Progress Report, South Africa, 4, 2 % of teenagers could not attend school because of pregnancy (DOE, 2013:20). Most studies focused on how educators treat pregnant teenagers and the negative impacts of teenage pregnancy. As such, this study examined the perceptions of educators towards teenage pregnancy in schools of UMkhanyakude District.

1.4 Research objectives

The main research objective of the study is as follows:

To examine educators' perceptions of teenage pregnancy in selected schools around UMkhanyakude District.

The following are sub-objectives of the study:

1. To examine educators' perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.
2. To determine whether educators' perceptions of teenage pregnancy have direct impact on their behaviour performance standards and subjective norms.
3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.
4. To evaluate the measures and strategies in place to prevent teenage pregnancy in schools around UMkhanyakude District and to enable teachers to cope with teenage pregnancies.
5. To recommend strategic interventions that can be adopted to enhance educational programmes on teenage pregnancy.

1.5. Research questions

For a researcher to address the research objectives of the study, the following research questions were formulated. The main research question of this research study is as follows:

What are the educator's perceptions and attitudes on teenage pregnancy in selected schools around the UMkhanyakude District?

Linked to the main research question are the following sub-questions of this study:

1. How do educators perceive teenage pregnancy in schools around the UMkhanyakude District?
2. To what extent is educators' perceptions on teenage pregnancy having an impact on their behaviour performance standards and subjective norms?
3. What are factors contributing to teenage pregnancy in schools around UMkhanyakude District?
4. What educational policy measures and strategies are in place to enable teachers cope with teenage pregnancies in schools?
5. What future strategic interventions can be adopted to enhance educational programmes on teenage pregnancy?

The next section presents the significance of the study.

1.6 Significance of the study

Statistics from schools around the UMkhanyakude District show that the rate of teenage pregnancy is increasing at an alarming rate. Statistics indicated that 172 learners were pregnant, as reported in the UMkhanyakude District report quarter 1-3 2017/2018. The statistics emphasize the prominence of looking for an understanding of the educator's perceptions, emotional state, and attitudes concerning teenage pregnancy and the execution of policies pertaining to teenage pregnancy in schools. This requires immediate intervention and programme of actions that could reduce teenage pregnancy and change the educators' perceptions of teenage pregnancy, thus this underlying research study. The next section presents a preliminary literature review on the perceptions of educators on teenage pregnancy.

1.7 Preliminary literature review

Different scholars have different views on teenage pregnancy. A research was conducted by Minnick and Sandler (2011:246) to gain an understanding about the perceptions and attitudes about teenage pregnancy among high school students in rural areas with high teenage pregnancy rates. The study focused on females in Grade 9-10 and 11-12, males in Grade 9-10 and 11-12, and pregnant females in Grade 9-12. Findings revealed that the number of teenage pregnancies was increasing and economic difficulties and the lack of proper sexual education were causes of teenage pregnancies. In order to decrease the rate of teenage pregnancy, there is a need for the developmental asset model to offer teachers, community members, and parents, strategies to work together in finding ways to develop key assets in adolescents that can safeguard against unsafe sexual conducts (Minnick & Shandler, 2011:246).

According to Lall (2007:219), a number of teenagers who become pregnant choose to leave the system because of the lack of support. This is very relevant to this research study which examined the perception of educators of teenage pregnancy. Furthermore, Scholl (2007:1), in his study, examined the persistent challenge of adolescent pregnancy and practical methodologies to curb the problem by enlightening young parents. In most cases, teenage mothers drop out of school, cannot continue with their education, nor have enough financial wealth to deliver a fostering environment for their young born babies. It becomes imperative for educational leaders to be proactive in providing inclusive programs to meet the challenges of teenagers and their parents. The provision of support is the key to empowering pregnant teenagers and their parents in schools (Chigona & Chetty, 2008:261).

Educators in South Africa provide support to learners including pregnant teenagers, address social inequalities, and monitor matters of pregnancy, gender, and sexuality. Educators relate to teenage pregnancy in diverse ways, extending from moralising judgment to care and support. Educators are able to care and give support to pregnant teenagers, but they need to ensure that the government acknowledges the role played by them. Government must provide professional development and establish guidelines to support pregnant teenagers and victims of teenage pregnancy in schools (Chigona & Chetty, 2008:262).

Although several studies, including studies conducted by Bhana, Morrel, Shefer and Ngabaza (2010), Chigona & Chetty (2007), and Malahlela (2012), highlight the causes and impact of

teenage pregnancy, no studies have looked specifically at the perceptions of educators towards teenage pregnancy, i.e. how and why should they react to the situation? In this study, the focus will be on the meanings associated with the perceptions of educators on teenage pregnancy. Based on the research question – “How do educators perceive teenage pregnancy?” the researcher developed a description of the essence of the experience using phenomenological research methods. The gaps to be filled by the current study are also highlighted, and they incorporate evaluating measures currently in place to prevent teenage pregnancy in schools around the UMkhanyakude District, and recommend strategic interventions that can be adopted to enhance educational programmes on teenage pregnancy.

The next section presents the methodological account of this study.

1.8. Research design and methods

There are various methods and instruments that are usually employed to gather and analyse data when conducting research (Creswell, 2009:3). For the purpose of this study, research methodology consisted of various aspects which include research design, sampling methods, data collection, and data analysis which will be discussed hereunder.

1.8.1 Research design

This is a broad plan of inquiry to be undertaken. It is a framework or a blueprint which guides the collection and analysis in a research study. It assists the researcher in finding methods applicable for data collection so that it will be easy to provide solutions to social problems that remain unresolved (Creswell, 2009:3).

This study adopted a qualitative research design. A qualitative research approach is useful in exploratory studies. It enables more information to be collected from a few individuals on their experiences based on particular issues or events related to the study (Thomas & Hodges, 2010:244).

The qualitative research design is adopted when aspects like perceptions and views of human sources are investigated (Brink, 1999:11) such as this study. This research design was therefore suitable for this study as it took place in a natural setting and used multiple sources of data to solicit educators’ perceptions on teenage pregnancy.

The following section presents the research strategy adopted by the study.

1.8.2. Research strategy

This study adopted the case study as its research strategy. The individual educators were studied from different schools including the Shayina, Shengeza, and Mshudu high schools from UMkhanyakude District. Case study allows the researcher to hold meaningful distinctiveness of real-life events (Yin, 2009:4). In this regard, this study explored the individual educator's perception on teenage pregnancy. As case studies are bound by time, data collection for this study took ten days. Interviews were used as data collection procedures.

Another strategy that this study employed is phenomenology. This approach investigates an individual or group's perceptions of reality. This takes the view that, what the researcher observes is not a reality, thus enabling a direct understanding of the circumstances of the object of the research (Creswell, 2009:4). The following section presents the study site and the participants of the study.

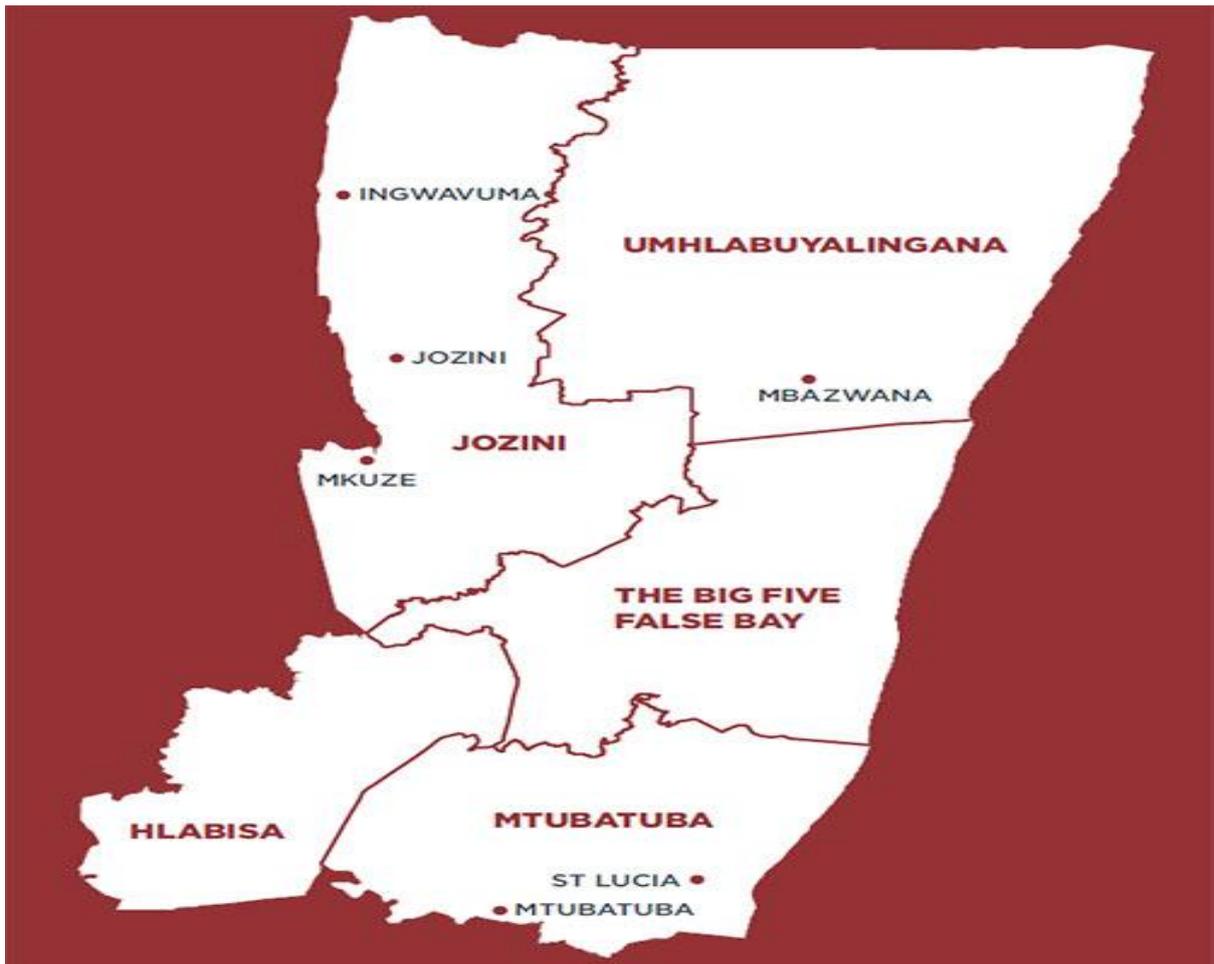
1.8.3 Study site, case, and participants

The study site and the case context for this study are selected high schools of the UMkhanyakude District. The UMkhanyakude District is comprised of rural areas where poverty is a cause for concern. The sub-area that provided the main research site is UMhlabuyalingana. The case context focused on teenage pregnancy in schools. The study participants were educators with a high rate of teenage pregnancy in their schools, also known as adolescent pregnancy in girls aged 15-19 years of age. In these schools, 10 out of 100 teenagers are pregnant. This confirms the high rate of teenage pregnancy in sub-Saharan Africa where 143 out of 1000 teenage girls aged 15-19 are pregnant, (WHO, 2014:1).

UMkhanyakude District Municipality is located in the far north of KwaZulu-Natal (KZN) province. It is situated next to the borders of Swaziland and Mozambique. It consists of five local municipalities. These local municipalities are: Jozini, Mtubatuba, Hlabisa, Big 5 False Bay, and UMhlabuyalingana.

Below is an overview and map of UMkhanyakude District Municipality (DC27).

Map 1-1: UMkhanyakude Geographic Location



Source: UMkhanyakude District Municipality (2016:1)

1.8.4 Target population

There are various stakeholders involved in schools who have different perceptions about teenage pregnancy. Parents, community members, and learners themselves have their own perception of the issue of teenage pregnancy. The target population for this study included both female and male high school educators with a high rate of teenage pregnancy in their schools. Participating educators were between 30-50 years of age, teaching Life Orientation (LO) and living in areas around the UMkhanyakude District. The next section presents the sample size of this study.

1.8.5 Sample size

Only 15 high school educators were sampled and participated in the study. The Department of Education (DoE), District Manager, was consulted about the project and permission was granted. Fifteen (15) educators who have a high rate of teenage pregnancy in their schools. This was determined by the statistics of pregnant learners in a school, which is 10 per 100 girls aged 15-19 years. They were randomly selected using the high school database. Letters were sent to each educator outlining the purpose of the study and inviting them to take part in the study. The letter had a card to be signed by educators and returned to the researcher.

1.8.6 Sampling strategy

In order to have an in-depth understanding of the perceptions of educators on teenage pregnancy, the study adopted probability sampling. The probability sampling method provides an opportunity to analyse and describe the perspectives and views of the study (Creswell, 2009:12). In this study, views of educators on teenage pregnancy were explored. The next section presents the data collection methods adopted in the study.

1.8.7 Data collection methods

A data collection method is a description of how the research data collection measures, and tools or instruments that will be administered (Thomas & Hodges, 2010:23). A preliminary test was administered by the researcher and the interview format was reviewed prior to the start of the interviews. Educators who decided to be interviewed indicated by returning a signed reply form, which comprised of a section granting permission for the educator's particulars to be delivered to the research team.

Participants were telephoned by the principal investigator and given the opportunity to ask questions about the study. Interviews were tape-recorded using a tape recorder attached to the interviewer's telephone handset. A backup recorder was reserved, in case there is a malfunction of a tape recorder for any reason. Data collected were recorded per unit of analysis using separate data records. In this study, the units of analysis were educators. The next section presents the data quality control measures.

1.8.8 Data quality control

There are various strategies that were employed to ensure data quality control in this research. They aimed at maintaining high quality information from the research. Data quality control measures include credibility, confirmability, transferability, and dependability (Zhang, 2011:16). The management of data control ensures that data is accurate, timely, and cannot be duplicated. The next section presents data reduction and analysis.

1.8.9 Data reduction and analysis

Data were analyzed firstly by analyzing interview transcripts. According to Creswell (2009:185-190), there are six steps to be followed when analyzing data. These steps include coding which is the practice of categorizing quantitative or qualitative data to facilitate analysis (Creswell, 2009:186). The themes and sub-themes were identified to provide a foundation for developing a theoretical model (Thomas &Hodges, 2010:245). Feedback from the participants was used in the final stages of data analysis. As discussion of the ethical consideration for this study will now follow.

1.8.10 Ethical consideration

Researchers are guided by the code of ethics which govern the way they should conduct research. The following ethical issues were considered in this study:

- Respect for anonymity;
- Keeping data for a reasonable period of time;
- Provision of an accurate account of information;
- Sharing of data once collected and analysed;
- Informed consent;
- No deception;
- Right to withdraw;

- Debriefing;
- Voluntary participation; and
- Confidentiality.

The University Ethics Committee will be contacted for ethical approval prior to the selection of participants.

1.9 Limitations of the study

There were some limitations that delayed the data collection process for this study. Interviewing educators during quarterly examinations time forced educators to reschedule their appointments because they were invigilating. Furthermore, some educators had no transport to take them home after school hours as per our appointment. This was caused by the fact they are sharing transport with other educators. However, these limitations were overcome by allowing them to reschedule their appointments, and organising transport to take them home after the interviews.

1.10. Key terms and definitions

Key terms and definitions used in the study are shown below in Table 1.1.

Table 1-1: Key terms and definitions

Key Terms	Definition
Attitudes	Attitudes are defined as evaluations of ideas, events, or people. Attitudes are personal opinions that determine whether a specific behaviour is positive or negative, good or bad (Ajzen,1991:180)
Pregnancy	For the context of this research, pregnancy refers to a ‘condition of having a child developing in a womb while attending school’. Lall (2007:219) defines pregnancy as the condition of expecting a child, dated from conceiving to birth.
Perceptions	Perceptions, in the context of this study, refer to the educator’s opinion and viewpoints about teenage pregnancy. Cambridge advanced learners dictionary (2003:920) defines perception as “a belief held by many people based on appearances”.
Educators	This term is used for males and females whose responsibility is to provide education for learners in a formal school setting.

1.11 Chapter inventory

Chapter two presents a literature review on the perceptions of educators on teenage pregnancy. It highlights the causes of teenage pregnancy, the effects of teenage pregnancy on the behaviour of learners and academic performance. A discussion of policies and programmes to reduce teenage pregnancy is also provided. In addition, a legislative framework on teenage pregnancy is presented in this chapter.

Chapter three: provides theoretical frameworks that underpin the study. It explores the theory of planned behaviour which is adopted in this study. It investigates the relationship between attitudes and behaviour in relation to teenage pregnancy.

Chapter four: presents the discussion of the research methodology that is adopted for this study. It outlines research designs, philosophical worldviews, data collection methods, data analysis, and ethical considerations.

Chapter five: concerns itself with the overall research results. It deliberates on the presentation, analysis, and the results of the interviews that were used to collect data. Data is interpreted and evaluated. Furthermore, data is reduced into themes through matrices.

Chapter six: presents the final findings and conclusions drawn from the study. Recommendations on the reduction of teenage pregnancy in schools and how to manage teenage pregnancy are made. Suggestions for future research are also discussed.

1.12 Chapter summary

This chapter has discussed the general outline of the study to be conducted. The topic of the research, motivation of the study, key questions, and main objectives of the study has been outlined. It has also explored the research design and methodology of the study. Furthermore, sample and data collection methods and procedures were discussed. Analysis of data and ethical issues in data collection and analysis were also looked at in this chapter. The next chapter will focus on the conceptual framework and literature review.

CHAPTER 2

LITERATURE REVIEW

2. 1. Introduction

This chapter first focuses on teenage pregnancy in South Africa, other countries, and other neighbouring states including Lesotho and Nigeria. More specifically, policies and programmes to reduce teenage pregnancy are reviewed in the chapter. This chapter further highlights factors that contribute to teenage pregnancy, the impacts of teenage pregnancy on the behaviour of learners, school performance, and the attitudes and perceptions of adolescent mothers, parents, and educators on teenage pregnancy. The link between teenage pregnancy, performance of pregnant learners, and performance standards of educators are also reviewed. The gap in the literature on teenage pregnancy is also highlighted in this chapter. The following section presents the legislative framework on teenage pregnancy in South Africa.

2.2 Legislative framework on Teenage Pregnancy

South Africa has taken major steps in protecting teenage mothers' right to education. To that effect, South Africa has relatively a number of legislative frameworks in response to teenage pregnancy. The government approach regarding the education of all people of South Africa, including pregnant teenagers, is fundamental. Before the transition to democracy in 1994, some schools did allow pregnant teenagers to remain in schools and some did not.

Following is the discussion of various legislations which protect the rights of pregnant teenagers in schools and in communities.

2.2.1 The Constitution of South Africa, 1996

The Constitution is the supreme law of the country. It provides the legal foundation and sets out the rights and duties of its citizens. Specifically, Chapter 10 of the Constitution sets out the basic values and principles that govern public administration. According to McLennan in Plaatjies (2013:199) as cited by Madike (2014:4), public administration describes the quality of governance and the public service practice. It provides systems and processes used by the government in policy making decisions and in the delivery of key services. The promulgation of the Constitution of South Africa in 1996 formalised the practice of allowing pregnant girls to remain in schools. Section 195(e) of the Constitution, stipulates "People's needs must be

responded to, and the public must be encouraged to participate in policy-making”. This indicates the need for participation in policy making regarding teenage pregnancy in schools.

Chapter 2 of the Constitution states that “everyone has the right to bodily and psychological integrity, which includes the right to make decisions concerning reproduction and not to be subjected to medical or scientific experiments without their informed consent” (RSA, 1996:17). It succinctly states that “everyone has a right to a basic education, including basic adult education; and to further education, which the state, through reasonable measures, must make progressively available and accessible”. Furthermore, it mentions that no one should discriminate one another on one or more grounds directly or indirectly. Discrimination of pregnant learners may have a negative effect on both learner and society. Chances of completing schooling decrease, which results in unemployment and poverty. That is the reason why the South African government is obliged to take measures to ensure that pregnant learners remain in schools and complete their education.

2.2.2 South Africans Schools, Act No.84 of 1996

The South African Schools Act (SASA) Act No.84 of 1996 was promulgated to present a uniform system for school governance. It stresses that learners should be provided equal education, thus abolishing the exclusion of pregnant learners from schools. The Act recognizes the importance of redressing the past imbalances and supports the right of learners and educators. It permits pregnant teenagers to remain in schools and to come back to school after childbirth. While the legal directive of the South African Schools Act is clear in terms of the rights of pregnant learners, it did not adequately cater for the rights of educators. Consequently, the response to the mounting number of pregnant learners being expelled from schools, and recognizing the glaring breach between policy and practice, the Department of Basic Education (DoBE) developed the ‘measures for the prevention and management of learner pregnancy’ in 2007. These measures state that the pregnant learner shall not be unfairly discriminated against. The document aims to clarify the position of the DoBE regarding teenage pregnancy and inform learners on reproductive matters to assist them in making responsible decisions (Davids&Waghid2013:139). In addition, these authors argue that policies to prevent unfair discrimination are in place.

2.2.3 Promotion of Equality and Prevention of Unfair Discrimination, Act No. 4 of 2000

The policy on management of teenage pregnancy in schools aims at alerting learners on the impact of pregnancy and the risk of sexually transmitted infections and HIV/AIDS. Moreover, the Promotion of Equality and Prevention of Unfair Discrimination Act (No.4 of 2000) insists that unfair discrimination of pregnant learners should be avoided. Schools need to have proper management of learner pregnancies, ensuring that pregnant girls are not discriminated.

2.2.4 The Education White Paper 6; Special Needs Education

This paper was promulgated to address various needs of learners who are experiencing barriers to learning. It aims at promoting inclusivity in schools, ensuring that schools become inclusive centres of learning, including pregnant teenagers. It calls for a paradigm shift based on the premises that everyone has the potential to learn, given the necessary support (RSA, 2001:3). Pregnant teenagers experience difficulties in coping with their school work as they have to go to clinics during school hours, attend to their babies once they have delivered, thus they are left behind. The inclusive policy addresses difficulties in learning within the education system including those of pregnant teenagers.

The national strategy on Screening, Identification, Assessment, and Support (SIAS) provides guidelines on how to support learners that experience difficulties in learning, determining the nature and level of assistance needed. It also presents guidelines on the responsibility of parents and educators to implement the policy. Pregnant girls should be included in the education system and not be discriminated but supported. However, the perceptions of educators who spend most of the time with learners should not be left unnoticed.

2.2.5 Termination of Pregnancy Act, No. 92 of 1996

To actualize women's rights, a number of laws have been passed. The Termination of Pregnancy Act, No.92 of 1996 determines the conditions in which pregnancy may be terminated. It promotes the reproductive right and safe and legal termination of pregnancy according to her individual beliefs, provided by a certified midwife or doctor (South Africa, 1996:2). Termination of pregnancy can be done on request up to 12 weeks of gestation and applies to 'any person of any age' (Willan, 2013:11).

South Africa is founded on values, human dignity, and the advancement of human rights and freedom (RSA, 1996:13). Teenage pregnancy is a serious issue facing the Department of Education (DoE) and communities at large. The human rights and dignity of pregnant teenagers should be respected like any other South African citizen. As such, the Council of Education Ministers in July 2000 pronounced clearly that pregnant teenagers could not be excluded from schools (Letsoalo, Makiwane, Panday & Ranchod, and (2009:99).

2.2.6 The National Policy on HIV/AIDS

The high rate of teenage pregnancy in schools negatively impacts on the number of HIV/AIDS infected learners. Teenage pregnancy is an indication that teenagers engage in unprotected sex which results in sexually transmitted infections (STI's) including HIV/AIDS. Moreover, it indicates that there is a connection between unprotected sex, teenage pregnancy, and HIV/AIDS. This is a cause for concern. The National Policy on HIV/AIDS for learners and educators was published in 1999 by former Minister of Education, Kader Asmal in terms of Section 3(4) of the National Education Policy Act (No. 27 of 1996). Because of the seriousness of HIV/AIDS pandemic, the policy on HIV/AIDS seeks to “contribute towards promoting effective prevention and care within the context of the public education system” (RSA, 1999:3). The policy also gives a framework for the development of provincial and school policies and strategic plans for implementation thereof.

The next section reviews the extent and causes of teenage pregnancy in South Africa.

2.3 Teenage pregnancy in South Africa

The Human Science Research Council (HSRC) reported a link between lower socio-economic status, low literacy levels, poverty, and HIV/AIDS (HSRC, 2009:43). In 2010, a Focus on Schooling Report, reported up to 89 000 pregnant teenagers between July 2009 and July 2010 (Davids & Waghid, 2013:138). According to the 2013 Country Progress Report, South Africa, 4.2 % of teenagers did not attend school between the years 2009 and 2012 as a result of pregnancy (Department of Education, 2013:20). Socio-economic factors may increase neonatal mortality risk among younger adolescent mothers. Teenagers who are exposed to poverty can easily engage themselves in unprotected sexual activities which result in a high rate of teenage pregnancy. The literature reveals that those teenagers have a teenage pregnancy rate which is five times the average rate (Nkwanyana, 2011:15).

The number of teenage pregnancies has risen from 51.4% in 2004 to 62.8% in 2008 per 1000 school girls in South Africa (HSRC, 2009). The latest official statistics from the Department of Health (DoH) indicate that the rate of teenage pregnancy in South Africa declined by 13.2% between 2009 and 2010 (Anon, 2012:1). The statistical release on teenage pregnancy by Statistics South Africa indicates that the pervasiveness of pregnancy increases with age, 19-year-old girls with higher rates than 13 year olds (11, 5% compared to less than 0,2% in 2011) (RSA, 2011:1). Although it appears that the campaigns against teenage pregnancy are having a positive impact in South Africa, KwaZulu-Natal (KZN), Gauteng, Eastern Cape, and Limpopo are provinces with the highest rate of teenage pregnancy in the country, with KZN records of 16 910 teenage pregnancies in 2010 (Anon, 2012:1).

Likewise, a study by Letsoalo *et al.* (2009:11) reveals higher teenage pregnancy rates among Blacks and Indians. Social conditions, family structures, a lack of access to education and health services, and poverty and unemployment play a major role in the high rates of teenage pregnancy. Moreover, Spear and Lock (2003:397) in their review and analysis of adolescent pregnancy revealed that most teenagers perceive pregnancy as a rite of passage, a challenging yet positive life event. The findings from their study were categorised into four themes and were as follows:

- factors influencing pregnancy;
- pregnancy resolution;
- meaning of pregnancy and life transitions; and
- parenting and motherhood.

These themes are linked to the proposed study since it seeks to identify factors that contribute to teenage pregnancy, determine the effects of teenage pregnancy and to evaluate measures to prevent teenage pregnancy.

The international research shows that disparity between population groups persist, indicative of cultural differences with regards to pregnancy, even if the above factors are being controlled (Letsoalo *et al.*, 2009:11). As noted earlier, teenage pregnancy has a harmful effect on emotional behaviour, performance, and school attendance (Chireshe & Malahlela, 2013:137). Although there is a huge decrease of teenage pregnancy rates from 13,725 in 2010 to 10,595 in 2011 in the KZN province and UMkhanyakude District in particular, the DoE and other

stakeholders are working tirelessly to ensure that the problem of teenage pregnancy is dealt with.

The next section explores education in South Africa after 1994.

2.4 Education and teenage pregnancy in South Africa during post 1994: Achievements and future prospects

As noted earlier, South Africa, since 1996, has promulgated various progressive policies in response to the problem of teenage pregnancy in schools. Before 1994, pregnant teenagers were expelled from the schooling system until they deliver their babies. The DoE has since taken positive strides to curb teenage pregnancy in schools. In its attempt to curb teenage pregnancy, the Minister of Basic Education, Angie Motshega (DoE, 2009:4) was quoted saying;

“South Africa has made significance progress since 1994 towards achieving gender parity in basic education. In fact, we have gone beyond achieving gender parity, to the extent that girls now make up the majority of enrolments in secondary schools. However, pregnancy is amongst the major concerns that pose a serious threat to gains achieved in public schools thus far. Teenage pregnancy undermines the Department’s effort to ensure that girl children remain in school, in order to contribute towards a quality life for all, free of poverty”.

Moreover, MEC for Social Development, KwaZulu-Natal, Weziwe Thusi, has called on parents and teachers to work in collaboration to tackle the issue of the increasing rate of teenage pregnancy in schools. The Minister expressed the government’s concerns about the high rate of teenage pregnancy in schools which had adverse effects on learner’s academic performance. She was quoted saying,

“This is a serious problem that needs a holistic approach. Teachers alone cannot deal with this challenge and we therefore call on parents to work closely with teachers so that this can be addressed”. (Anon, 2015:04).

She also stressed the importance of organizing sessions by social workers and community care workers, to talk about the implications of getting pregnant at a young stage. Inter-sectoral collaboration plays a major role in the struggle against teenage pregnancy. The introduction of the Education Management Information Systems (EMIS), which is a unit that develops and

maintains an integrated information system for the management of education, played a major role in the disseminating and reporting of quality education data, especially on teenage pregnancy.

Further, 'My Life My Future' campaign which was introduced by former MEC for Education in KwaZulu-Natal Mr Senzo Mchunu in May 2011 indicated that the crisis of teenage pregnancy is not left unnoticed. The Education Summit that was held in February 2011 came with a resolution to address the problem of teenage pregnancy in schools. The aim of the campaign is to curb the spread of social ills such as teenage pregnancy, HIV/AIDS, and substance abuse which compromises teaching and learning as well as the quality of life for learners.

Through "My Life My Future" campaign, the Education Department planned to expose educators, parents and other stakeholders including government departments, to the rate of teenage pregnancy and substance exploitation by learners in schools. The campaign aimed at creating awareness about teenage pregnancy, driving the message of discipline and ethical regeneration. Schools have taken part in projects piloted under 'My Life My Future' campaign to expose learners to the responsibilities they put upon themselves while they are still in school.

Furthermore, Mkhwanazi (2010:347) in her study explored the circumstances surrounding teenage pregnancy and presented responses on teenage pregnancy in the South African township of Nyanga East in Western Cape. Findings of her study revealed that social and cultural circumstances such as poverty, unemployment and the high rate of school dropouts contribute negatively on the occurrence of teenage pregnancy regardless of the negative perception of teenage pregnancy in the township.

Similarly, as it has been noted above, the HSRC (2009) report provides a link between lower socio-economic status and teenage pregnancy. Indeed, low socio-economic status indirectly affects the risk of pregnancy through exposure to sexual intercourse and contraceptive behaviour. Low educational attainment, high rates of poverty, lower occupational status, and high rates of divorce and high level of subsequent fertility provide a fertile ground for teenage pregnancy.

Contrary, Preston-Whyte (1991:3) as cited in Mkhwanazi (2010:348) asserts that in some instances, teenage pregnancy is rational and conscious decision made by teenagers because of the cultural value placed on childbearing as a sign of femininity to prove their fertility and demonstrating ‘successful womanhood’ rather than something that merely happened to them. The problem of teenage pregnancy is a worldwide challenge. Hence, it is fundamentally important to look at the impact of teenage pregnancy in other African countries.

2.5 Teenage pregnancy in Lesotho

According to Spear (2004:18), as cited by Domenico and Jones (2007:4), teenage pregnancy and childbearing are problems that affect the society nationally. Teenage pregnancy is a national talking point because of its bad consequences. It is, therefore, very imperative to look at teenage pregnancy in other developing countries. A study by Yako (2007:75) provided reasons for and consequences of pregnancy among teenagers in the lowlands of Lesotho. The findings revealed that the lack of information about contraceptives, the lack of a plan, and the failure to take pregnancy seriously, were the main reasons for teenage pregnancy in Lesotho. In addition, Domenico and Jones (2007:4) in their study encompassed the history of teenage pregnancy, influencing factors, and implications for educators.

The following section presents the causes of teenage pregnancy.

2.6 Causes of teenage pregnancy

Teenage pregnancy is a serious and problematic concern amongst many teenagers in many African countries. Different scholars have different views on teenage pregnancy. For example, a study by Domenico and Jones (2007:4) has been conducted on factors that have an influence in adolescent pregnancy, and the consequences thereof. Pandey *et al.*, cited in Willan (2013:14), presented a summary of factors that drive teenage girls to engage in sexual activities, causing early pregnancy. They include:

- Early school drop-outs because of socio-economic barriers and poor school performance;
- Learners from deep-rooted poverty areas;
- Lack of sexual education, leading to gaps in knowledge and access to contraceptives;
- and

- Abusive relationships resulting in unprotected sex.

According to Winter, cited in Domenico and Jones (2007:4), many adolescent females intentionally fall pregnant because they don't have goals. Some studies including Brown, Barbosa, Farber, Rothenberg and Weissman, and Turner (2004:221), as cited in Domenico and Jones (2007:4), reveal that teenagers, agonised by low self-esteem, have no expectations about education or occupations. They view pregnancy as an alternative channel to economic independence and adult status. Moreover, a study conducted by Macleod (1999:8) on the contributory factors of teenage pregnancy discovered reproductive ignorance as the major contributing factor to teenage pregnancy. This ignorance concerns sexual education, contraception, conception, and reproductive health. Parental styles, the absence of sexual education, culture, sexual abuse, peer pressure, poverty, family structure, drug-abuse, and poor academic performance are amongst other factors contributing to teenage pregnancy (Masemola, 2007:3).

According to Chigona and Chetty (2008:1), prior research on the impact of teenage pregnancy on the performance standards of educators in schools is limited. These studies focused primarily on factors leading to negative perceptions of educators on teenage pregnancy, basis of teenage pregnancy and the impacts of teenage pregnancy on school performance, school attendance, and emotional behaviour of pregnant teenagers. In general, these studies do not report the extent to which teenage pregnancy affects the educator's performance standards and do not describe in detail the policies in place to provide a baseline for policy formulation thus improving programmes and intervention geared towards teenage pregnancy in school. The findings of these studies are pertinent to the current study, as they will shed light about the perceptions of educators on teenage pregnancy. To date, no study has respectively examined the link between teenage pregnancy and educator's performance particularly in schools within the UMkhanyakude District.

The following section presents the discussion on the relationship between Child Support Grant (CSG) and teenage pregnancy.

2.7 The Child Support Grant and teenage pregnancy in South Africa

The HSRC affirms the assertion that there is a link between teenage pregnancy and socio-economic status. For example, teenagers living in poverty-stricken households usually have inadequate access to healthcare advice and facilities. It leads to unprotected sexual activities in return for cash or goods (Social surveys factsheet 3.2010:2). The introduction of CSG has induced a recurring debate regarding teen pregnancy. The myth that teenagers get pregnant intentionally because they want to access social grants is most pervasive.

However, CSG is rarely a reason for teenage pregnancy. Studies have shown that the access to CSG helps the student to realize children's rights to social support; however, it reduces chances of getting pregnant by reducing risky behaviour among teenagers, including sexual activities and pregnancy. Moreover, there is an indication that CSG is spent on nutrition of children, education, and basic services (Makiwane & Udjo, 2006:1). On the contrary, a school of thought developed in South Africa claims that CSG encourage women, including teenagers, to have more and more children (Makiwane & Udjo, 2006:4).

Cape Argus (2008:6), cited in Makiwane (2010:201), cite a community worker saying:

“Lazy young mothers went on drinking sprees, bought clothing and gambled with the [Child Support Grant] money...There is a dramatic increase in young mothers misusing the child support grant, sometimes known as ‘womb fee’ in the township...”.

The study by Makiwane and Udjo (2006:2) examined the results of an analysis on whether the CSG is exerting a pervasive effect on the increased rate of teenage pregnancy. The analysis of the study revealed no relationship between CSG and the increased pregnancy rate. This is based on the findings that only 20% of teenagers are CSG recipients, while the rate of pregnancy rose during the 1980s. It started to decline in 1998 when CSG was introduced.

Below are the reasons for pregnancy among teenagers, as cited in Social surveys factsheet (2010:3):

- 66% - Not using contraceptive;
- 28% - Wanted to have a baby;
- 8% - To show fertility;

- 6% - To get respect from other people;
- 5% - To get married;
- 3% - Forced to have sex; and
- 2% - To access Child Support Grant.

The World Health Organisation (WHO) (2004:4) maintains that sexual violence, the lack of sexual education, and social norms contribute to adolescent births. Mohase (2006) and Ngidi (2007), as cited by Kutu (n.d:11), concur with these findings that teenage pregnancy is a social problem with various contributing factors. Family structure and sexual abuse have been considered as major factors of adolescent pregnancy (Domenico & Jones, 2007:5).

The HSRC report commissioned by the DoBE in 2009, reveals that teenage pregnancy is driven by factors including: poverty, gender inequalities, sexual taboos and sexual permissiveness, inaccurate use of contraceptive, poor sex education, and the high levels of gender-based violence (Willan,2013:4).This report aimed at providing strong evidence on the causes and impact of teenage pregnancy to develop advocacy strategies to reduce unplanned teenage pregnancies, thereby ensuring the teenage mother's right to schooling.

The next section presents the educator's perceptions towards teenage pregnancy.

2.8 Teenage pregnancy: Educator's perceptions

A study by Moliko (2010:10) has been conducted to explore the perceptions of educators towards teenage pregnancy and the factors that have an influence on teenage pregnancy; this was done from the selected schools in Lesotho. These include, among other things, gender, age, and year of teaching experience. Moreover, factors that teachers perceive as contributing factors and consequences of teenage pregnancy have been dealt with. Findings reveal that it is depressing to have pregnant teenagers in school because they do not perform well. Furthermore, pregnant teenagers have less time to devote themselves to education even if they have delivered.

Research by Chigona & Chetty (2007:276) revealed that educators perceive pregnancy by learners very negatively. The leading factors to negative perceptions are poor attendance, poor performance, and the lack of knowledge by educators on how to deal with teenage pregnancy.

Furthermore, Bhana, Morrel, Shefer, and Ngabaza (2010:871) explored how teachers in diverse South African secondary schools respond to young women's pregnancy and parenting. The researchers argue that "many teachers view teenage pregnancy as a domain of sexual shame with negative effects and disruptive to the academic life of the school (including teachers and other learners)". The study focused on secondary school's educators in the Western Cape and KZN. The study revealed that teachers relate to teenage pregnancy in different ways, ranging from sarcastic and moralistic judgment to care and support (Bhana *et al.*, 2010:871).

A study by Malahlela (2012:1) established whether teenage pregnancy, as perceived by educators, has an impact on the emotional behaviour and academic performance of pregnant learners. Findings discovered that teenage pregnancy has a negative effect on the emotional behaviour of learners. As such, sex education programmes in secondary schools and the support of pregnant learners by all school stakeholders is recommended. Based on these findings and recommendations the study at hand seeks to determine if educators in UMkhanyakude District have similar perceptions on the effects of pregnancy in schools.

In his study entitled, '*The study of educators' attitudes towards teenage pregnancy*', Mpanza (2006:8) dwelt much on the influence of attitudes in relation to age, race, gender, religious affiliation, work experience, and the level of education on teenage pregnancy. Findings confirm an existing relationship of the age of a person, and the nature of the displayed perception. According to Mpanza (2006:8), cited in Moliko (2010:2), educators are against the idea of allowing pregnant learners to attend school. They state that the school is for learners and not for pregnant teenagers. In his study, Govender (2002:7), as cited in Mpanza (2006:10), describes attitude as a way of thinking or a sentiment towards something. Educators have different attitudes on teenage pregnancy. Other educators are not willing to support pregnant teenagers and of the idea that their responsibility is to teach and not to become midwives. Furthermore, Davidow (1998:12), cited in Mpanza (2006:15), is of the opinion that pregnant teenagers are teased and mistreated by educators in schools. This indicates their attitudes towards teenage pregnancy. Some educators, on the other hand, show sympathy to pregnant teenagers. They contextualize the policy to allow pregnant teenagers to remain in school which links the significance of education and economy.

Educators cited in Bhana *et al.* (2010:877) noted that:

“We do not feel that any child should be denied an education because of a ‘mistake’, if that is the way it is. It might not necessarily be a mistake. The Constitution clearly states that a learner should not be disadvantaged or deprived of an education.” (Fountain Secondary).

“I think everybody has a right to education...the fact that they might be pregnant should not be criteria for removing them out of school. So with the pending motherhood as well, it is essential that the mother acquires some level of qualification in order to provide for the child.” (Senior Secondary).

A study by Masuku (1998:2), cited in Mpanza (2006:15), in her study discovered the lack of training of some educators on how to support pregnant teenagers and they recommended that schools should be provided with school nurses. The provision of school nurses is an indication of the willingness to help pregnant teenagers, but the lack of skills is a barrier (Mpanza, 2006:15). Moliko (2010:13) further revealed that educators are sad about teenagers engaging at sexual activities at an early stage which results in teenage pregnancy Moliko (2010:14), in the same vein, stated that teachers are unhappy about teenage pregnancy as teenagers leave schools without finishing their studies as a result of pregnancy and are also deserted by their families. Significantly, this indicates the necessity for the provision of support to pregnant teenagers and teen mothers from schools, families, and the communities at large. Hence, the perceptions of educators should be taken into consideration, particularly in policy formulation regarding teenage pregnancy in schools. Likewise, the South Africans Schools Act is against unfair discrimination of learners.

It has been noted that pregnant learners who get enough support from families and schools, tend to perform better in their school work. Life orientation as a subject is of vital importance in the lives of pregnant teenagers in schools. With life orientation, teachers and guidance counsellors find it easier to interact more closely with pregnant teenagers in their everyday social issues at schools. On the other hand, other teachers feel that pregnant teenagers are unable to cope academically due to the disturbing influence of pregnancy on the learning environment. However, their ability to support is restricted by structural disadvantages including sexuality and race inequality impacting on gender equality (Bhana *et al.*, 2010:874). Educators do have the capacity to support pregnant learners; however, the government should acknowledge the important role played by educators. This can be done by providing professional development as well as developing guidelines to support pregnant learners in

schools (Chigona & Chetty, 2008:262). Generally, it is evident from the literature that the perceptions of educators on teenage pregnancy are negative. Although policies on teenage pregnancy are there in schools, little is done to support educators to deal with pregnant learners. Therefore, as it is intended by the study, recommendations will be solicited as to how to improve these negative perceptions from educators, thus improving their performance standards in as far as teaching is concerned. The theoretical framework for this research draws particularly on the theory of planned behaviour, which is a theory that predicts deliberate behaviour. The next section presents the perceptions of teenage mothers on teenage pregnancy.

2.9 Perceptions of adolescent mothers on teenage pregnancy

In their study, Grace, Ihuoma and Temitope (2013:5272) assessed teenager's perceptions on teenage pregnancy in Makurdi metropolis of Benue State, Nigeria. The study focused on 286 adolescents including both males and females. The study discovered that there is no difference in attitudes towards teenage pregnancy between out of school and in school adolescents. Both males and females have similar perceptions on the effects of teenage pregnancy. As a result, it was recommended that multi-sectoral approaches should be undertaken on the issues of teenage pregnancy in Nigeria. Suggestions were made that sexual education should be functional in both primary and secondary schools (Grace, Ihuoma & Temitope, 2013:5272).

Furthermore, Minnick and Shandler (2011:246) conducted a research which aimed at examining adolescent perceptions of teenage pregnancy. Adolescent perceptions changed in all three areas from the beginning of the intervention to the end of the one-session program, (Minnick & Shander, 2011:246). Based on these findings, the authors recommended that teenage fathers' voices be included in the program to accept a lifelong responsibility of having a child, by teenage fathers.

Moreover, Chigona and Chetty (2008:262) conducted a study aimed at soliciting how teenagers cope with school challenges and how those challenges are dealt with. The study reveals that some schools in KZN do not allow pregnant learners to attend school. In their study they indicated that they are against the practice of repudiating the rights of pregnant learners to education. In addition, they considered the Bill of Rights of the Constitution of South Africa which affirms that "everyone has the right to a basic education". The findings further indicate that support from school was inadequate which results in many challenges experienced,

including disruptions to school attendance. It has been noted from literature that pregnant teenagers do not attend schools regularly because of many challenges that comes with pregnancy. When they come back to schools they discover that most work has been covered and teachers do not bother themselves about providing remedial education for these learners as one would assume. This eventually signals that many pregnant teenagers do not get support from teachers because they believe that it is their choice to become pregnant. This implies negative perceptions of educators on teenage pregnancy.

Pregnant teenagers should be considered as learners with special needs. Grant & Hallman, cited in Chigona and Chetty (2008:264) contend that teen pregnancy and schooling turmoil are linked to societal problems which range from sexual abuse of powerless teenagers to public ignorance. In her study, Lall (2007:219) examined the exclusion of girls from the education system because of pregnancy. The research aimed at gathering information about the incidence of exclusion due to being pregnant or having had a baby. Accordingly, as the study concludes, it is disgusting to deny pregnant teenagers to attend school when they are fit to do so.

The next section presents policy interventions to reduce teenage pregnancy in South Africa.

2.10 Strategies and policy interventions to reduce teenage pregnancy: A South African perspective

A study by Somers, Gleason, Johnson and Falhiman (2001:4) evaluated the effectiveness of a computerized infant simulator which is used as a strategy to prevent teen pregnancy. The strategy is designed to offer participants with real experiences of infant-care that may upsurge the possibility that teenagers wish to avoid pregnancy (Somers *et.al.*, 2001:51). They studied adolescent's attitudes towards parenting, sexual activity, and behaviour that causes or prevents pregnancy, in order to evaluate the effectiveness of the program. Findings revealed "no significant changes between pre and post-test measures" (Somerset. *al.*, 2001:58).

In response to the issues of teenage pregnancy, '*Measures for the Prevention and Management of Learner Pregnancy*' was released by DoE to endorse for rights of pregnant teenagers to continue with their education in schools (RSA, 2009:9). The aim of the DoE was to assist teenagers to make responsible decisions and to assist educators in controlling learner pregnancy

in schools. The Department also aimed to address the implementation of the South African Schools Act by implementing strategies on the prevention and management of pregnancy.

These measures outlined, *inter alia*:

- The education about their rights and responsibilities in regard to healthy lifestyles;
- Guidance and support for vulnerable learners; and
- The involvement of all relevant role-players, integrating the measures with available systems and structures (RSA, 2007:1).

In addition, the Department together with key stakeholders including DoH and NGO's, had a series of provincial discussions to develop a strategy for the management and prevention of teenage pregnancy (RSA:2009:9). The DoE recommended sexual education programmes which will encourage abstinence and safe sex. Furthermore, the Department in 2008 has commissioned a study by HSRC to review data related to teenage pregnancy focusing on adolescents.

A report of the study was presented by Angie Motshekga, Minister of Basic Education, on "Teenage Pregnancy in South Africa, with a specific focus on school-going learners". Findings revealed a decrease in teenage fertility although the rate of accidental teenage pregnancies remains a serious concern in South Africa (RSA, 2009:3). The study has also identified that the Eastern Cape, Limpopo, and KZN provinces were mostly affected by teenage pregnancy which calls for immediate interventions in these areas (RSA, 2009:3).

Moreover, in 2012, the DoH has launched a booklet entitled "*Preventing Teenage Pregnancy*". The aim of the booklet is to assist teenagers to learn about teenage pregnancy and to avoid it. It does not only push for abstinence, faithfulness, and the correct use of condoms, but it goes on to encourage teenagers if they are having sex, to be responsible and avoid pregnancy. In the very same year, the DoH, in collaboration with the DoE, launched the 'Integrated School Health Policy' (ISHP). The policy seeks to address various health related issues including sexual reproductive health of learners.

In his study, Lall (2007:221) argues that, despite government policy on teenage pregnancy that address the education problems faced by pregnant learners, most of them still abscond the formal schooling system because they lack support. Moreover, Willan (2013:5), on her evaluation of teenage pregnancy in South Africa, examined ways in which teenagers can be assisted to continue with schooling and play their role as learners and mothers. Her analysis highlighted that support from the family was the critical factor that determines whether the teenage mother would return to school. In her investigation, one of the respondents was cited saying

“They [my parents] encouraged me to go back to school although I did not want to and felt it would be too much for my parents to support me and my baby. They bought us food and clothing, they did everything for us” (Willan, 2013:5).

This indicates the importance of the role of the government in maintaining quality education for all.

The following is the discussion of the National Development Plan (NDP), Vision 2039, to support holistic development of children in the country.

2.11 National Development Plan, Vision 2030

To achieve National Planning Commission’s National Development Plan (NDP), Vision 2030, focus should be made on issues including education and training. The commission was established by the President of South Africa in 2010 to deal with issues affecting South Africa’s long term-vision. A plan was adopted, namely the NDP, to address challenges faced by South Africa, outlining what the country should do to eradicate inequality and poverty, of which, education is central to the long-term development. Chapter 9 of the NDP states that the government needs to make sure that children, including pregnant teenagers, access high quality education which requires a range of development services and programmes to support the holistic development of children (RSA, 2011:264).

In response to the NDP, Vision 2030, a range of stakeholders were developed and launched including the Education Collaboration Framework (ECF) and the National Education Collaboration Trust in 2012 and 2013 respectively. As part of government’s key strategic priority these intended to advance the quality of education in South Africa.

In the main, the NDP, Vision 2030, proposes improvements in learner retention as the key strategic focus area over the next 18 years. Furthermore, Mr Jacob Zuma, the former President of South Africa, in his State of the Nations Address (SONA) 2014, reiterated that education remains South Africa's critical priority in order to advance sustainable development. It is for this reason that the country has opted to focus on the Medium Term Strategic Framework (MTSF), which is discussed below.

2.12 The Medium Term Strategic Framework (MTSF, 2009-2014)

The Medium Term Strategic Framework (MTSF, 2009-2014) is a declaration identifying the development challenges that face our country. It draws the strategy for improvement of South African's conditions of life (RSA, 2009:1). The priority areas of the MTSF are *inter alia*, (RSA, 2009:2):

- Accessibility to quality education;
- Improving health care facilities; and
- Developing states with improved public services.

The strategy of the MTSF to achieve better health outcomes includes reducing unwanted pregnancies, with a special focus on teenage pregnancies.

2.13 Chapter Summary

This chapter has examined literature on teenage pregnancy. It looked at various legislations on teenage pregnancy in South Africa. It has determined the link between teenage pregnancy, performance of teenagers who are pregnant in schools, and performance of educators in relation to teaching. Causes and effects of teenage pregnancy are also highlighted. It has also examined the attitudes and perceptions of teenage mothers and educators on teenage pregnancy. Literature proves the fact that there is a cause for concern with regards to the perceptions of educators on teenage pregnancy. Findings in literature indicate that the government has to introduce and implement programs that will empower educators on how to deal with teenagers who become pregnant at schools. Findings in literature also recommend the inclusion of sexual education in the curriculum of schools to reduce the rate of teenage pregnancy as a result of the lack of knowledge on sexual behaviours and the consequences thereof. The next chapter will provide details of the theoretical framework underpinning the study.

CHAPTER 3

THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

3.1 Introduction

This chapter provides the theoretical frameworks underpinning the underlying study. This study explored the relationship between attitudes and behaviour of teachers in relation to teenage pregnancy. Thus, this study adopted the theory of planned behaviour, which is presented in this chapter and clearly justified.

3.2. Theoretical Framework

Theoretical framework is a collection of interrelated ideas that provides guidance to a research project. It guides the study by determining what a researcher will evaluate, and the numerical relationships to look for. According to Eisenhart (1991:205), cited in Grant and Osanloo (2014:13), theoretical framework is defined as “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationship”. It assists the person who reads it to recognize the perspectives of the study. The following is the description of attitudes as an important phenomenon for this study.

3.3 The Components of Attitudes

Attitudes are personal opinions that determine whether a specific behaviour is good or bad, positive or negative. They are means of thinking, shaping how we convey with the world. They are generally negative or positive although they can also be uncertain at times. As such, this chapter will explore planned behaviour theory. Attitudes comprise of three components as illustrated by model of attitudes (ABC). According to McLeod (1999:1), ‘A’ stands for ‘Affective’, ‘B’ stands for ‘Behavioural’ and ‘C’ stands for ‘Cognitive’. The author refers to the affective component as an expressive reaction that one has towards an object. One example of this is to say; “I hate pregnant learners”. This component is used to articulate and corroborate moral beliefs and value systems. This study aims at examining the perceptions of educators towards teenage pregnancy. Affective component influences attitudes in a number of ways. The affective component relates to this study as it seeks to divulge the educator’s emotions about teenage pregnancy in schools.

Behavioural component is the conduct of a person whilst he is exposed to an object. For instance, when one says; “I will avoid snakes and scream when I see them”. In that sense, attitude is determined by behaviour, hence behaviourally based attitude. The behaviour of pregnant learners results in undesirable consequences such as school dropouts. The extent of this might be the consequence of their attitude towards being pregnant (Chireshe & Malahlela, 2013:139).

The cognitive component consists of thoughts, knowledge, beliefs and ideas of a person about an object, like when one says; “I believe snakes are dangerous”. Sometimes attitudes might be based on negative and positive attributes associated with an object. The ABC framework is central to the theory adopted for this study as it will furnish a better understanding of the educator’s feelings, views, and thoughts regarding the impacts of teenage pregnancy in schools.

3.3.1 The function of Attitudes

Attitudes assist people to mediate between their own inner needs. According to Katz (1960:163), the four functional areas of attitudes are (1) knowledge, (2) value-expressive, (3) the ego defensive and (4) the utilitarian/ adaptive. Each of it is described below;

- **Knowledge:** assists in organizing and interpretation of new information.
- **Value-expressive:** is used to articulate beliefs or central values.
- **Ego-defensive:** helps people to protect their self-esteem.
- **Utilitarian/ adaptive:** offers us a general approach.

It is, therefore, important to understand the educators’ values in terms of teenage pregnancy. Educators can be willing to assist pregnant learners with their schoolwork without disturbing the general learning of other learners. Training educators on time management to support the affected learners can achieve this. Similarly, pregnant learners should in turn, learn to manage their time so that they cope with double responsibilities of being mothers and school learners. Teenage pregnancy can be frustrating to both learners and educators. Lack of experience in motherhood and dual responsibilities can lead to frustration. The behaviour of pregnant learners can also frustrate educators, thus impacting on their performance standards.

3.4 Educator's Attitudes on Teenage Pregnancy

Pregnancy in schools is seen as a public concern and affects most communities in the country. Research undertaken by Mpanza and Nzima (2010:431) sought to examine the attitudes of educators on teenage pregnancy. As a reaction to KZN circular number 116 of 2000, which protects the rights of pregnant learners, their research discovered that educators are positive about teenage pregnancy and compassionate towards pregnant teenagers. However, educators indicated reservations about the skills they possess as to how to help pregnant teenagers in emergency cases like delivery in classroom.

Likewise, Matlala, Nolte and Temane (2014:9) in their study on educators 'experiences of teaching pregnant learners, revealed that there was no formal procedure to inform teachers about pregnant learners in the schools. In cases where teachers are keen to support pregnant learners to meet their healthiness needs, they lack skills and are fearful of making mistakes. One teacher commented that:

“If ever I try to help the child and she loses the baby, then I will be in a situation where I will be held accountable for the child's death. So even though we work with them, we have fear that if something happens we will be held accountable for what happens.”

However, pregnant learners feel that educators are not willing to assist them; they feel they are discriminated against other learners. This leads to the importance of the discussion of discrimination in this context.

3.5 Discrimination

Discrimination is defined as the unfair or detrimental treatment of people on the grounds of race, gender, age, or sex. Likewise, Bodenhausen and Richeson (2010), cited in Baumeister (2010:343), had defined discrimination as the differential treatment of individuals based on their membership in a particular group. Furthermore, according to Fiske (2010:1), discrimination is the defiance of equal rights based on prejudices and stereotypes. Related to this study, discrimination can be seen as the unjust treatment of pregnant learners in schools. There are instances where pregnant learner is marginalised or forced to leave school for being pregnant.

The perceptions of educators towards teenage pregnancy will determine their behaviour and attitude towards pregnant teenagers in schools. They can be discriminated in one way or another. A study by Rule (2004:5) revealed that discrimination in schools results in disallowing pregnant learners to participate in activities where other learners are allowed to participate.

According to Grant and Hallman (2008:375), discriminating practices by educators can be viewed as follows:

- Forbidding pregnant learners to attend school or school excursions.
- Refusing pregnant girls from attending school functions.
- Exclusion from school activities.
- Not allowing pregnant schoolgirls to have the opportunity to catch up lost schoolwork, because it was missed when they were absent to visit the clinic or doctor.
- Late-coming or absence by a pregnant girl is often blown out of proportion and thus exaggerated by educators.

Similarly, pregnant schoolgirls are also discriminated by their peers and at school, (Bezuidenhout, 2004:27). Their peers call them by humiliating names and exclude them from group activities. Discrimination against pregnant schoolgirls is also evident in instances where learners (Beesham, 2000:52):

- Refuse to share a toilet with a pregnant school girl; fearing that they be contracting sexually transmitted infections.
- Avoid sharing a desk with pregnant girls.
- Ignoring pregnant girls, thinking they will be seen as learners with low morals
- Mocking pregnant girls.

According to Ajzen (1991:206), the planned behaviour theory draws thoughts and perceived behavioural power to the fundamental basis of beliefs on the behaviour. This leads to the importance of understanding the relationship between attitudes and behaviour. In this regard, attitudes can predict behaviour hence the study adopted the theory of planned behaviour.

3.6 Theory of Planned Behaviour

This research draws particularly on theory of planned behaviour (TPB). The TPB links beliefs and behaviour. It was predicted by Icek Ajzen in 1985 through his piece of writing “From

intentions to actions”. It was developed from reasoned action theory which was proposed by Martin Fishbein and Ajzen in 1975. They aimed at improving the prognostic power of the theory by incorporating behavioural control. Central to the TPB is the intention to execute certain behaviour. A study by Ajzen, (1991:181) revealed that human actions in TPB are led by three considerations, namely:

- **Control belief:** These are about issues that delay routine of the behaviour.
- **Behavioural beliefs:** beliefs which are likely to be results of the behaviour.
- **Normative beliefs:** beliefs that are based on norms.

These ideas respectively lead to certain behaviours. Control beliefs produce perceived behavioural control. For this particular study, the TPB will explain how educators perceive teenage pregnancy in schools. The TPB is commonly adopted to predict behavioural intention and the actual behaviour. The TPB incorporates three main constructs including:

- Attitudes;
- Subjective norms; and
- Perceived behavioural control.

These constructs have an impact on behaviour which is measured as the strongest forecaster of behaviour (Hackman & Knowlden, 2014:105). The TPB assumes that behaviour can be deliberative and planned. Moreover, it asserts that people act according to their intentions and perceptions.

A study by Araban, Karimy, Montazeri and Zareban (2015:1) intended to appraise the effectiveness of the extended TPB on the behaviour of Iranian medical students. Findings revealed that the TPB is useful to predict the behaviours of students. Related to the study, this theory contends that the perceptions of educators on teenage pregnancy in the UMkhanyakude District should be studied. The researcher assumes that the perceptions of educators on teenage pregnancy can influence the behaviour and performance standards of educators which have an impact on the education of the society. Hence, it is pivotal to understand the behaviour of educators who have to deal with pregnant teenagers in schools. The TPB is deemed appropriate for the critical nature of this study as it directs the objectives of the study which is examining educator’s perceptions towards teenage pregnancy and exploring their attitudes towards pregnant learners. This indicates that attitude can influence intention, which then leads to a

behaviour. In relation to the study, the attitudes of educators towards teenage pregnancy can influence their behaviour towards pregnant learners. Moreover, educators' attitudes can impact on the behaviour of affected learners. Furthermore, findings of this study could be used to suggest possible intervention strategies to enhance educational programmes on teenage pregnancy. The following diagram represents the relationship between attitude and behaviour.

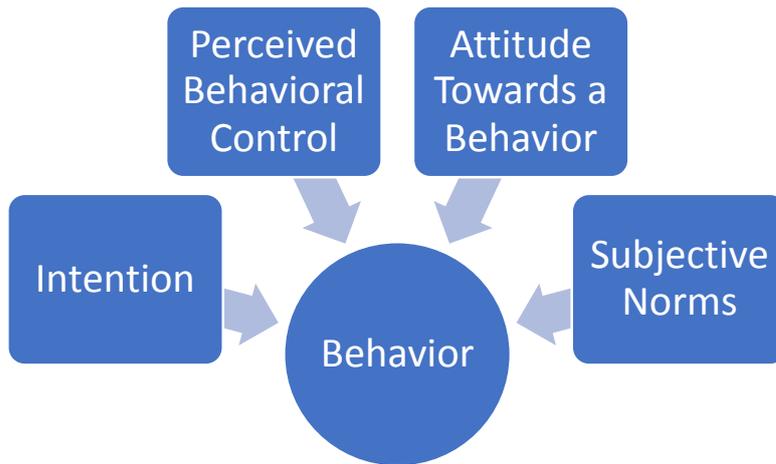


Figure 2.1: Theory of planned behaviour

Source: Fishbein and Ajzen (1975)

Figure 2.1 indicates that attitude can influence intentions, which then leads to a behaviour. The theory of planned behaviour states that attitude toward behaviour, subjective norms, perceived behavioural control and intentions, together shape behaviours. In relation to the study, the attitudes of educators towards teenage pregnancy can influence their behaviour towards pregnant learners. Moreover, educators' attitudes can impact on the behaviour of affected learners.

3.7 Chapter summary

The chapter presented and discussed the theory of planned behaviour which was deemed appropriate for this study because of its nature. It dealt with the theory which bestows important theoretical framework for human social behaviour. The current research includes the attitudes of educators on teenage pregnancy which leads to a certain behaviour. It has also

discussed the relationship between attitudes and behaviour. The following chapter will present the research design and methods adopted in this study.

CHAPTER 4

RESEARCH DESIGN AND METHODS

4.1. Introduction

This chapter provides a discussion of the research methodology that will be adopted by the study. In more detail, the researcher outlines three universal research designs including qualitative, quantitative, and mixed methods. This chapter will also discuss the different methods of qualitative research design; case study, ethnography, grounded theory, phenomenological study, and narrative research. Philosophical worldviews were also outlined in this chapter. Moreover, data collection methods, modes of data analysis and ethical considerations are dealt with. Emphasis was placed on the research methodology that was adopted to conduct the study.

4.2. What is Research and Research Methodology?

According to Leedy and Ormrod (2001:10), research is the method of gathering, analyzing, and working out data, for the purpose of understanding a phenomenon being investigated. Designing a research is how data is collected and analysed to merge relevance to the research (Kothari, 2004:31). Similarly, Creswell (2009:3) defines research design as a strategy and the process of collecting and analysing data.

On the other hand, research methodology is defined as the method or technique that is used to collect and analyse data in a research. Research methodology is defined as a science of studying how to carry out research (Chinnathambi, Philominathan & Rajasekar, 2013:5). This study aimed to explore the perceptions of educators on teenage pregnancy on selected schools in the UMkhanyakude District in KZN. Research methods can be classified in three ways, quantitative, qualitative, and mixed method. The following section provides a brief description of the three research designs.

4.3 Research Designs

According to Creswell (2009:3), there are three types of research design. They are quantitative, qualitative, and mixed methods, which will be described below.

4.3.1 Quantitative Research Approach

Creswell (2009:4) defines quantitative research as a plan for testing objective theories by exploring the relationship among variables. According to Babbie (2010:1), quantitative methods emphasize objective measurements and numerical analysis of data collected. It focuses on gathering numerical data and generalizing it across groups of people. Its data collection method is more structured than the one used in the qualitative research approach. It includes different forms of surveys, face-face interviews, and systematic observations. Furthermore, Creswell (2003:18), as quoted by Williams (2007:66), declares that quantitative research utilizes an approach of inquiry and collect numerical data.

Similarly, according to Leedy and Ormrod (2001:1), cited in Williams (2007:66), quantitative research is classified into, descriptive, experimental, and causal comparative. Descriptive research design is a method that involves describing and observing the behaviour of a subject without having an influence in it. Case study, survey, and observation are examples of descriptive research design.

Experimental research is where the researcher manipulates one variable and randomizes the rest. The three types of experimental research include pre-experimental designs, true experimental designs, and quasi-experimental designs.

Causal comparative design is a research design that seeks to find relationships between independent and dependent variables.

The next section focuses on mixed method research.

4.3.2 Mixed Methods Approach

Mixed methods research incorporates both quantitative and qualitative research approaches in a single research study (Williams, 2007:70). Researcher collects and analyzes numerical data which is traditional to quantitative research and narrative data which is traditional to qualitative research. This leads to triangulation, which is a means for seeking convergence and divergence across both research methods. An imperative advantage of mixed method studies is that the results show numerical and narrative data (Schumacher & McMillan, 2010:25).

4.3.3 Qualitative Research Approach

Qualitative research is one of the common approaches that are used by researchers. It aims at recognizing various features of social life. Creswell (2009:4) explains the qualitative approach as “an unfolding model that occurs in a natural setting that enables the researcher to develop a level of details from high involvement in the actual experiences”. It is more concerned with comprehension than explanation. It also deals with observation which is naturalistic rather than unnatural measurement (De Vos, Delport, Fouche & Strydom, 2011:308). There are five strategies to carry out qualitative research.

4.4 Research Strategies

According to Creswell (2009:12), research strategy is an overall plan for conducting a research study. These include ethnography, grounded theory, case studies, phenomenological study, and narrative research. These five strategies, as discussed below, are built upon inductive reasoning rather than deductive reasoning.

4.4.1 Ethnography

Ethnography is the study of people in their own environment using methods such as face-to-face interviews and observations. Creswell (2009:13) describes ethnography as an approach where the researcher observes an integral cultural group in a natural setting over time. This is done by observing and interviewing to collect data. Similarly, Meyers (1997:8) maintains that ethnography comes from the discipline of social and cultural anthropology. Ethnography includes justification, description, and methods of the study (Williams, 2007:68). The focus of investigation is identifying cultural norms, beliefs, and social structures.

4.4.2 Case Study

Case study is an approach of inquiry where the researcher explores events, programs, processes, or individuals (Creswell, 2009:13). On the other hand, Yin (2003:9) defines case study as an inquiry which investigates a phenomenon in its real-life context. Data collected includes interviews and audio-visual materials (Leedy & Ormrod, 2015:272).

4.4.3 Grounded Theory

Grounded theory is where researchers persuade the process of collecting and analyzing data which is otherwise called the comparative method (Williams, 2007:69). Furthermore, Creswell

(2009:13) delineates it as an inquest where a general action is derived by the researcher, or interaction grounded in the observations of participants. Leedy and Ormrod (2001:156) further clarify the purpose of a grounded theory research, which is to embark on data which is then used to develop a theory. De Vos *et al.* (2011:305), citing Strauss and Corbin (1998), lists nine reasons of using the literature in grounded theory:

- To compare data collected;
- To improve sensitivity to delicate nuances in data;
- To give precise descriptions of realism;
- To serve as an orientation to the field;
- To provide secondary source of data;
- To formulate questions for early interviews and observations;
- To stimulate questions during analysis;
- To suggest areas for theoretical sampling; and
- To confirm findings.

The use of literature in grounded theory guides the development of the research question and research methods used. In qualitative research, literature review is undertaken prior to the study.

4.4.4 Phenomenological Study

Phenomenological study attempts to understand the perceptions of people and perspectives relative to a particular situation (Leedy & Ormrod, 2015:273). According to De Vos *et al.* (2011:316), the phenomenological approach expresses the ideas and structures of experiences that provide sense to it. It is where the researcher separates his experiences from the participants' ones, to understand those of the participants in the study.

4.4.5 Narrative Research

Narrative research is where the researcher studies the lives of individuals, asking one or more people to provide stories about their lives (Creswell, 2009:13). The information is then reiterated into a narrative chronology. De Vos *et al.* (2011:313), cited in Creswell (2009:55), outlines the process of conducting narrative research as follows:

- Gathering stories from multiple sources.
- Gathering information about the background of the stories.

- Analysing the narrative with the aim to ‘restory’.
- Negotiating and incorporating the relationship between the researcher and the researched.

To satisfy the objectives of the study, the qualitative research approach was adopted. The qualitative research method was appropriate for this study mainly because it allowed for the exploration of educator’s perceptions on teenage pregnancy in schools. To answer research questions and to achieve the objectives of the study, case study as a research strategy was employed from which data was collected. Using the case study strategy, the study investigated the perceptions of educators on teenage pregnancy. The study was concerned with qualitative phenomenon involving quality rather than quantity. Chinnathambi, Philominathan and Rajasekar (2013:9) outline some characteristics of qualitative research as:

- Descriptive;
- Exploratory; and
- Investigates the why and how of decision-making.

Qualitative researchers have face-face interaction over time. They collect data through examining documents, interviewing participants, and observing behaviour.

4.5 Philosophical Worldviews

Worldviews are defined as beliefs and prejudices that are brought to a situation before original data emerges (Guba, 1990:17). Worldviews are a daily description of the world that shapes and guides our lives and help us to understand and explore the world around us. On the other hand, a philosophy is a collection of views and theories of a particular philosopher about a study or an aspect of it. According to Creswell (2009:5), there are four types of worldviews as discussed below; postpositivism, advocacy/ participatory, constructivism, and pragmatism. These worldviews are briefly discussed next.

4.5.1 Postpositivist worldview

Postpositivist worldviews hold a philosophy where outcomes are determined by causes. This implies that problems studied by postpositivists reveal the need for identification and assessment of the causes that influence outcomes (Creswell, 2009:7). It is usually used in

quantitative designs than in qualitative designs. It embodies principles of quantitative design and studies the behaviour of individuals.

4.5.2 Advocacy/ Participatory worldview

Advocacy worldview believes that the research must be tangled with political opinions. In other words, researchers schedule for modification that will transform participants' lives. It is mostly used in qualitative research. However, it can be a foundation in quantitative research designs as well.

4.5.3 Constructivist worldview

Constructivist worldview believes that individuals need to understand the world in which they live and work. It is typically seen as an approach to qualitative research. The objective of constructivists is to rely on the participant's views of the situation being studied (Creswell, 2009:8). It relies on multiple participants meaning.

4.5.4 Pragmatic worldview

Pragmatic worldview emanates from actions, circumstances, and consequences (Creswell, 2009:10). It gives solutions to a problem. Mixed methods approach dominates in this worldview because of the use of both qualitative and quantitative research designs.

This study employed advocacy/ participatory worldview as it sought to address specific social issues. In this regard, teenage pregnancy was the main issues being investigated in this study. Furthermore, advocacy/ participatory worldview is mostly associated with qualitative research, hence this study adopted a qualitative research design. Advocacy worldview provides a voice for the participants, bringing agenda for change to improve their lives. Likewise, this study aimed at evaluating measures to prevent teenage pregnancy in schools and furnish recommendations based on the research findings regarding the perceptions of educators and suggests possible intervention strategies to enhance educational programmes on teenage pregnancy.

4.6 Data Collection methods

Various data collection methods can be used. These include, for instance, open-ended narrative, checklists, field guides, and interviews. This research considered interviews as its data

collection method. Qualitative research uses interviews as the main method of collecting data. The information is gathered by means of direct interchange with an individual or a group of participants (DePoy & Gilson, 2008:108). The quality of information that is exchanged from the interview depends on the intelligence and creativity of the interviewer in understanding and collecting information (De Vos *et al.* 2011:342).

4.6.1 Interviews

Face-to-face interviews were conducted in this study. Interviews were the main data collection methods for this study. Each interview took approximately 30-60 minutes. An interview schedule, attached as Annexure C, was used to administer face-to-face interviews. Interviews were conducted by the principal researcher.

In-depth interviews were conducted with educators from the respective schools. Interviews were conducted in a quiet place avoiding disturbances. Interviewees were asked to share their individual stories and comments on the topic of the study. To ensure the reliability of the information, interview data were tape recorded and transcribed. After getting permission from the participants, the researcher recorded interviews on tape. According to Harre, Smith and Van Langenhoven (1995:359), the use of a tape recorder allows a fuller record of data than notes taken during an interview. It also allows the researcher an opportunity to focus on how the interview is proceeding and where to go next. Table 4-1 represents date, time, respondent's codes, and the locations of the interviews.

Table 4-1: Interview locations, dates, duration, and respondent's codes

Respondent code	Location	Date	Duration
PMUMK01	Manguzi Education Centre	17 October 2017	32 minutes
MWUMK02	Manguzi Education Centre	17 October 2017	35 minutes
EFUMK03	Umhlabuyalingana Local School	18 October 2017	30 minutes
MBUMK04	Umhlabuyalingana Local School	18 October 2017	35 minutes
NMUMK05	Umhlabuyalingana Local School	20 October 2017	35 minutes
MLUMK06	Umhlabuyalingana Local School	20 October 2017	32 minutes
MMUMK07	Umhlabuyalingana Local School	23 October 2017	35 minutes
NPUMK08	Umhlabuyalingana Local School	23 October 2017	34 minutes
PJUMK09	Umhlabuyalingana Local School	24 October 2017	30 minutes
NTUMK10	Umhlabuyalingana Local School	24 October 2017	35 minutes
ZHUMK11	Umhlabuyalingana Local School	24 October 2017	30 minutes
SMUMK12	Umhlabuyalingana Local School	25 October 2017	34 minutes
MIUMK13	Umhlabuyalingana Local School	25 October 2017	32 minutes
ELUMK14	Umhlabuyalingana Local School	26 October 2017	30 minutes
SLUMK15	Umhlabuyalingana Local School	26 October 2017	35 minutes

The interview questions, as presented in chapter one are provided as Annexure C. To ensure that research ethics are taken into consideration, the purpose of the interview was explained to the participants and the consent form was signed by study participants. The duration of the interview was 30-60 minutes. The researcher also ensured that time was tracked.

4.6.2 Documentary Evidence

Documentary evidence is any evidence that is kept in documents, records, or archives (Noaks & Wincup, 2004:106). Serving as documentary evidence, chapter five, Table 5-2, outlines the Department of Basic Education (DBE) government gazette (2018), on the Prevention and Management of Learner Pregnancy in schools.

4.7 Sampling Process

A sample depicts a small group of “rich informants” that will allow the study to realize an observable fact (Schumacher & McMillan, 2006:309, cited in Dei, 2014:57). The most common sampling methods used in a qualitative research include probability or random sampling and non-probability sampling.

Probability sampling method utilizes some form of random selection and determines the population segment that will go into a sample (Bless and Higson-Smith, 1995:88). On the other hand, on-probability sampling is where samples are gathered based on the subjective judgement of the researcher.

In order to have an in-depth understanding of the perceptions of educators on teenage pregnancy, the study adopted probability sampling. The probability sampling method provided an opportunity to analyse and describe the perspectives and views of the study participants. In this study, views of educators on teenage pregnancy were explored. The benefit of probability sampling methods is that they guarantee that the sample chosen is representative of the population. There are various types of probability sampling and they include; simple random sampling, stratified random sampling, cluster random sampling and systematic sampling. The study adopted cluster random sampling as it analyzes a particular population in which sample consists of more than a few elements. With cluster sampling, the researcher divides the population into separate groups called clusters. In schools there are many teachers but they teach different subjects. The study sampled Life Orientation educators.

4.7.1 Target Population

Sitienei (2009:42) defines target population of the study as a large pool of elements, such as people or animals. The target population for this study comprised of a group of people who are high school educators within UMkhanyakude district.

4.7.2 Sample Size

The study interviewed 15 high school educators. Fifteen educators with high rates of teenage pregnancy in their schools were selected to participate in the study. This was determined by the statistics of pregnant learners in a school, which is 10 per 100 girls aged 15-19 years. Letters outlining the study were sent to the identified participants inviting them to participate in the study. Both male and female educators who are teaching LO, between the ages of 30-50, and who reside around the UMkhanyakude District formed part of the sampled participants.

4.8. Data Quality Control

Data quality control refers to the attempts and measures that are put in place by the researcher to ensure that data collected is accurate and of quality. According to McKnight and William (2010:3), data quality is a set of measures that explain a situation where data collected exhibit some levels of defects that are tolerable or intolerable. To ensure quality data, validity and reliability, this study employed credibility and transferability elements. This was done through utilisation of proper data collection strategies and systemic data reduction processes. Furthermore, the study interrogated the convergence and/or divergence of the emerging

themes, literature, and qualitative data that was collected from the participants to ensure consistency. As it has been stated before, a process of triangulation was followed to realize authenticity and trustworthiness.

4.9 Data Analysis

Data analysis makes sense of interpreting and theorizing data (De Vos *et al.* 2011:397). They further maintain that, analysis of data is a process of reasoning and theorising to make conclusions from empirical data (2011:399). Thematic data analysis was deemed appropriate method to analyse collected data. Data was transcribed first using interview transcripts. A transcription is always biased because it is an insufficient record of non-verbal record aspects of communication (Mason, 2002:77). This indicates that there are verbal utterances with no written translations.

4.9.1 Stages of Interview Data Analysis

Following is the description of the stages of the interview data analysis.

4.9.1.1 Transcription

Transcription is a process of providing written information out of spoken words. According to Lapadat and Lindsay (1999:64), transcription is a fundamental process of qualitative data analysis that is widely used in a number of disciplines. Transcription was conducted through listening to the audio recording of the interviews and writing out the verbal content.

4.9.1.2 Stages of Coding Data

According to Creswell (2009:185-190), there are various steps to be followed in the analysis of qualitative data. This includes coding of data. Coding is a process where data is categorized in order to facilitate analysis (Creswell, 2009:186). The identified themes and sub-themes will serve as a foundation for the developing of a theoretical model (Thomas & Hodges, 2010:245). This was followed by a discussion of themes. Finally, interpretation of data was conducted.

4.10 Matrix Analysis

Chapter five, Section 5.5 presents the main themes and subthemes that emerged from the study. These themes and sub-themes were discovered from the individual interviews of educators that participated in the study. Matrices were developed from the themes and sub-themes and these

are discussed in the next chapter. The next section is a discussion of ethical consideration in a research.

4.11 Ethical Consideration

It is very important to remember that human beings serve as participants in the research. They need to be treated in a manner that maintains their dignity as human beings. The principles of ethical research should be taken into consideration. Salkind (2014:149-153) mentions the basic principles of ethical research, which are considered in this study:

- Protection from harm;
- Maintenance of anonymity;
- Coercion;
- Informed Consent to be read and signed by each participant;
- Confidentiality; and
- Debriefing about the general intent and results of the study.

The Ethics Committee (EC) of the University of KwaZulu-Natal (UKZN) was contacted for ethical clearance application purposes prior to the data collection process. Ethical clearance is attached as Annexure D. The gatekeeper's letter attached as Annexure A was obtained from the principal participating institution and subsequently ethical approval was obtained from UKZN. The informed consent form for participants is attached as Annexure B.

4.12 Limitation of the Study

Limitations of the study are those characteristics of research design or methodology that influenced the interpretation of the findings from the research (James & Judy, 2004:66). They are constraints or the results of unanticipated challenges that emerged during the study. There were some limitations that delayed the data collection process for this study. Interviewing educators during quarterly examinations time forced educators to reschedule their appointments because they were invigilating. Furthermore, some educators had no transport to take them home after school hours as per our appointment. This was caused by the fact they are sharing transport with other educators. Moreover, the study focused a few selected schools in one particular district, which was a significant limitation of the study. The results of the study reflect the extent of the crisis with other districts in KZN and the whole of South Africa. This was due to financial constraints. However, these limitations were overcome by allowing

them to reschedule their appointments, organising transport to take them home after the interviews, and providing enough of a budget to cover most districts.

4.13 Chapter Summary

The chapter presented the research design and methods adopted for this study. The three types of research approaches were outlined. Philosophical worldviews and strategies of inquiry related to worldviews were presented in the chapter. Sample methods, data collection methods, data analysis, and research ethics were also outlined. The next chapter will outline data analysis and interpretation of the study results.

CHAPTER 5
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1 Introduction

This chapter presents the overall research data and analysis. The purpose of this study was to examine the educator’s perceptions on teenage pregnancy in schools. Moreover, the study sought to determine whether educators’ perceptions towards teenage pregnancy have a direct impact on their behaviour performance standards.

5.2 Recapitulation of research questions and research objectives

Table 5-1 presents the recapitulation of the research questions and research objectives.

Table 5-1: Alignment of research questions and research objectives

Research questions	Research objectives
1. How do educators perceive teenage pregnancy in schools around the UMkhanyakude District?	1. To examine educators’ perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.
2. To what extent is educators’ perceptions on teenage pregnancy having an impact on their behaviour performance standards and subjective norms?	2. To determine whether educators’ perceptions towards teenage pregnancy has a direct impact on their behaviour performance standards and subjective norms.
3. What are factors contributing to teenage pregnancy in schools around the UMkhanyakude District?	3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.
4. What educational policy measures and strategies are in place to enable teachers cope with teenage pregnancies in schools?	4. To evaluate measures and strategies in place to prevent teenage pregnancy in schools around UMkhanyakude District and to enable teachers to cope with teenage pregnancies.
5. What future strategic interventions can be adopted to enhance educational programmes on teenage pregnancy?	5. To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy.

Source: Fieldwork enquiry (2017)

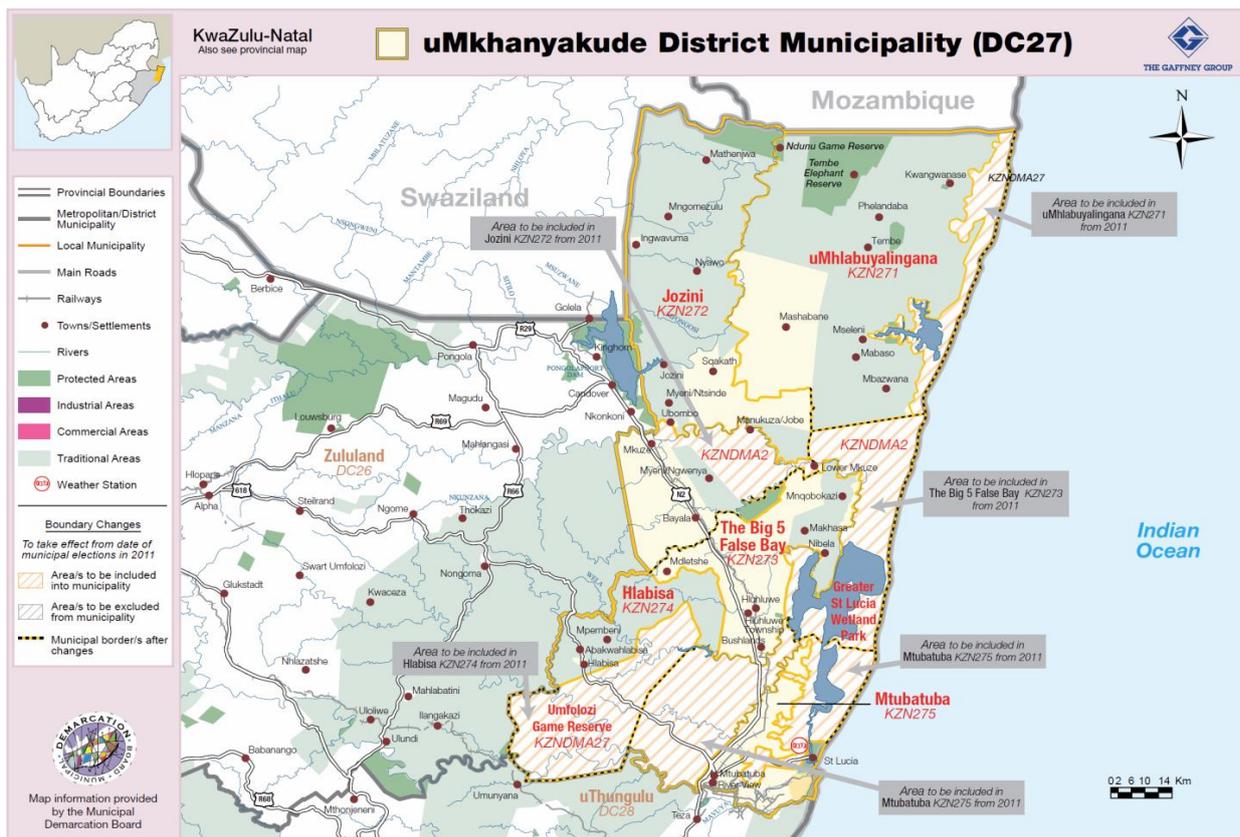
Table 5-1 also demonstrates the alignment of research questions and research objectives of this study. The next section presents the context from which the study was conducted.

5.3 Case Context of UMkhanyakude Education District

The UMkhanyakude Education District is one of the twelve education districts in KZN province, DoE. Its offices are situated at Mkuze, north of KZN. The vision of the DoE is to provide quality education and skills for the citizens. Its mission is to maintain equity and quality education to the people of the province of KZN. The Departments undertakes to honour values such as honesty, empathy, caring, excellence, fairness, integrity, professionalism, and teamwork.

The UMkhanyakude education district falls under the UMkhanyakude District Municipality and the Jozini Local Municipality. Map 5-1 depicts the map of the UMkhanyakude District Municipality and Jozini Local Municipality.

Map 5-1: Map of UMkhanyakude District Municipality and Jozini Local Municipality



Source: UMkhanyakude District Municipality profile-(2015:1)

The UMkhanyakude District Municipality is a largely rural area in the northern part of KZN. Its head office is located in Mkuze. UMkhanyakude was named after the famous yellow-barked

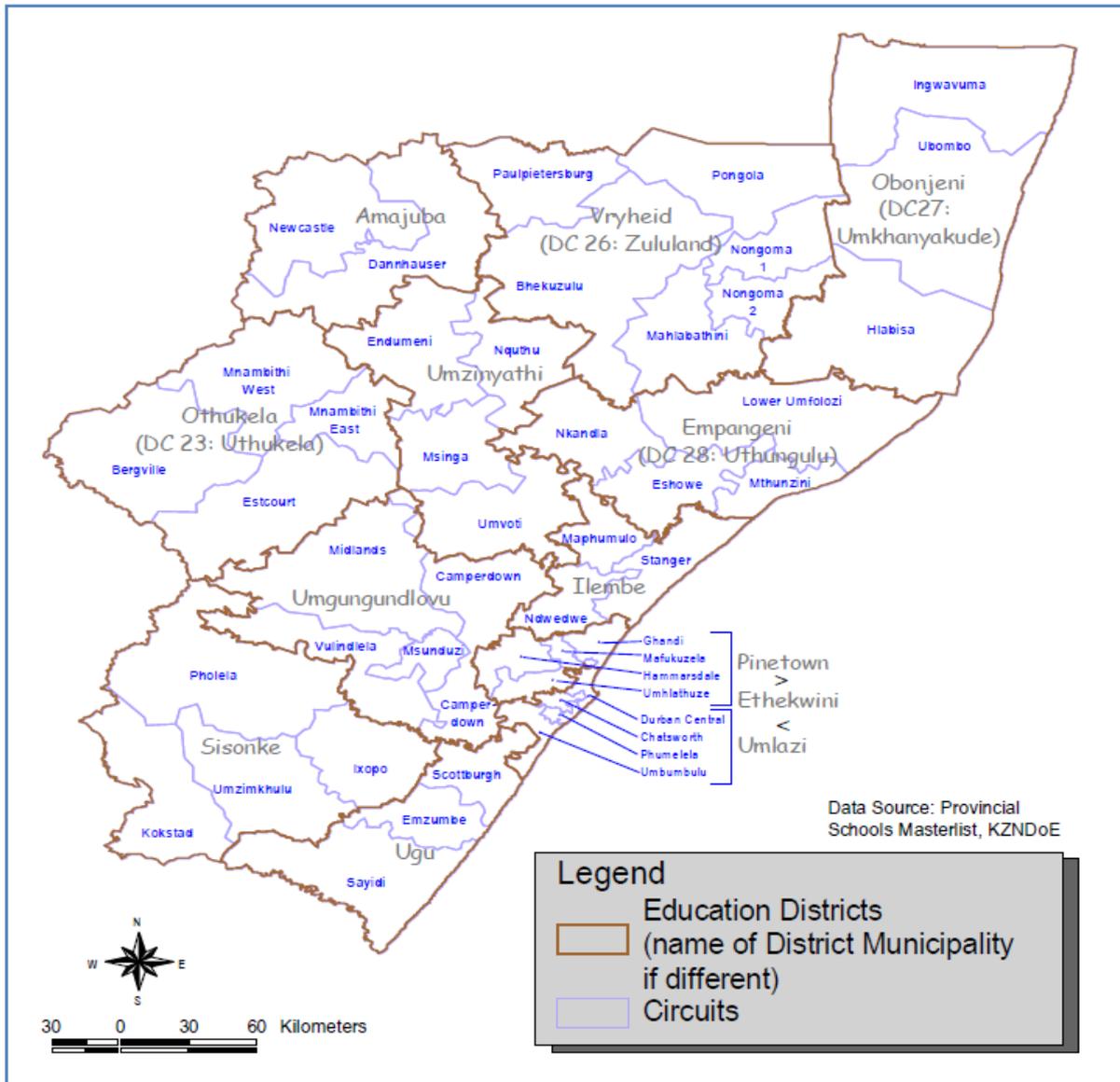
fever tree, which literally means ‘seen from afar’. It extends from UMfolozi River up to Swaziland and the Mozambique borders. It contains many areas of outstanding natural beauty like St Lucia Wetland Park, Sodwana Bay, and Kosi Bay. Although poverty and unemployment are at an alarming rate, which is 42.8% in the district, tourism is the leading industry with significant and unique eco-tourism locations at Isimangaliso Wetland Park and Hluhluwe-Imfolozi Park (DGDP, 2017:20).

The district consists of five local municipalities, which include the Jozini Local Municipality, The Big 5 False Bay Local Municipality, Mtubatuba Local Municipality, Hlabisa Local Municipality and UMhlabuyalingana Local Municipality. This study is based on educators in the UMhlabuyalingana Local Municipality, which is classified as one of the four most vulnerable local municipalities in the district.

UMkhanyakude District Municipality consists of four Circuit Management Clusters (CMCs), which include Ubombo, Ingwavuma, Hlabisa and Umhlabuyalingana, and 17 circuits, which include Mkuze, Tshongwe, Ezibayeni, Kosi Bay, KwaNgwanase, Mseleni, Manguzi, Mbazwana, Lebombo, Manyiseni, Sambane, Mbabane, Big 5, Mtubatuba, Shikishela, Mpembeni and Jozini. Circuit managers manage these circuits.

Map 5-2 depicts all education districts in Northern KZN.

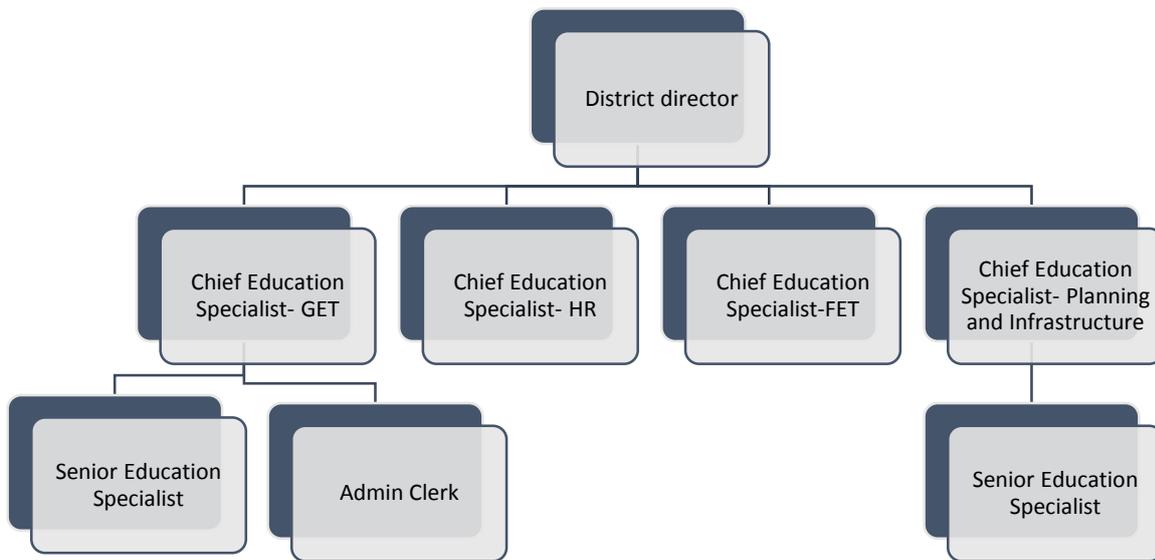
Map 5-2: Map of Education Districts in Northern KwaZulu-Natal



Source: KwaZulu-Natal Department of Education Operational Plan 2011-2012

The purpose of education districts is to provide a link between the provincial department of education and the schools. Education districts usually receive authority from the province, and carry out key functions. The following is the Organogram of UMkhanyakude Education District.

Figure 5-1: UMkhanyakude Education District DOE organogram



Source: UMkhanyakude District (DoE), (2017)

Educators spend most time with learners and play various roles in the lives of learners. Other than being specialists in a particular subjects, they are also professionals who play community, citizenship, and pastoral roles. Educators of UMkhanyakude District faces many challenges including teenager pregnant whilst at school. From a few seleted schools the study, therefore, examined educators perceptions towards teenage pregnancy. To execute their work effectively, educators need to abide with certain legislative framework, which are briefly presented and discussed next.

5.4 Legislative framework

After 1994, a number of policies and legislations were promulgated with the aim of transforming the education and training system. Some of the policies are as follows:

- The Constitution of the Republic of South Africa (act 108 of 1996);
- The South African Schools Act (Act no. 84 of 1996);
- Education White Paper 6on Inclusive Education (2001)
- Public Service Act, 1994 as amended
- South African Council for Educators; and
- Employment of Educators Act No. 76 of 1998.

South Africans Schools Act No. 84 of 1996 and the Constitution of 1996 ensure that learners at school are free from any form of discrimination, hence the exclusion of pregnant girls in some schools. Employment of Educators Act No. 76 of 1998 is deemed appropriate in this study as it regulates the conditions of employment of educators, providing professional and ethical responsibilities of educators.

5.5 Documentary Evidence

Documentary evidence was utilized in this study to support the literature review and the findings of the study. Serving as documentary evidence, the following Table 5-2 outlines the Department of Basic Education (DBE) government gazette (2018) which provides details on the Prevention and Management of Learner Pregnancy in schools.

Table 5-2: Prevention and Management of Learner Pregnancy in Schools

Dates	Access to comprehensive pregnancy prevention	Prevention of learner pregnancy	Educator Development and Training
23 February 2018	Every learner in the basic education system from the end of their primary phase has the right to quality Comprehensive Sexual Education (CSE) appropriate to their age, gender and culture, in order to make informed decisions about sexual health.	Life orientation and other subjects through the provision of CSE should contain material that is interactive, learner-centred and employs skills-based pedagogies, delivering quality, age-appropriate sexual and reproductive health information including information on contraceptive.	The effective involvement of educators in the basic education system will be supported by the curriculum and pedagogy for the Initial Professional Education of Teachers (IPET) in personal, sexual, and reproductive health, decision making and learner pregnancy prevention measures.

Source: Measures for the prevention and management of learner pregnancy (2018:1)

The Annual School Survey reported that about 15 740 teenage learners fell pregnant in the 2017 academic year (29 March 2017). To alleviate teenage pregnancy in schools, the Minister of Basic Education called for written submissions in February 2018 on National Policy on the Prevention of Teenage Pregnancy in schools for public comment. The aim of the policy is to provide a supportive and positive environment for pregnant learners to access information, care, and support.

In addition, the former KZN MEC for Education, Mr E.S. Mchunu, launched the My Life My Future Campaign on the 3rd of May 2011. Subsequently, the UMkhanyakude District launched My Life My Future Campaign on the 26th of May 2011. This was the results of the scourge of social ills such as teenage pregnancy, substance abuse, and HIV and AIDS. The aim of the

campaign was to curb the spread of the above-mentioned social ills. Aligning this to the study, one of the objectives of the study is to furnish recommendations based on the research findings and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy.

The next section presents the interconnection between the research questions, research objectives, and research interview questions.

Table 5-3: Interconnection between the research questions, research objectives, and interview questions of the study

Research question	Research objective	Interview question
1. How do educators perceive teenage pregnancy in schools around the UMkhanyakude District?	1. To examine educators' perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.	1. How do you perceive teenage pregnancy at schools?
2. To what extent are educators' perceptions on teenage pregnancy having an impact on their behaviour performance standards and subjective norms?	2. To determine whether educators' perceptions towards teenage pregnancy has direct impact on their behaviour performance standards and subjective norms.	2. How does teenage pregnancy affect your behaviour performance and norms as an educator?
3. What are factors contributing to teenage pregnancy in schools around UMkhanyakude District?	3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.	3. What do you consider as the driving factors contributing to teenage pregnancy in schools?
4. What educational policy measures and strategies are in place to enable teachers cope with teenage pregnancies in schools?	4. To evaluate policy measures and strategies in place to enable teachers cope with teenage pregnancies in schools.	4. Does your school have a policy or a strategy on teenage pregnancy? If so, what are the provisions of the policy and/or strategy?
5. What future strategic interventions can be adopted to enhance educational programmes on teenage pregnancy?	5. To furnish recommendations based on the research findings regarding the perceptions of educators, and suggest possible strategic intervention to enhance educational programmes on teenage pregnancy.	5. What measures should be adopted to reduce the rate of teenage pregnancy at schools?

Source: Fieldwork enquiry (2017)

According to Cheater and Closs (1999:10), the efficacy of research depends on its quality and purpose; therefore, it is of vital importance to match research questions with appropriate research objectives and interview questions. It builds consistency in the research. Covrig and Newman (2017:70) define consistency as the logical alignment of the research title, research objectives, problem statement, and the research question.

5.6 Primary qualitative data

As noted, the introductory and research methodology chapters in this study are qualitative in nature. Therefore, data were collected using individual interviews with participants. The study aimed at examining educators' perceptions towards teenage pregnancy in selected schools around UMkhanyakude District. As such, interviews were used for qualitative data. Data collected was transcribed and, thereafter, reduced into themes and subthemes. Overall, data presentation is arranged into matrices.

The interaction between the emerging themes and subthemes with the research objectives and research questions of the study is presented in Table 5-3, followed by data analysis and discussion. The literature review presented in chapter two was interrogated to analyse data.

Table 5-4: Interaction between the emerging themes and subthemes of the study with research objectives and research questions

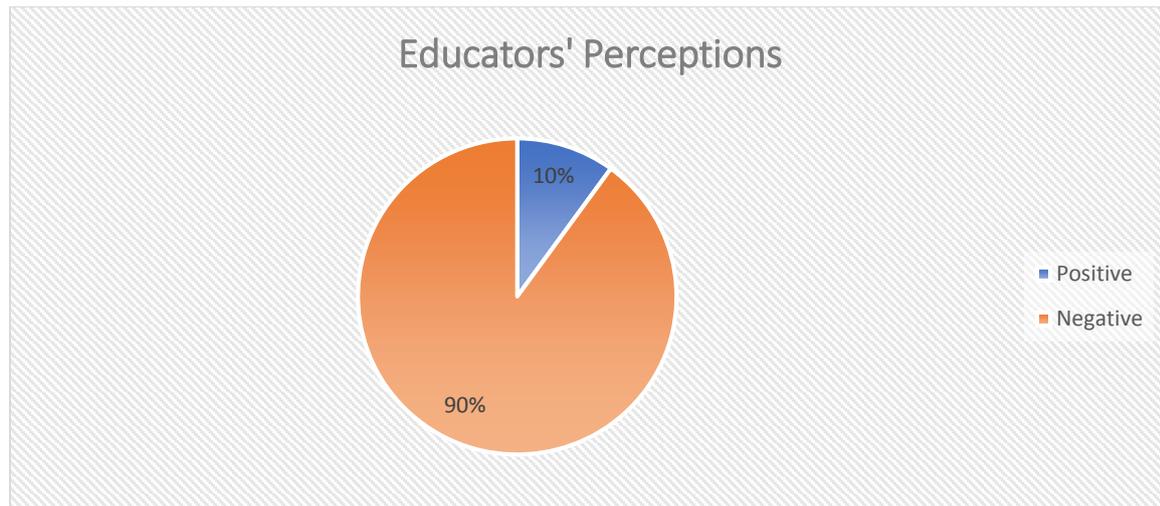
<p>Research Objective 1 1. To examine educators' perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.</p>	<p>Research Objective 2 2. To determine whether educators' perceptions towards teenage pregnancy has direct impact on their behaviour performance standards and subjective norms.</p>	<p>Research Objectives 3 3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.</p>	<p>Research Objective 4 4. To evaluate measures currently in place to prevent teenage pregnancy in schools around UMkhanyakude District.</p>	<p>Research Objective 5 5. To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy.</p>
<p>Research Question 1 How do educators perceive teenage pregnancy in schools around UMkhanyakude District?</p>	<p>Research Question 2 To what extent are educators' perceptions on teenage pregnancy having an impact on their behaviour performance standards and subjective norms?</p>	<p>Research Questions 3 What are factors contributing to teenage pregnancy in schools around UMkhanyakude District?</p>	<p>Research Question 4 What educational policy measures and strategies are in place to enable teachers cope with teenage pregnancies in schools?</p>	<p>Research Questions 5 What future strategic interventions can be adopted to enhance educational programmes on teenage pregnancy?</p>
<p>Emerging Theme 1 Educators perceptions and attitudes</p> <p>Subthemes 1.1 Challenge to educators 1.2 Absenteeism 1.3 Disturbance 1.4 Added responsibility</p>	<p>Emerging Theme 2 Impact on educator's performance standard and norms</p> <p>Subthemes 2.1 Drop in academic performance.</p>	<p>Emerging Theme 3 Peer pressure</p> <p>Subthemes 3.1 Explore sexual life. 3.2 Poverty and education status.</p>	<p>Emerging Theme 4 Life orientation education</p> <p>Subthemes 4.1 Access to health care facilities</p>	<p>Emerging Theme 5 Access to information for learners</p> <p>Subthemes 5.1 Decision making</p>

Source: Data interpretation and analysis of the study (2017)

5.7 Emerging themes of the study

The following section presents detailed analysis and discussion of the main themes and subthemes that emerged from the qualitative data of the study. The ensuing section presents a discussion on educator’s perceptions on teenage pregnancy.

Figure 5-2: Graphical representation of educator’s responses on perceptions about teenage pregnancy



Source: Fieldwork enquiry (2017)

5.7.1 Educator’s perceptions on Teenage pregnancy

Relative to study objective one – *to examine educators’ perceptions towards teenage pregnancy in selected schools around the Manguzi and KwaNgwanase circuits in UMkhanyakude District* – this section of the dissertation presents educator’s perception on teenage pregnancy. Codes are used so that names of the participants are not disclosed.

Matrix 5-1: Educators’ perceptions towards teenage pregnancy

Key Findings	Thematic/Participants responses	Sources
Educators have negative attitudes and perceptions on teenage pregnancy	Perceive teenage pregnancy as a crisis in schools due to the high rate of pregnant learners.	MLUMK06, NMUMK05, PMUMK01, MWUMK02, EFUMK03, NTUMK10, PJUMK09, NPUMK08, MMUMK07, SMUMK12, ELUMK14, SLUMK15, ZHUMK11

Source: Fieldwork enquiry (2017)

Matrix 5-1 provides educator’s perceptions on teenage pregnancy. Mpanza and Nzima (2010:431) argued that educators are optimistic towards teenage pregnancy and demonstrate

sympathy to pregnant learners. Contrary, findings of this study, as indicated in Matrix 5-2, reveal that teenage pregnancy is a crisis, barrier, and unwanted situation. It is a displaced phenomenon and a threat to a school environment. One interviewee remarked that:

“It creates strain and stress to innocent educators who are expected to attend and look to the welfare of 60 or odd learners, and it is a very great disturbance in the work of teachers” (MWUMK02).

Another respondent stated that:

“I perceive teenage pregnancy as being on the upsurge at schools and also as being under reported to give the real statistics. I perceive teenage pregnancy as something that is not taken serious in schools. In fact, no one cares about it, it is not taken into consideration” (EFUMK03).

Matrix 5-2 further presents additional educator’s perceptions on teenage pregnancy.

Matrix 5-2: Trends and challenges (subthemes)

Key Findings	Thematic/Participants responses	Sources
Teenage pregnancy is a challenge to educators	Teenage pregnancy is a challenge to educators since they are not trained to deal with pregnant learners.	PJUMK09,EFUMK03 MIUMK13
Teenage pregnancy leads to absenteeism	It leads to absenteeism, dropouts, and poor performance.	MBUMK04, PJUMK09, EFUMK03, NPUMK08,MMUMK07, PMUMK01
Teenage pregnancy causes disturbance in school work	Teenage pregnancy is a disturbance to both educators and learners.	NMUMK05, NPUMK08, PJUMK09, PMUMK01, MWUMK02, NTUMK10
It is an added responsibility to educators	It adds more responsibilities to educators since they are not qualified health workers and not trained to deal with pregnant learners at school.	MBUMK04, NMUMK05, NPUMK08, EFUMK03,

Source: Field enquiry (2017)

The disturbance caused by teenage pregnancy is seen as problematic both in South Africa and internationally, as it limits the future career prospect of learners and contributes to the poor socio-economic aspect (Modisaotsile, 2012:1). It is a challenge to educators as they lack the facilities and skills to deal with pregnant learners.

One interviewee stated that:

“Teenage pregnancy is a challenge to educators since they are not trained to deal with pregnant learners” (PJUMK09).

Mpanza and Nzima (2010:437) remarked that this places pregnant learners in the hands of ‘unskilled midwives’ who are educators, in times of emergency. Data proved that teenage pregnancy is a disturbance to learners and educators.

Another respondent indicated that:

“It leads to absenteeism, dropouts and poor performance” (NMUMK05).

Furthermore, data revealed that teenage pregnancy is an added responsibility, which leads to absenteeism to learners, as they need to attend antenatal clinics.

Another respondent stated that:

“It adds more responsibilities to educators since they are not qualified health workers and not trained to deal with pregnant learners at school” (MBUMK04).

The section presents discussion on the impact of teenage pregnancy on educator’s performance standard.

5.7.2 Impact on educator’s performance standard

Linked to objective two of the study – *To determine whether educators’ perceptions towards teenage pregnancy has a direct impact on their behaviour performance standards* – this section of the dissertation presents the impact of teenage pregnancy on educator’s performance standard.

Matrix 5-3: Impact of teenage pregnancy on educator’s performance standard

Key Findings	Thematic/Participants responses	Sources
Teenage pregnancy impact negatively on educator’s performance standard and subjective norms.	This results in the disturbance of teaching and learning and poor performance standard for educators and pregnant learners.	PJUMK09, MMUMK07, MLUMK06, NMUMK05, PMUMK01, MWUMK02, MBUMK04, NTUMK10, SLUMK15, ZHUMK11, ELUMK14

Source: Fieldwork enquiry (2017)

Participants noted that teenage pregnancy results in poor performance standard of educators. Poor performance standard means the consistent failure to meet the specified standards and levels of performance. For example, one participant mentioned that:

“Learners are constantly absent because of pregnancy related illnesses or attending ante-natal clinics, it means that they remain behind in terms of academic progress. As a result, this affects my performance as an educator as this impacts on the overall performance of learners” (EFUMK03).

Another interviewee stated that:

“Pregnant learners are always absent at school. They have to go to clinics for check-ups or suffer from fatigue. They also loose focus on their education as they also need to focus on the oncoming newly born babies. This may affect their pass rate and negatively affect my performance as an educator” (MMUMK07).

A study by Masuku (1998:1) also confirms that educators had a negative attitude towards teenage pregnancy, as it is associated with low achievement scores and vocational aspiration. Educators lack skills to handle pregnant learners in schools, which lead to poor performance standards.

Matrix 5-4 further affirms that poor performance is a direct consequential effect of teenage pregnancy.

Matrix 5-4: Teenage pregnancy leads to a drop in academic performance

Key Findings	Thematic/Participants responses	Sources
Teenage pregnancy leads to a drop in academic performance	It leads to high rates of dropouts and drop in academic performance. Out of 100 learners, 10 learners drop out as a result of pregnancy every year.	MMUMK07, PMUMK01, MWUMK02, MBUMK04, SLUMK15

Source: Fieldwork enquiry (2017)

Data revealed that teenage pregnancy causes confusion and division among learners, thus leading to poor academic performance. One respondent stated:

“Teenage pregnancy leads to high rates of dropouts and drop in academic performance” (MMUMK07).

Malahlela (2012:1) established whether teenage pregnancy, as perceived by educators, has an impact on emotional behaviour and academic performance of pregnant learners. Findings discovered that teenage pregnancy has a detrimental effect on learner attendance, emotional behaviour, and academic performance of learners. Pregnant learners usually absent themselves because they need to visit clinics on a regular basis. This has a detrimental effect in their academic performance.

The next section presents a discussion on peer pressure as the main driving factor of teenage pregnancy.

5.7.3 Peer pressure

Peer pressure is associated with objective three of the study – *To identify factors that contribute to teenage pregnancy in the selected schools around the UMkhanyakude District.*

This section presents the main driving factor of teenage pregnancy.

Matrix 5-5: Peer pressure is the main driving factor of teenage pregnancy

Key Findings	Thematic/Participants responses	Sources
Peer pressure is the main driving factor of teenage pregnancy	I consider peer pressure as the main driving factor that contributes to teenage pregnancy.	PJUMK09, NPUMK08, MMUMK07, NMUMK05, PMUMK01, MWUMK02, MBUMK04, EFUMK03, NTUMK10, ELUMK14

Source: Fieldwork enquiry (2017)

Teenage pregnancy is growing rapidly among teenagers of school-going age and it leads to school drop-outs because of the responsibilities to be taken by young mothers. Teenage pregnancy is caused by many factors such as rape, cultural beliefs, human trafficking, and peer pressure.

One respondent stated:

“I consider peer pressure as the main driving factor that contributes to teenage pregnancy” (PJUMK09).

Research data further revealed that peer pressure is the main driving factor that contributes to teenage pregnancy. Some teenagers are influenced by their boyfriends, peers, and schoolmates to involve themselves in sexual activities, which lead to unplanned pregnancies. However, there are other factors that contribute to teenage pregnancy. These include government social grants, poverty, alcoholism, lack of knowledge, and rejection by parents (Masemola, 2007:3).

One respondent noted that:

“It may be poverty in their communities. They involve themselves in serious relationships with sugar daddies in return for money to but some basic needs. They may have low self-esteem and feel that they deserve unprotected sex. They are unable to say

no to unsafe sex. Another thing is peer pressure, which can be the cause of teenage pregnancy. Social grants can also contribute to high rate of teenage pregnancy” (MMUMK07).

Thobejane (2015:273) argue that peer pressure is the main driving factor that contributes to teenage pregnancy. Teenagers become pregnant because of the pressure from their peers. They want to associate themselves with their peers.

Matrix 5-6 further displays additional contributing factors leading to teenage pregnancy.

Matrix 5-6: Poverty and sexual life exploration contributes to teenage pregnancy

Key Findings	Thematic/Participants responses	Sources
Teenagers explore sexual life which leads to pregnancy	Teenagers want to explore sexual life.	MWUMK02, ZHUMK11
Poverty contributes to teenage pregnancy	Poverty and is the contributing factor to teenage pregnancy.	MBUMK04, NPUMK08, MMUMK07, NMUMK05, PMUMK01, EFUMK03
Lack of knowledge is also a cause of teenage pregnancy	Teenagers need to have access to information on prevention of pregnancy.	MWUMK02, ELUMK14

Source: Fieldwork enquiry (2017)

Various researchers have investigated the causes of teenage pregnancy. Their findings indicated that teenagers started engaging in sexual activities because they want to explore sexual activities (Macleod, 1999:8). They want to explore sexual activities so that they find acceptance from their peers. Moreover, poverty and low educational status also contribute to teenage pregnancy. This is a result of their low socio-economic status and the high level of illiteracy (Domenico & Jones, 2007:4). In addition, teenagers spend most of their time in unprotected sexual activities because they lack knowledge of preventative measures. One respondent stated;

“Poverty is the contributing factor to teenage pregnancy” (MBUMK04).

The next section presents discussion on measures to prevent teenage pregnancy.

5.7.4 Life Orientation education

In relation to objective four of the study – *To evaluate measures currently in place to prevent teenage pregnancy in schools around the UMkhanyakude District* – this section presents measures to prevent teenage pregnancy in schools.

Matrix 5-7: Measures and strategies to prevent teenage pregnancy and to enable teachers to cope with teenage pregnancies

Key Findings	Thematic/Participants responses	Sources
Policy on learner pregnancy will guide educators on how to deal with teenage pregnancy	The Policy on the Prevention and Management of Learner Pregnancy has been developed to guide educators in their response to learner pregnancies.	PJUMK09, MLUMK06, NMUMK05, NTUMK10, ZHUMK11, SMUMK12
Life orientation education can reduce the rate of teenage pregnancy	Life skills education is taught to minimize or prevent teenage pregnancy in schools. Learners are encouraged to abstain from sexual activities or to make use of condoms.	

Source: Fieldwork enquiry (2017)

Data reveals that educational measures currently in place to prevent teenage pregnancy show that life skills/orientation education plays a measure role in minimizing teenage pregnancy. Awareness campaigns on social ills such as pregnancy, drug abuse, and substance abuse, are also measures in place to minimize the rate of teenage pregnancy.

One interviewee noted that:

“Life orientation education is taught to prevent or minimize the rate of teenage pregnancy in schools. It does help although it is not 100 percent effective because there are teenagers who fall pregnant whilst at school” (NTUMK10).

Life skills or life orientation education is a series of self-building sessions aimed at developing young people with basic and social skills. It assists them to make informed life decisions about their lives and to become responsible and matured adults (Nasheeda, 2008:19). Relative to this study, data revealed that life skills education is one of the measures that are in place to reduce

the high rate of teenage pregnancy in schools. Learners are taught the significance of abstaining from early childhood sexual activities and the use condoms if ever they fail to abstain. Life skills education also teaches them to develop their self-esteem, thereby resisting peer pressure and accepting themselves for who they are. Moreover, life skills education helps teenagers to cope with any form of social and personal development challenges that they may encounter during their childhood development.

Matrix 5-6 further displays additional measures adopted to curb teenage pregnancy.

Matrix 5-8: Health care facilities

Key Findings	Thematic/Participants responses	Sources
Access to health care facilities play a major in reducing teenage pregnancy	Accessibility to health care facilities can prevent teenage pregnancy in schools	PJUMK09, NMUMK05, ZHUMK11

Source: Fieldwork enquiry (2017)

Access to health care facilities can play a major role in reducing the alarming rate of teenage pregnancy. For example, health care services provide health literacy, including a comprehensive counselling on sexual and reproductive health. According to Masemola-Yende and Mataboge (2015:1), functional health literacy is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and access services needed to make appropriate health decisions.

The next section presents a discussion on recommendations to be taken to enhance educational programmes on teenage pregnancy.

5.7.5 Access to information

Finally, and linked to objective five of the study –*To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy*– this section presents recommendations to be taken to enhance educational programmes on teenage pregnancy.

Matrix 5-9: Recommendations to enhance educational programmes on teenage pregnancy

Key Findings	Thematic/Participants responses	Sources
Access to information is needed to curb teenage pregnancy	Increased awareness campaigns where learners are alerted of the dangers of irresponsible sexual activities and their extent	PJUMK09, MIUMK13

Source: Fieldwork enquiry (2017)

The challenge of teenage pregnancy has become a national health issue thus receiving great focus and attention from schools. Studies have been conducted and one of the objectives was to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy. A study by Masemola-Yende and Mataboge (2015:2), for example, reveals that teenagers who lack access to health information presents low functional health and are exposed to teenage pregnancy. Awareness campaigns and life orientation education can serve as sources of information on social ills such as teenage pregnancy, drug abuse, and substance abuse.

Access to information can be a strategic intervention to enhance educational programmes on teenage pregnancy. A study by Maxwell, Radzilani-Makatu and Takalani (2016:4) revealed that, although teenagers are taught sexual education, there are those who still lack information about the prevention of teenage pregnancy.

Regarding measures to be adopted to reduce the rate of teenage pregnancy, one respondent stated that:

“I think the first one is to improve life skills programmes in schools. Moreover, we should strengthen and support peer education. Abstinence from sexual activities should be encouraged. Lastly, there should be more focus on sexuality education and teenagers should have access to information” (MWUMK02).

Matrix 5-10 provides additional and suggested possible strategic interventions to enhance educational programmes on teenage pregnancy. Awareness campaigns can help teenagers to make informed decisions about their sexual lives

Matrix 5-10: Teenage pregnancy and decision-making

Key Findings	Thematic/Participants responses	Sources
Proper decision making through awareness campaigns can reduce teenage pregnancy	Informed decision making on sexual activities can reduce cases of teenage pregnancy	PJUMK09, NPUMK08, MLUMK06, PMUMK01, SMUMK12

Source: Fieldwork enquiry (2017)

Lack of knowledge including the understanding of the consequences of teenage pregnancy has a negative impact on teenage pregnancy. It results in taking wrong decisions about sexual activities, which results in the increased rate of teenage pregnancy. For proper decision-making on sexual and reproductive health, it is important to have access to information on the consequences of teenage pregnancy.

5.8 The convergence and/or divergence of the emerging themes, literature, and qualitative data

Table 5-5 shows the convergence and/or divergence of the emerging themes, literature, and qualitative data for the study.

Table 5-5: Convergence and/or Divergence of the Emerging Themes, Literature and Qualitative Data

Themes	Literature Inference	Qualitative Inference
Educator's perceptions and attitudes	Educators perceive teenage pregnancy negatively as the increase in teenage pregnancy in turn affects the learner performance. Moreover, educators lack knowledge on how to deal with teenage pregnancy (Chigona and Chetty, 2007:276).	Perceive teenage pregnancy as a crisis in schools due to the high rate of pregnant learners (MLUMK06, NMUMK05, PMUMK01, MWUMK02, EFUMK03, NTUMK10, PJUMK09, NPUMK08, MMUMK07).
	It is depressing to have pregnant teenagers in school because they do not perform well (Moliko, 2010:10).	It leads to absenteeism, dropouts, and poor performance (MBUMK04).
Impact on educator's behaviour, performance standards and subjective norms	Govender (2002:7), as cited in Mpanza (2006:10) describes attitude as a way of thinking or a sentiment towards something. Educators have different attitudes on teenage pregnancy. Other educators are not willing to support pregnant teenagers and of the idea that their responsibility is to teach and not to become midwives.	This results in the disturbance of teaching and learning and poor performance standard for educators and learners. (PJUMK09, MMUMK07, MLUMK06, NMUMK05, PMUMK01, MWUMK02, MBUMK04, NTUMK10).
Peer pressure	Thobejane (2017:273) revealed that most teenagers fell pregnant because of the influence from their peers who were ignorant about using contraceptive.	Peer pressure is the main driving factor that contributes to teenage pregnancy (PJUMK09, NPUMK08, MMUMK07, NMUMK05, PMUMK01, MWUMK02, MBUMK04, EFUMK03, NTUMK10).
Life Orientation education	The Department of Education (DoE) recommended sexual education programmes, which will encourage abstinence and safe sex (RSA, 2009:9).	Life skills education is taught to minimize or prevent teenage pregnancy in schools. Learners are encouraged to abstain from sexual activities or to make use of condoms (PJUMK09, MLUMK06, NMUMK05, NTUMK10).
Access to information	Willan (2013:5) on her evaluation of teenage pregnancy in South Africa, examined ways in which teenagers can be assisted to continue with schooling. She highlighted that support from the family was the critical factor that determines whether the teenage mother would return to school.	Increased awareness campaigns where learners are alerted of the dangers of irresponsible sexual activities and their extent (PJUMK09).

Source: Data Interpretation and analysis of the study, 2017

These findings affirm that teenage pregnancy is a serious issue that needs attention of various stakeholders in the community at large. In a schooling context, teenage pregnancy is a cause for concern for educators who are not trained to deal with changing behaviours of pregnant teenagers at school. The next section presents the triangulation data for the study.

5.9 Triangulation

According to Olsen (2004:3), triangulation is the mixing of data so that a particular topic cast various viewpoints. On the one hand, triangulation can be viewed as a logical use of multiple foundations of evidence. On the other hand, it can be a process of verifying a finding by indicating that independent measures of it agree and do not oppose with it (Miles & Huberman, 1994:2). According to Lauri (2011:2), there are four types of triangulation in qualitative research. These include data triangulation which uses multiple data sources to assist in understanding a phenomenon, theory triangulation which uses theories and perspectives to interpret and explain data, methods triangulation which uses research methods to study a phenomenon, and investigator triangulation which uses multiple researchers to collect and interpret data.

The choice and type of triangulation to be adopted in any particular research study depends on the objectives of the study. A study can use more than one type of triangulation. This study adopted data triangulation. Data was collected from different educators, at different times, and different places, with the intent to obtain different views on the perceptions of educators on teenage pregnancy. This mixing of data assists the researcher to validate the claims that might come up from a primary pilot study (Olsen, 2004:3). In this study, views of educators on teenage pregnancy were validated. Following is the illustration of data triangulation for this study.

Table 5-7 illustrates data triangulation for this study.

Table 5-6: Data triangulation for this study

Research Objectives				
1. To examine educators' perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.	2. To determine whether educators' perceptions and attitudes towards teenage pregnancy has a direct impact on their behaviour performance standards.	3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.	4. To evaluate measures currently in place to prevent teenage pregnancy in schools around UMkhanyakude District.	5. To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy.
Data Responses				
Perceive teenage pregnancy as a crisis in schools due to the high rate of pregnant learners. (MLUMK06, NMUMK05)	It has negative impact on the behaviour and performance standards of educators. (PJUMK09)	Peer pressure is the main driving factor that contributes to teenage pregnancy. (PJUMK09, NPUMK08, MMUMK07)	Learners are encouraged to abstain from sexual activities or to make use of condoms. (PJUMK09)	Increased awareness campaigns where learners are alerted of the dangers of irresponsible sexual activities and their extent. (PJUMK09)

Source: Data Interpretation and analysis of the study, 2017

As it has been mentioned, data triangulation involves collecting data from different sources that provides a bigger scope of evidence that results in a wider picture of the study (Barnes and Vidgen, 2005:770).

One respondent stated:

“It adds more responsibilities to educators since they are not qualified health workers and not trained to deal with pregnant learners at school” (MBUMK04).

Being a qualified health worker requires some expertise and training to render appropriate services. In this case, pregnancy needs a qualified midwife to deal with it. Triangulation helps researchers to determine the accurate methods for their studies. In this study, face-to-face interviews yielded accurate data on the perceptions of educators on teenage pregnancy.

5.10 Chapter summary

The chapter presented the overall data presentation and analysis. The interconnection between research questions, research objectives, and interview questions was presented. The interaction between the emerging themes of the study with the research objectives and research questions was presented and discussed. The discussion of qualitative data for the study was presented. Moreover, data was analysed and findings were interpreted through triangulation. The following chapter will discuss findings, recommendations, and conclusions.

CHAPTER 6

FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The purpose of the study was to establish educator’s perceptions on teenage pregnancy in schools around the UMkhanyakude District in KZN. First, this chapter provides an overview of all chapters and further indicates how each of these chapters responds to the objectives of the study. This chapter further gives a summary of findings and recommendations on the effects of teenage pregnancy from a learner and educators perspectives. Finally, future research directions are provided in the chapter. The recapitulation of research questions and objectives of the study are presented next.

6.2 Recapitulation of Research Questions and Objectives

Table 6-1 presents the recapitulation of the research objectives and research questions which were delineated in chapter one and chapter five.

Table 6-1: Recapitulation of research objectives and research questions

Research Objectives	Research Questions
1. To examine educators’ perceptions and attitudes towards teenage pregnancy in selected schools around UMkhanyakude District.	1. How do educators perceive teenage pregnancy in schools around the UMkhanyakude District?
2. To determine whether educators’ perceptions towards teenage pregnancy has a direct impact on their behaviour performance standards and subjective norms.	2. To what extent are educators ‘perceptions on teenage pregnancy having an impact on their behaviour performance standards and subjective norms?
3. To identify factors that contributes to teenage pregnancy in the selected schools around UMkhanyakude District.	3. What are factors contributing to teenage pregnancy in schools around UMkhanyakude District?
4. To evaluate measures and strategies currently in place to prevent teenage pregnancy in schools around the UMkhanyakude District.	4. What educational policy measures and strategies are in place to enable teachers cope with teenage pregnancies in schools?
5. To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategies.	5. What future strategic interventions can be adopted to enhance educational programmes on teenage pregnancy?

The ensuing section of the chapter presents a summary of each of the chapters of the study relative to the study objectives.

6.3 Summary of the Chapters

This section will indicate the outcome of each chapter relative to research objectives and research questions depicted in Table 6-1.

Chapter one: This chapter offered an introduction and the overall purpose of the study. Specifically, Section 1.2 provided the introduction and background; Section 1.3 lucidly presented the problem statement of the research; Section 1.4 and 1.5 presented the research questions and research objectives of the study respectively; Section 1.6 highlighted the need and the significance for conducting this study; Section 1.7 presented preliminary literature review for the study; Section 1.8 presented the summary discussion on the research design and methods; Section 1.9 presented a discussion of the limitations of the study. Finally, Section 1.11 presented the inventory of chapters.

Chapter two: This chapter presented a detailed literature review in respect of the perceptions of educators on teenage pregnancy. Section 2.2 offered legislative framework on teenage pregnancy. The chapter further presented an overview of teenage pregnancy mainly from a South African perspective. For example, the chapter investigated the scourge of teenage pregnancy in the country. Causes of teenage pregnancy were noted in Section 2.6. Section 2.8 presented a discussion on the educator's perceptions on teenage pregnancy. Overall, the literature indicates that teenage pregnancy is a serious challenge to educators and that there is a need for the government to introduce and implement programmes that will empower educators on how to manage the challenges of teenage pregnancy in schools.

Chapter three: Chapter three provided the theoretical framework underpinning the study. The Theory of Planned Behaviour (TPB) which this study adopted was presented and discussed in Section 3.6 of this chapter. The TPB was deemed pertinent to the study as it directs the objectives of the research, which is examining educator's perceptions towards teenage pregnancy and exploring their attitudes towards pregnant learners. In relation to the study, the attitudes of educators towards teenage pregnancy can influence their behaviour towards pregnant learners. Chapter three further discussed the relationship between attitudes and behaviour which indicates that attitudes can influence intentions which then leads to certain behaviour.

Chapter four: This chapter provided the discussion of the research methodology for the study. The chapter provided the research strategy, research design, and method used to collect primary data for the study. Qualitative, quantitative, and mixed methods research designs were first described. This study adopted a qualitative research design using in-depth interviews to address and answer the objectives and questions of the study. This enabled an in-depth exploration of the perceptions of educators on teenage pregnancy. In addition, the worldview adopted for the study was discussed in the chapter. Philosophical worldviews including post positivist, advocacy, constructivist, and pragmatic worldviews among others were also discussed in this chapter. From a qualitative stance, this study adopted the advocacy worldview which seeks to address social issues which, in this instance, include teenage pregnancy. Furthermore, data collection methods and procedures were discussed.

Chapter five: This chapter presented qualitative data collected for the study. Data were reduced into matrices. Using the thematic analysis technique, data were analysed, discussed, and interpreted by interrogating the literature presented in chapter two. Overall, the findings of the study reveal that teenage pregnancy is a serious challenge to educators. They are not trained to deal with pregnant learners. Furthermore, data revealed that teenage pregnancy has a negative impact on educator's performance standards. It results in the disturbance of teaching and learning. These findings responded to the objectives of the study, to examine educators' perceptions towards teenage pregnancy, and to determine whether educators' perceptions towards teenage pregnancy have a direct impact on their behaviour performance standards.

Chapter six: This is the last chapter of this dissertation. It delineates the main findings and conclusions of the research. It presents recommendations and suggestions for future research directions.

6.4 The Main Research Findings and Conclusions

Research findings and conclusions drawn from each of the findings are arranged according to the research questions and objectives of the study earlier presented in Table 6-1 and in chapter one and five. With this arrangement, the chapter provides the link between the research objectives and the findings in order to ascertain whether the objectives of the study were achieved or not.

6.4.1 Research Objective One and Research Question One

Research Objective One: To examine educators' perceptions towards teenage pregnancy in selected schools around UMkhanyakude District.

Research Question One: What are the educator's perceptions on teenage pregnancy in selected schools around UMkhanyakude District?

6.4.1.1 Findings: The challenge of teenage pregnancy in schools

Data from the interviews reveals that teenage pregnancy is a serious challenge to educators as they are not trained to deal with pregnant learners. To them, teenage pregnancy is an added responsibility. It has a negative impact on their performance standards. Educators perceived teenagers as lacking respect and self-control, and refused to listen to their elders. The growing rate of teenage pregnancy not only in secondary schools, but in the education system as a whole was noted as a great concern. Some educators were also of the opinion that the DoE should do something about teenage pregnancy, which is increasing at a disconcerting rate.

6.4.1.2 Conclusion

From data and findings presented it can be firmly deduced that teenage pregnancy is a crisis, barrier, and unwanted situation to educators. Policies on teenage pregnancy should be reviewed and educators should be capacitated on how to deal with pregnant learners in class. Further, the effective involvement of educators in the basic education system will play a major role in personal, sexual and reproductive health, decision making and learner pregnancy prevention measures. The Policy on the Prevention of Teenage Pregnancy aims at providing a supportive and positive environment for pregnant learners to access information, care and support.

6.4.2 Research Objective Two and Research Question Two

Research Objective Two: To determine whether educators' perceptions towards teenage pregnancy has a direct impact on their behaviour performance standards.

Research Question Two: Does educators' perceptions towards teenage pregnancy impact on their behaviour performance standards?

6.4.2.1 Findings: Impact on educator's performance standard

Data revealed that teenage pregnancy has a negative impact to educator's performance standards. For instance, with teenage pregnancy the teaching and learning process gets affected, as educators are compelled to give support to pregnant learners despite the lack of skill to

handle such behaviour change of teenagers during pregnancy periods. Educators were of the opinion that pregnant teenagers find it difficult to reveal their pregnancy to parents and they sometimes resort to educators to talk to the parents on their behalf. As a result, they experience psychological stress from negotiations with parents, peer rejection, stigmatisation and fear. All the interviewed educators expressed concerns about the emotional experiences of pregnant teenage girls and they feel ill equipped to counsel learners who are pregnant. They further indicated that most pregnant learners have mixed feelings, stating that their emotions always overpower their minds and behaviour.

6.4.2.2 Conclusion

Teenage pregnancy leads to poor performance standards. Educators fail to meet the specified standards and levels of performance. It can be concluded that educators need to be provided with skills to support pregnant learners in schools. This will help them to understand the changing behaviour caused by pregnancy. Concerning the theoretical framework that underpins this study, the relationship between attitudes and behaviour was explored. It can be concluded that attitude leads to certain behaviour. Life orientation and other subjects should contain material that is interactive and deliver quality and age-appropriate sexual and reproductive health information.

6.4.3 Research Objective Three and Research Question Three

Research Objective 3: To identify factors that contributes to teenage pregnancy in the selected schools around the UMkhanyakude District.

Research Question 3: What are factors contributing to teenage pregnancy in schools in the UMkhanyakude District?

6.4.3.1 Findings: Peer pressure

Data revealed that peer pressure is the main contributing factor of teenage pregnancy. Peers play a major role in teenage pregnancy. Teenagers want to associate themselves with their peers in terms of lifestyle. They find themselves involved in unprotected sexual activities. Further, it was revealed that there are other factors that contribute to teenage pregnancy. Westernised culture, sexualised media, the desire for money and social status, sugar daddies and lack of family communication about sex were all blamed for the decreasing age of sexual debut, which often result in teenage pregnancy. The early exposure to sexual activities because of the crowded living conditions of many families, abuse of alcohol and other substances in

communities and violence in families were also noted as the contributing factors to young teenagers heightened interest in sexual activities.

6.4.3.2 Conclusion

From the data, it can be deduced that teenagers who are easily influenced by their peers, are more likely to get pregnant.

6.4.4 Research Objective Four and Research Question Four

Research objective four: To evaluate the measures and strategies currently in place to prevent teenage pregnancy in schools around UMkhanyakude District.

Research question four: What are the educational measures, policies and strategies currently in place and used to prevent teenage pregnancy in schools around UMkhanyakude District?

6.4.4.1 Findings: Measures to prevent teenage pregnancy

Various measures can be implemented so that teenage pregnancy is prevented or minimized. For example, data for this particular study revealed that life skills education is one of the major initiatives that are in place to reduce the high rate of teenage pregnancy in schools. Learners are taught about life skills. This includes teaching teenagers the significance of abstinence from sexual activities. Although abstinence remains the best way to prevent pregnancy among teens, it is a fact that there is still a large number of teenagers who will be involved in sexual relations. Furthermore, Policy on the Prevention and Management of Learner Pregnancy has been developed to guide educators and learners in their response to learner pregnancy. This policy seeks to ensure the accessible provision of information on prevention, choice of termination and guidelines for systemic management and implementation.

6.4.4.2 Conclusion

It can be concluded that, although life skills education is taught in schools, teenagers do not understand the significance of abstinence from sexual activities. Life skills education needs to be learner-centred and deliver quality and age-appropriate sexual and reproductive health information. The Policy addresses the high rates of pregnancy among learners, options for reduction of unintended and unwanted pregnancies and guide educators and learners on how to deal with learner pregnancy.

6.4.5 Research Objective Five and Research Question Five

Research objective five: To furnish recommendations based on the research findings regarding the perceptions of educators and to suggest possible strategic interventions to enhance educational programmes on teenage pregnancy.

Research question five: What measures should be adopted to reduce the rate of teenage pregnancy in schools?

6.4.5.1 Findings: Need to Enhance Educational Programmes on Teenage Pregnancy

The study revealed that access to health care information can assist teenagers to make informed decisions about their sexual life. The DoE developed the sexual education programme for implementation in 2001. Policy guidelines were established to guide educators to effectively implement the programme. Comprehensive sexual education aims to give learners the knowledge, attitudes and skills to make appropriate and healthy choices in their sexual lives. Initial professional education of teachers ensures that teachers acquire the competence, skills and knowledge to respond to a range of classroom situations including teenage pregnancy.

6.4.5.2 Conclusion

From the study data, it can be deduced that teenagers who lack information on sexual activities are exposed to teenage pregnancy. Access to health and sexual information will assist them to be more knowledgeable and responsible.

6.5 Significance of the Study

The research data indicated a high rate of teenage pregnancy in schools around the UMkhanyakude District. As a result, educators are concerned about the increasing rate of teenage pregnancy in schools in the identified district. The importance of understanding the perceptions of educators on teenage pregnancy was therefore deemed necessary, as this would contribute to the body of knowledge. In addition, the study has practical implications and the potential of contributing towards policy formulation geared towards teenage pregnancy reduction.

6.6 Overarching Recommendations of the Dissertation

The following are the recommendations of the study.

- Explicit training should be given to educators on how to manage teenage pregnancy in schools. Although guidelines were established, more workshops are needed to prepare them to teach sexuality education programmes effectively.
- Life skills education needs to be learner-centred and deliver quality and age-appropriate sexual and reproductive health information. This will assist educators to understand the changing behaviour of pregnant learners.
- Educators and nurses should work together to set goals, solve problems and make decisions that would help teenagers to make informed choices.
- School systems should develop comprehensive, age-appropriate programs of family life and sexual education that build on the emerging body of data regarding more effective content and teacher training. It is recommended that teenagers be given proper guidance regarding sexual education so that they are not easily misled by their peers. This will help them to make informed decisions about their sexual life.
- Through awareness campaigns, learners should be encouraged either to abstain from sexual activities or to take precautionary measures such as using condoms for those who are already sexually active. Access to contraception should be increased to reduce unintended pregnancy.
- The South African legislation is against the discrimination of pregnant learners. However, the Department of Education's Policy on Measures for the Prevention and Management of Learner Pregnancy requires that learners take up to two years leave, which is a long time. This creates frustration to educators as learners come back and have forgotten almost everything that have learnt in the past (Pitsoe & Ramulumo, 2013:758). Moreover, this policy negates the Constitution of South Africa of 1996, which states that every learner has a right to education. Therefore, the existing policies on teenage pregnancy need to be reviewed to ensure that they do not condone teenage pregnancy and at the same time, they are not against the Constitution of the Republic of South Africa. Further, the Employment of Educators Act No. 76 of 1998 should be reviewed to ensure that the rights of educators are not compromised by the consequences of teenage pregnancy in schools.

6.7 Suggestions for Future Research Directions

This research was limited to only fifteen schools and fifteen high school educators with a high rate of teenage pregnancy in their schools, in the UMkhanyakude District, UMhlabuyalingana area. Further research on the perceptions of primary school educators on teenage pregnancy should be conducted covering the entire province of KZN and in other provinces across South Africa.

6.8 Chapter Summary

This was the last chapter of this dissertation. This chapter of the dissertation presented the recapitulation of the research objectives and research questions. It further outlined the summary of all chapters of the dissertation. The significance of the study and suggestions for further research were specified. The overall findings, conclusions, and recommendations were also provided in this chapter.

REFERENCES

- Ajzen, I. 2001. Nature and Operations of Attitudes. *Annual Reviews*, 52: 27-58.
- Ajzen I.1991. The Theory of Planned Behaviour. *Organizational Behaviour and Human Decision Processes*, 50: 179-211.
- Anon. 2012. MEC addresses teenage pregnancy, Newcastle Express: 4, March 31.
- Araban, M., Karimy, M., Montazeri, A. &Zareban I. 2015. An Extended Theory of Planned Behavior (TPB) used to predict smoking behavior among a sample of Iranian medical students. *Int J High Risk Behav Addict*, 4(3): 187-193.
- Aspinall, P.& Hashem, F. 2010. ‘Are our data on teenage pregnancy across ethnic groups in England Fit for purpose of policy formulation, implementation, monitoring? *Critical Public Health*, 20(1): 47-70.
- Babbie, E.R. 2007. The practice of social research. 11th ed. Thomson Wadsworth, Belmont.
- Barnes, S.J. & Vidgen, R.T. 2005. Data triangulation and web quality metrix: A case study in e-government. *Information and management*, 43: 767-777.
- Baumeister, R.F. 2010. Advanced social psychology: The state of the science. New York, Oxford University Press.
- Beesham, N. 2000. The life-world of the schoolgirl-mother. KwaDlangezwa: University of Zululand. (M.Ed. Dissertation).
- Beshers, S.C. 2007. ‘A Case study of peer Educators in a Community-Based Program to reduce Teen Pregnancy: Selected Characteristics Prior to Training, Perceptions of Training and Work, and Perceptions of How Participation in the Program Has Affected Them’, *American Journal of Sexuality Education*, 2(2): 97-115.

- Bezuidenhout, F.J. 2004. A reader on selected social issues. Pretoria: Van Schaik.
- Bhana, D., Morrell, R., Shefer, T. & Ngabaza S. 2010. 'South African teachers' responses to teenage Pregnancy and teenage mothers in schools', *Culture, Health & Sexuality*, 12 (8):871-883.
- Bless, C. & Higson-Smith, C. 1995. Fundamentals of Social Research Methods. An African Perspective. Kenwyn: Juta & Co.
- Carabine, J. 2007. 'New labour's teenage pregnancy policy', *Cultural Studies*, 21(6):952-973.
- Cheater, F.M. & Closs, S.J. 1999. Evidence for nursing practice: A clarification of the issues. *Journal of advanced nursing*, 30(1): 10-17.
- Chigona, A. & Chetty, R. 2008. Teen Mothers and Schooling: Lacunae and challenges. *South African Journal of Education*, (28): 261-281.
- Chilman, C.S. 1979. 'Teenage pregnancy a research review'. *Social Work*, 24(6): 492-498.
- Chinnathambi, V., Philominathan, P. & Rajasekar S. 2013. Research methodology. 14 October 2013.
- Cochran, M. & Patton, M.Q. 2002. A Guide to using Qualitative research methodology. MSF UK. 1-36.
- Corgi, D.M. & Newman, I. 2017. Building consistency between title, problem statement, purpose and research questions to improve quality of research plans and reports. *New horizons in adult education & human resource development*, 25(1):70-79.
- Crowley, C. & Farley, T. 2001. Adolescent Girls 'Attitudes toward pregnancy,' *Journal of Family, Practice*, 50(7): 603-607.
- Creswell, J.W. 2009. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd edition. Los Angeles: Sage.

Creswell, J.W. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. Thousand Oaks, CA, US: Sage Publications, Inc.

Cunningham, P. & Bolt, B. 1996. 'Black teenage pregnancy in South Africa: Some considerations', *Adolescence*, 31(123):691, Academic Search Complete, EBSCOhost, viewed 27 April 2015.

Davids, N. & Waghid, Y. 2013. Teenage pregnancy and the South African Schools Act: is religion a justifiable reason for exclusion? *Journal of Education*, 58:135-152.

Dei, F.A. 2014. An evaluation of the school feeding programme: A case study of Magogo primary school. Unpublished dissertation. UNISA. Pretoria.

Department of Education. 1999. *National Policy on HIV/AIDS for Learners and Educators in Public Schools and students and Educators in Further Education and Training Institutions*, vol.410, No. 20372 (Notice 1926 of 1999).

Department of Education. 2007. Measures for the prevention and management of learner pregnancy. Pretoria: Department of Education.

DePoy, E. & Gilson, S. 2008. *Evaluation practice: how to do good evaluation research in work settings*. London. Routledge Taylor & Francis Group.

Desmond, C., Makiwane, M., Richter, L. & Udjo E. (2006). Is the Child Support Grant associated with an increase in teenage fertility in South Africa? Evidence from national surveys and administrative data. *Child, Youth, Family & Social Development, Human Science Research Council*. Pretoria. Department of Basic Education.

De Voss, A.S., Deport, C.S.L., Touché, C.B. & Stardom, and H. 2011. *Research at grass roots: for the social sciences and human service professions* (4thed). Pretoria. Van Schaik Publishers.

Domenico, D.M. & Jones, K.H. 2007. Adolescent Pregnancy in America: Causes and Responses. *Journal for Vocational Special Needs Education*, 30(1):4-12.

Fishbein, M. & Ajzen, I. 1975. *Belief, Attitude, intention and behaviour*. Reading, MA: Addison-Wesley.

Fiske, S.T. 2010. *Social beings: Core motives in Social Psychology* (2nded). Hoboken, NJ: Wiley. *Journal of law enforcement*, no.3.

Gerring, J. 2004. *The American Political Science Review*. 98(2):341-354.

Grace, A. Ihuoma, I. Temitope, N. 2013. 'Attitude and Perception of Adolescents towards Teenage Pregnancy in Makurdi Metropolis', *Gender & Behaviour*, 11(1):5272-5277.

Grant, C & Osanloo, A. 2014. Understanding, Selecting and Integrating a Theoretical Framework in dissertation Research: Creating the Blueprint for your house, *Administrative issues Journal: Connecting education, Practice and Research*. 12-26.

Grant, M. & Hallman, K. 2008. 'Pregnancy-related School Dropout and Prior School Performance in KwaZulu-Natal, South Africa'. *Studies in Family Planning*, 39(4):369-382.

Hackman, C.L. & Knowlden, A.P. 2014. Theory of reasoned action and theory of planned behavior-based dietary interventions in adolescents and young adults: a systematic review. *Adolescent Health Med Ther* 5:p.101-114.

Harre, R., Smith, J.A. & Van Langenhoven, L. 1995. *Rethinking methods in psychology*. London: SAGE.

Ivey, J.B. 1999. Good little girls report of pregnant adolescents and those who know them best. *Issues in Comprehensive Paediatric Nursing*, 22(2/3):87-100.

James H. & Judy M., 2004. Research limitations and the necessity of reporting them. *American Journal of Health Education*, 35. 66-67.

Jewkes, R., Morrell, R. & Christofides, N. 2009. 'Empowering teenagers to prevent pregnancy: lessons from South Africa', *Culture, Health & Sexuality*, 11(7):675-688.

Katz, D. 1960. The functional approach to the study of attitudes. *Public opinion quarterly*. 24:163-204.

Kothari, C.R. 2004. *Research methodology: Methods and techniques*, 2nded. New Age International Publishers.

Kutu, F.R. n.d. Teenager's perceptions of early Pregnancy and suggested solutions. Unpublished Dissertation. University of Zululand. Empangeni.

Lall, M. 2007. Exclusion from school: teenage pregnancy and the denial of education. *Sex Education*, 7(3): 219-237.

Lapadat, J.C. & Lindsay, A.C. 1999. Transcription in Research and Practice: From Standardization of Technique to Interpretive Positioning. *Qualitative Inquiry*, 5(1): 64-86 Sage Publications.

Lauri, M.A. 2011. Triangulation of Data Analysis Techniques. *Papers on Social Representations. Peer Reviewed Online Journal*. 20:34. 1-34.15.

Lesser, J., Koniak-Griffin, D.& Anderson, N. 1999, 'Depressed adolescent mothers' perceptions of their own maternal, *Issues in Mental Health Nursing*, 20(2): 131-149.

Leedy, P. & Ormrod, J. 2001. *Practical research: Planning and design* (7thed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

Leedy, P. & Ormrod, J. 2015. *Practical research: Planning and design* (11th ed). England. Pearson ed. Limited.

Letsoala, T., Makiwane M., Panday, S. & Ranchod, C. 2009. Teenage pregnancy in South Africa with a specific focus on school-going learners. *Child, Youth, Family & Social Development, Human Science Research Council*. Pretoria. Department of Basic Education. Available at <http://www.education.gov.za> [Accessed 27 April 2015].

Macleo, C. 1999. 'The 'causes' of teenage pregnancy: Review of South African research-Part 2'. *South African Journal of Psychology*, 29(1), 8

Macleod, C. & Tracey, T. 2010, 'A decade later: follow-up review of South African research on the Consequences of and contributory factors in teen-aged pregnancy'. *South African Journal of Psychology* 40 (1), 18-31.

Madike, P. J. 2014. HIV/AIDS policy responses and their impact on alleviating the effects of HIV/AIDS on teaching and learning: A study of UMkhanyakude District schools, UKZN. KZN.

Malahlela, M.K. 2012. The effects of teenage pregnancy on the behavior of learners at secondary schools in the Mankweng area, Limpopo. Unpublished Dissertation, Unisa. Pretoria.

Malahlela, M.K. & Chireshe R. 2013. Educators' perceptions of the effects of teenage pregnancy on the behaviour of the learners in South African secondary schools: Implications for teacher training. *Journal of Social Sciences*. vol. 37, 137-148.

Makiwane, M. 2010. 'The Child Support Grant and teenage childbearing in South Africa'. *Development Southern Africa*, 27(2):193-204.

Masemola, L. 2007. Teenage pregnancy becomes a trend. *The Star*, 30 October 2007:6.

Masemola-Yende, J.P.F & Mataboge, S.M. 2015. Access to information and decision making on teenage pregnancy prevention by females in Tshwane, *Curationis* 38(2):1-9 *Psychology*, 40, 1, PP. 18-31.

Mason J. 2002. *Qualitative researching*. (2nded). London. SAGE.

Masuku, N. 1998. Pregnancy among school Girls at KwaMgaga High School Umlazi. Pupils Perceptions and the Schools Response. Unpublished M. Ed Dissertation. Durban University of Natal.

- Matlala, S.F., Ntse, A.G.W. & Temane, M.A. 2014. Secondary School teachers' experiences of teaching pregnant learners in Limpopo province, South Africa. *South African Journal of Education*, 34(4):1-11.
- Maxwell, G.M., Radzilani-Makatu, M. & Takalani, J.F. 2016. Awareness of prevention of teenage pregnancy amongst secondary school learners in Makhado Municipality. *African Primary Health Care Med.* 8(2).
- McKnight, C. & William, J. 2010. Data quality for the next decade. *Information Management Magazine*.
- Medium Term Strategic Framework. 2009-2014. A framework to guide government's programme in the electoral mandate period (2009-2014).
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.
- Minnick, D. & Shandler, L. 2011, 'Changing Adolescent Perceptions on Teenage Pregnancy', *Children & Schools* 33(4): 241-248.
- Mkhwanazi, N 2010. 'Understanding teenage pregnancy in a post-apartheid South African Township', *culture, health & sexuality*, 12(4), 348-358.
- Modisaotsile, B.M. 2012. The failing standard of basic education in South Africa. Policy brief, Africa institute of South Africa. (72): 1-7.
- Moliko, M.R. 2010. Teachers' Perceptions of Teenage Pregnancy in selected schools in Lesotho. Unpublished Dissertation, University of Zululand. Empangeni.
- Mpanza, N.D. & Nzima, D.R. 2006. Attitudes of educators towards teenage pregnancy *Procedia Social and Behavioural Sciences* (5): 431-439.
- Myers, M. 1997. *Information Systems: An Emerging Discipline?* London: McGraw-Hill.

Naong, M. 2011. 'Learner Pregnancy – Perceptions on its prevalence and the Child Support Grant (CSG) being the possible cause in South African secondary schools', *Journal of Youth Studies*, 14(8):901-920.

Nasheeda, A. 2008. Life Skills Education for young people: Coping with Challenges. *Psychotherapy and Health* 4(1). Counselling in the Asia Pacific Rim: A Coming Together of Neighbours Special Issue, 19-25.

Nkwanyana, T.R. 2011. A study of the rate of teenage pregnancy in high schools in ILembe District, University of South Africa, Pretoria.

Noaks L. & Wincup E. 2004. Using documentary evidence in qualitative research, in *Criminology research, Introducing Qualitative Methods*, Sage publications LTD, London pp. 106-120.

Olivares, M., Confalonieri, E. & Lonio, C. 2011. 'Italian Psychologists' and midwives' perceptions of the pregnant teen: a qualitative study', *Journal of Reproductive & Infant Psychology*, 29(4):343-353.

Olsen, W. 2004. *Triangulation in Social Research: Qualitative and Quantitative Methods Can Really Be Mixed*. Developments in Sociology. Causeway Press.

Pitsoe, V.J. & Ramulumo, M.R. 2013. Teenage Pregnancy in South African Schools: Challenges, Trends and Policy Issues. *Mediterranean Journal of Social Sciences*. 4 (13):755-760.

Price, J. H. & Judy, M. 2004. Research Limitations and the Necessity of Reporting Them. *American Journal of Health Education*. 35: 66-67.

Ross, D.A. 2008. 'Approaches to sex education: Peer-led or Teacher-Led?' *PlosMedicine*, 5 (11):299.

RSA, 1999. National Policy on HIV/AIDS for learners and educators in public schools: Further Education and Training Institution. vol.410 n. 20372 (Notice 1926 of 1999).

RSA, 2007. *Measures for the prevention and management of learner pregnancy*. Department of Education.

Rule, S. 2004. Rights or wrongs: Public attitudes towards moral values. *HSRC Review*, 2(3): 4-5.

Russel, L.2010. 'The teenage pregnancy strategy: Beyond 2010' *British Journal Of Midwifery*, 18(6):374-375, Academic Search Complete, EBSCOhost, Javascript: openwideTip (<http://support.ebsco.com.ezproxy.ukzn.ac.za:2048/help> [Accessed 25 February2014]).

Salkind, N.J. 2014. *Exploring research*. (8thed) England. Pearson.

Scholl, M.F. 2007. 'Educating Adolescent Parent Approaches by School Leaders', *Delta KappGamma Bulletin*, 73(3):28-32.

Schumacher, S. & McMillan, J.H. 2010. *Research in Education-Evidence-based inquiry*. Boston: Pearson.

Shakespeare, D. 2004. 'Exploring midwives' attitude to teenage pregnancy'. *British Journal of Midwifery*, 12(5):320-329.

Sitienei, G.C. 2009. A comparison of research and publication patterns and output among academic librarians in Eastern and Southern Africa between 1990 to 2006. Master's Thesis, University of Zululand, School of Library and Information Science.

Smith, J.A., Harre, R. & Langenhove, L.V. 1995. *Rethinking methods in psychology*, Sage Publications Ltd. London.

Spear, H.J. and Lock S. 2003. Qualitative Research on Adolescent Pregnancy: A descriptive review and analysis. *Journal of Paediatric*, vol. 18 (6) 2003.

Somers, C. Gleason, J. Johnson S. & Fahiman, M. 2001. 'ADOLESCENTS' AND TEACHERS' PERCEPTIONS OF A TEEN PREGNANCY PREVENTION PROGRAM', *American Secondary Education*, 29(3):51.

South Africa. 1996. *The Constitution of the Republic of South Africa, 1996*. Pretoria: Government Printer.

South Africa. 2011. *National Planning Commission, National Development Plan Vision 2030*. Pretoria. Government Printer.

Taylor, M., Dlamini, N., Khanyile, Z., Mpanza, L. & Sathiparsad, R. 2012. 'Exploring the use of role Play in a school-based programme to reduce teenage pregnancy', *South African Journal of Education*, 32(4): 441-448.

Thobejane, T.D. 2015. Factors contributing to teenage pregnancy in South Africa: The case of Matjitjileng village. *Journal of sociology and social anthropology*. 6 (2) 273-277.

Thomas, D. and Hodges, I. 2010. *Designing and Managing your research project*. London: Sage Publications.

Willan, S. 2013. A Review of Teenage Pregnancy in South Africa. Reviewed in *Partners in Sexual Health*. April 2013.

Williams, C. 2007. Research Methods. *Journal of Business & Economic Research*, 5(3): 65-72.
World Health Organization. 2004. *Adolescent Pregnancy Issues in Adolescent Health and Development*. Geneva. World Health Organization.

Zhang, Y. 2011. College students' uses and perceptions of social networking sites for health and wellness information. *Information Research*, 17(3):1-20.

Yako E.M. 2007. A comparative study of adolescents' perceived stress and health outcomes among adolescent mothers and their infants in Lesotho. *Curationis*, 30 (1) 2007.

Yin, R.K. 2003. *Case study research: Design and methods* (2nded.) Thousand Oaks, CA: Sage.

ANNEXURE A

Letter requesting permission to conduct interviews

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, IT AND GOVERNANCE (SMIG) LAW AND
MANAGEMENT**

Research Project: Masters in Public Administration

Researcher: Thandiwe S. Ndlovu (072 535 0693)

Supervisor: Dr Bongani R. Qwabe (031 260 7577)

Research Office: Ms. M Snyman (031 260 8350)

Dear Respondent

I, **THANDIWE SYLVIA NDLOVU** am an MPA student, at the SMIG Law and Management, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: **“The perceptions of educators on teenage pregnancy in selected schools of UMkhanyakude District”**. The aim of this study is to; examine educators’ perceptions towards teenage pregnancy in selected schools in UMkhanyakude District.

Through your participation I hope to understand the perceptions of educators towards teenage pregnancy. The results of the survey are intended to contribute to furnish recommendations and suggest possible intervention strategies to enhance educational programs on teenage pregnancy.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the SMIG Law and Management, UKZN.

If you have any questions or concerns about completing the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

This interview should take about 30-60 minutes to complete.

Sincerely

Investigator’s

signature :

Date : _____

ANNEXURE B

Informed consent form for participants

CONSENT

I _____ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent / do not consent to have this interview recorded

SIGNATURE OF PARTICIPANT _____

DATE _____

ANNEXURE C

Interview Schedule

ANNEXURE C

INTERVIEW SCHEDULE: TEENAGE PREGNANCY IN SCHOOLS: PERCEPTIONS AND REALITIES

1. Teenage pregnancy and educator's perception

- 1.1 How do you perceive teenage pregnancy at schools?
- 1.2 How does teenage pregnancy affects your performance as an educator?
- 1.3 Why do you think teenage pregnancy should be prevented at schools?
- 1.4 Why do you think teenage pregnancy should be supported at schools?
- 1.5 Why do you think pregnant learners should attend school in the same classroom with learners who are not pregnant?
- 1.6 Why do you think pregnant learners should not attend school in the same classroom with learners who are not pregnant?

2. Causes and effects of teenage pregnancy

- 2.1. What do you consider as the driving factors contributing to teenage pregnancy in schools?
- 2.2. What are the effects of teenage pregnancy at schools?

3. Teenage pregnancy and school performance

- 3.1 Academically, what has been the overall performance of pregnant learners in your school?
- 3.2 What challenges do you experience when dealing with pregnant learners in your school?

4. Policies and strategies on teenage pregnancy

- 4.1 Does your school have a policy or a strategy on teenage pregnancy? If so, what are the provisions of the policy and/or strategy?
- 4.2 From a policy perspective, would you allow pregnant teenagers to attend school?
- 4.3 From an economic and social perspective what do you think is or will be the long-term impact of teenage pregnancy in the development of the country?

5. Measures to prevent teenage pregnancy

- 5.1. What measures should be adopted to reduce the rate of teenage pregnancy at schools?

ANNEXURE D

Ethical clearance certificate



22 August 2017

Ms Thandiwe Sylvia Ndlovu (213571964)
School of Management, IT & Governance
Westville Campus

Dear Ms Ndlovu,

Protocol reference number: HSS/0353/017M

Project title: Teenage pregnancy in selected schools in Umkhanyakude District: Perceptions and realities

Approval Notification – Expedited Application

In response to your application received on 18 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Mr BR Qwabe
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 280 3587/8350/4657 Facsimile: +27 (0) 31 280 4600 Email: simban@ukzn.ac.za / snymann@ukzn.ac.za / mohwng@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Furthering Campuses ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville