

**Challenges faced by secondary school educators in managing teenage
mothers who receive child support-grant**

A research study mini- dissertation

By

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ABSTRACT

The research study was initiated to investigate the challenges faced by secondary school educators with regard to the management of teenage mothers who receive child support-grant in Sibasa Circuit of the Vhembe District of Limpopo Province of South Africa. The study focused at critical issues that are experienced by educators in managing these teenage mothers in schools. The assumption was that educators' and learners performance is affected the lack of effective and efficient management of learners. In addition, it is assumed that effective and efficient management of these learners may improve their performance as well as that of educators with respect to obtaining satisfactory pass rate.

These critical issues include amongst others; capacity of educators in managing teenage mothers who receive child support grant; understanding of roles and responsibilities of educators in the management these learners; causes and effect of absenteeism by teenage mothers; poor performance by teenage mothers; dropouts and performance of learners.

Triangulation of quantitative and qualitative methods of data collection was employed to collect both qualitative and quantitative. Ten (10) Schools within the target area namely, Sibasa Circuit in the Vhembe District were sampled and data was collected using a structured questionnaire comprised of both open-ended and closed-ended questions.

Key findings of the research study were that educators did not receive proper training regarding the management of teenage mothers at their schools; educators are not familiar with the policies guiding the management of teenage mothers and those lacks of management of learners have impact to the performance of learners that leads to their drop out of school.

Some recommendations are that:

- Educators should be trained about the management of teenage mothers, receive ongoing training, outline and communicate roles and responsibilities with respect to management of these learners, as well as the ensuring that the accountability of success and failure of the management is made clear to both educators and learners.