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

A research study mini- dissertation

By

NETSHIONGOLWE TSHAMANO VICTOR

Student No: 9410200

Netshiongolwe Tshamano Victor
Signature

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Date

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Supervisor: Dr. FL Mutuvhi

Co-Supervisor: Prof. M.P. Khwashaba

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ACKNOWLEDGEMENTS

DECLARATION

I would like to thank my pretty wife, Cecilia, my sons and daughters who supported me. I, **NetshiongolweTshamano Victor** of student No. **9410200** declare that this dissertation is my original work and that it has not been produced in any other institution for the requirements of any degree. This research was conducted in secondary schools in the Sibasa Circuit of the Vhembe District in Limpopo Province during the years 2013 and 2014. I furthermore declare that all the references and sources quoted in this study have been acknowledged.

T.V. Netshiongolwe

Signature

16 MAY 2014

Date

9410200

Student Number

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I would like to thank my pretty wife, Cecilia, my sons and daughters who supported me in many different ways to make my dream come true.

The support and encouragement received from my supervisor for this study Dr. Mutuvhi FL, without whom, this work would not have happened. His deep knowledge about research has played a role towards my understanding of what I wanted to achieve for this study.

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DEDICATION

To my sons and daughters, my wife and my entire Netshiongolwe's family in memory of my late father, mother and my sister Nnditsheni.

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 composed of both open-ended and closed-ended questions.

Key findings of the research study was 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.

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.

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LIST OF ABBREVIATIONS

ORIENTATION OF THE STUDY

- CSG – Child Support Grant
EFA – Education For All
ANC – African National Congress
WCED – Western Cape Educational Department

CHAPTER 1

ORIENTATION OF THE STUDY

1.1. INTRODUCTION

In the olden days, having a child while still at school was perceived as a taboo to young girls globally. Africa, among other continents of the world is no exception to this issue. In South Africa, before South Africa became a democratic country, many teenagers who fell pregnant while at school were expelled because falling pregnant while at school was strictly forbidden by both the school committees and the parents of the learners. It was believed that teenage mothers would spoil other learners. As a result of that belief, many teenagers who fell pregnant dropped out of school. Many of them never went back to school after raising their young ones. This issue became a problem because many teenagers who fell pregnant automatically dropped out of school and the number of absenteeism kept on increasing.

After the new dispensation in South Africa, the ANC-led government allowed teenage mothers to attend school during and after pregnancy. The government also introduced “child-support grant” in order to try and fight poverty and support of those children whose parents are unable to provide basic needs. This initiative was also done in order to support children who were born by teenagers who were victims of unplanned pregnancies. The government also urged everyone to go to school by introducing “free educations to all”, including teenage mothers. This initiative by government was aimed at reducing poverty; however secondary educators still experienced challenges with regard proper attendance by teenage mothers who receive child-support grant. This is because teenage mothers are usually absent every 4th day of every month queuing for the child support grant money at big supermarkets and banks. In developed countries teenage pregnancies and teenage mothers are associated with many social issues, including lower education levels, higher rates of poverty and other poorer life outcomes in children of teenage mothers; The (National Campaign to Prevent Teen Pregnancy, 2002).

United Kingdom and New Zealand have the highest level of teenage pregnancy, while Japan and South Korea had the lowest in 2001 (A League table of Teenage Birth in rich Nations, 2001). The latest data from the United States shows that the states with the lowest teenage birth-rate are New Hampshire, Massachusetts and Vermont.

According to Hoffman (2006:3) teen mothers cost the American tax payers \$9.1 billion a year. In United States the department of education (1992) shows that both pregnancy and parenting are the leading reasons that girls provide for dropping out of school. African countries like Cameroon are experiencing a high number of dropouts related to teenage mothers and this remains a challenge to educators.

1.2. BACKGROUND OF THE STUDY

Here in South Africa, the law forbids excluding pregnant teenagers from school and permits young parents to continue with their schooling during pregnancy and after giving birth. However the existence of the policy and law does not by itself ensure that pregnant teenagers and young parents remain in school. Experience and practices that educators have in handling teenage mothers remain a challenge.

Theron and Dunn (2006:262) indicate that teenage child bearing is often associated with numerous disruptions for girls. When it comes to school attendance this brings confusion to educators because the schoolwork cannot be covered. This has also been mentioned by Bhana, Morell, Shefer and Ngabaza (2010:1) that educators lack formal training on managing teen mothers and they therefore do not know how to give formal school based support.

Grant and Hallman (2006) indicate that teenage mothers are often associated with numerous disruptions when it comes to school attendance. Chetty (2008:270) indicate that teenage mothers get fed up and respond back with the negative remarks or attitude they encountered and resist the educator's use of judgemental language in the presence of their fellow learners. As such the educators interpreted

the teen mothers as being problematic learners who were not even worthy of being emphasised with.

Luttrel (2003: 18) indicate that the regulation of proper conduct for girls in their conditions is a recurring source of conflict between the educators and the teen mothers. The Western Cape Educational Department (WCED) policy (2003) on managing teenage mothers indicated that pregnant teenage mothers are considered to be learners with special needs. According to the policy the principal should manage and co-ordinate the process. Despite the awareness of teen mother's frustrations at school, educators are not supported on how to handle teen mothers in schools. Another challenge is that educators are expected to achieve 100% pass rate with more learners who are stressed by motherhood and are usually absent from school and also fail to render continuous assessment due to absenteeism.

While it may be assumed that educators would support and encourage the teen mothers to deal with their situation which makes them learners with special needs, the educators themselves might be in need for guidance with respect to how they can encourage and support teen mothers so that they do not make these students' lives worse because of their insensitivity.

When educators expect teenage mothers to hand in their work, the teen mother will be giving reasons like, "I slept at the hospital because my child was sick" or "the child cried the whole night and I failed to write homework". Teen mothers as learners are also misunderstood and pressurised by their fellow learners.

This researcher was motivated by the fact that educators are in a crucial phase when imparting knowledge. They are expected to obtain 100% pass rate from learners who are mothers and who are burdened by challenges of looking after their children. Sometimes their children are sick or need their attention. Even worse than those, classes are left empty every 4th day of every month by teen mothers to queue for the child support grant money in big shops and banks. This remains a challenge to educators. The researcher seeks to investigate challenges faced by educators on managing teenage mothers in secondary schools of the Thohoyandou District of the Department of Education.

According to Pillow (2004: 11), teen mothers need help and support and their educators need guidance and support when managing them. Van Pelt (2012: 2) stated that educators are faced with unmotivated teen mothers who have difficulties maintaining consistent attendance simply due to challenges that come with motherhood.

1.3. STATEMENT OF THE RESEARCH PROBLEM

According to the South African Schools Act (Act No.84 of 1996) adolescent mothers are allowed to attend school during pregnancy and after birth. The problem is that during pregnancy teenage mothers are faced with many problems regarding raising their babies and attending school at the same time. Some teenage mothers do not have parental support at home to help them raise their babies while they attend school. At school teenage mothers do not get formal school based support from their educators because educators have not been trained in managing pregnant and teenage mothers in schools. Because of the above and other reasons, teenage mothers are forced to stay at home and raise their babies. According to the above mentioned Schools Act (Act No.84 of 1996) teenage mothers are allowed to continue with school after birth. The problem is that when they come back they had already lost too much time while they were absent raising their babies and could not complete their ICASS (Internal Continuous Assessment) tasks. Another problem is that teenage mothers who receive CSG absent themselves from school to queue for the CSG money every month. This affects their performance because they miss lessons during their absence. The problem is that when teenage mothers fail, educators are blamed for not achieving 100% pass rate.

1.4. AIMS OF STUDY

The main purpose of the study is to investigate challenges faced by secondary school educators in managing teenage mothers who receive child support grant within Sibasa Circuit of the Department of Education.

1.5. SPECIFIC RESEARCH OBJECTIVES

The objectives of the study are:

- To identify critical factors affecting secondary school educators when dealing with teenage mothers who receive child-support grant;
- To determine capacity of educators in managing teenage mothers who receive child support grant; and
- To determine the accountability of success or failure in the management of teenage mothers who receive child support;

1.6. CRITICAL RESEARCH QUESTIONS

The following investigative questions will thus be researched in search of answers to the research objectives above:

- What are the critical factors that affect secondary school educators when dealing with teenage mothers who receive child support-grant?
- How capable are educators in the management of teenage mothers who receive child support-grant?
- Who accounts for the success or failure in the management of teenage mothers who receive child support-grant?

1.7. SIGNIFICANCE OF THE STUDY

The following motivated the researcher to do this study:

Legislation pronouncements

The Department of Education developed a school's Act 84 of 1999 within which sections were outlined to address the situations of teenage mothers. The policy pronounce that pregnant learners and pregnant mothers should be afforded allowed to continue with studies and be supported to complete their secondary studies However the policy does not outline more about how the educators should manage teenage mothers. In addition, there seems to be absence of training programme

aimed at equipping educators about managing teenage mothers at secondary schools.

The following terms were used in the study and are interpreted as follows.

Poor performance

Teenager

Poor performance in secondary schools by teenage mothers who receive child support grant is observed. The trend demonstrates that teenage mothers who receive child support grant are usually absent from school. Consequently, they do not perform well and eventually dropout of school before completing their secondary studies. The study aimed at investigating the challenges regarding the management of teenage mothers and attempt to provide recommendations about how educators can be managed to get them at school and improve their performance in the classes.

Teen and nineteen.

Dropouts

Poor performance of learners ultimately results in increased dropouts. Dropouts lead to high performance failure rate for the schools and the department of Education. Nevertheless, educators are still expected to achieve 100% pass rate with more learners who seem to be stressed by motherhood and are usually absent from school and fail to render continuous assessment due to absenteeism (Luttrel, 2003:18).

1.8. LIMITATION OF THE RESEARCH STUDY

The following limitations may apply to this research:

- Lack of finance, time and resources. Ideally, a comprehensive study would be conducted to obtain general findings about challenges faced by educators in the whole province.

1.9. DELIMITATIONS OF THE RESEARCH STUDY

This study will be limited to Grades 10, 11 and 12 secondary school educators of the Sibasa Circuit.

1.10. DEFINITIONS OF TERMS

The following terms were used in the study and are interpreted as follows:

Teenager

Teenager refers to a person aged between thirteen and nineteen years, Rickel (1989:27). According to Capuzzi and Gross (1989: 18) the word “teenager” describes a group of young men and women who are no longer children but who are still short of adulthood.

For the purpose of this study a teenager is a learner who is between the age of thirteen and nineteen.

Teenage pregnancy

Teenage pregnancy refers to unintended and unplanned conception involving a person between the age of eleven years and thirteen years (Magwentshu 1990:25). Geneeksd (2003: 147) outlines teenage pregnancy as a pregnancy in a female under the age of twenty years when the pregnancy ends. For this, study teenage pregnancy will be referred to a young girl between the ages of twelve years and nineteen years who has unwanted pregnancy.

Teenage mother

A teenage mother is a teenage girl who has a child but not yet married, between the age of thirteen (13) and nineteen (19), Mutshekwane (2008).

1.11. PRELIMINARY LITERATURE REVIEW

In line with the importance for the study, a preliminary literature guided and shaped the study.

1.11.1 Legislative framework regarding teenage mothers

According to the World Bank (2006), more progressive policies adopted in sub-Saharan Africa and Latin America post 2000 indicate that more young female students during their pregnancy can stay in school and complete their education.

The constitution of South Africa, 1996, section 29 (1) (a) and (b) of the Bill of Rights entails that:

- (a) Everyone has the right to basic education, including adult basic education and
- (b) To further education, which the state, through reasonable measures, must make progressively available and accessible.

By implication, the current South African government urges everyone including teenage mothers to be at school studying towards a profession of their own in order to fight poverty. The government furthermore has made a provision that school principals must monitor and manage teenage mothers in schools. Mothers of teen mothers are also allowed to come to schools and give a close eye on their children who might be near giving birth.

The expulsion or exclusion of young women from school as a result of pregnancy is considered an unfair and unjust practice (National Youth Commission, 2013)

According to the National Youth Commission (2013), young women who become pregnant whilst still at school require support and assistance to deal with the responsibilities of motherhood and to complete and further their studies during pregnancy and after giving birth South African schools (Act No.84 of 1999 as amended in 2007), and the pending Pregnant and Parenting Students Access to Education Act (H.R. 2617) which also ensures that pregnant and parenting students must have equal access to education. This legislation will provide schools with professional development and technical assistance to schools, service co-ordination with relevant state agencies, co-ordinate and school district liaisons for educating pregnant and parenting students.

Even before the transition to democracy in the absence of a formal policy, schools allowed pregnant girls to remain in school and to return to school post-delivery, but some schools did not follow this (The Mercury, 2008)

1.11.2. The historic impact of schools to pregnant women at school

The reason behind schools not to allow pregnant teenagers to remain in school and to return to school post-delivery was to encourage teenage mothers to complete their studies and limit teenage pregnancy. However, some teenage mothers continued falling pregnant after returning to school. According to the National Campaign to Prevent Teen Pregnancy (2002), teen pregnancy prevention led to other critical social issues such as drop-out of school. Nearly one in four teenage mothers would experience another pregnancy within two years after having the first. After the second child, they find it difficult to return to school and then drop out.

This implies that although some schools tried to encourage teenage mothers to further their studies by allowing them to remain in schools and even giving them a second chance, they still experienced some challenges in managing them from avoiding second pregnancies and perform effectively and efficiently.

1.11.3. Teenage mothers management challenges in South Africa

- **Absenteeism** – Teenage mothers were often absent from school citing different reasons for not attending. Absenteeism impacts in teenage mothers' poor performance in class. Teenage mothers are usually absent from class and they cannot complete their continuous assessment, resulting in poor performance (Luttrel, 2003). Poor performance results in high failure rate, hence, drop out of schools
- **Low self-esteem by teenage mothers** -Even when teenage mothers return to school post-delivery, they develop a low self-esteem because they think their fellow students are laughing at them for what they did. They even feel they are treated as adults by their classmates and educators and as a result they feel ashamed and they ultimately underachieve. The correlation between earlier childbearing and failure

mothers who to complete high school reduces career opportunities for many young women". (Wikipedia, 2003)

Bolton (1980:142) contends that "teenage schooling is interrupted by pregnancy, even when the adolescent returns to school after giving birth they no longer become competitive and courageous as before they fall pregnant. When they returns to school, they becomes less able, feeling ashamed at what happed to her and not sure how to face parents and relate to friends".

1.11.4. Challenges

Pillow (2004:111) argues that teen mothers are often described as poor students or incapable students. Some media in South Africa have portrayed the adolescent mother as failure or the bad girl who behaves uncontrollable, immoral and always absent from school.

The above implies that dropping out of school increases the number of people who live in poverty. That is because without a diploma or degree or a certificate, it is not easy to find employment.

1.11.4. Current legal position in South Africa

In July 2000, the Council of Education Ministry pronounced a specifically focused legislation on teenage pregnancy [The South African Schools Act (Act No. 84 of 1999 as amended in 2007)] and the (2000 EFA Dakar framework for Action). The legislation pronounces that those pregnant learners could not be expelled from school during pregnancy and after giving birth. In 2007, the Department of education, motivated by a concern for learner pregnancies in public schools introduced guidelines for the prevention and management of learner pregnancy (DOE, 2007).

1.11.5. The impact of the current legal position towards teenage mother's school attendance in South Africa

The development of the Constitution of a democratic South Africa in 1996 and the introduction of the child support grant, an unconditional cash transfer program in South Africa, over the period 2002-2005 changed the conditions of many teenage

mothers who before the introduction of the above two programs cited finance as the primary reason for not continuing their education (Richter et al, 2005).

The “free education to all” policy also participated in encouraging teenage mothers to stay in class. The child support grant was introduced with the aim to alleviate poverty among the poor South Africans, especially teenage mothers who scramble for funds to support their babies.

1.11.6. Challenges

The child support grant has its effect on school attendance, almost entirely on the mothers who receives the child support grant (Martin, 2007). Child support grant has both positive and negative impacts on teenage mother’s life conditions and the schools attendance. The challenge is that teenage mothers are often absent every 4th day of the month to collect their grants, and they leave the schools unattended. Their absence leaves educators with challenges about not knowing how to manage their absence in class, attitude and behaviour.

Although the government policies urged schools to keep teenage mothers and not expel them, the same policies do not inform educators on how to manage teenage mothers in case they encounter perinatal problems. The Department of Education has a policy, contained with the South African schools Act to address these situations so young pregnant students can be allowed and supported to complete their studies. However, many schools are unaware of the National Campaign to Prevent Teen Pregnancy. The National Campaign to Prevent Teen pregnancy suggests that diverse staff should be used at schools to manage teen mothers effectively. The diverse staff of schools should not only comprise educators, but also counsellors, social workers and nurses, all focused on preventing teen mothers from dropping out of school. The school social worker should co-ordinate interactions with the various staff members and services.

The national campaign furthermore indicates that the school social work programs for teen mothers must effectively address attendance issues to prevent dropping out.

According to Bhana, Morell, Shefer and Ngabaza (2010:1) “educators lack formal training on managing teenage mothers and they therefore do not know how to give formal school based support”.

By not having been trained formally in midwifery courses, educators fail to give formal support to teenage mothers in times they experience labour problems. Educators regard giving support to teenage mothers who might be in need of help in class as not part of their job since they were not trained to do so.

Nearly 1 in 4 teenage mothers will experience another pregnancy within two years of having the first pregnancy and giving birth significantly increases the chance that these mothers to become high school dropouts and as many as half have to go on welfare. Many teen parents do not have the intellectual or emotional maturity that is needed to provide for another life (Martin, 2007)

Most teenage mothers are usually absent from school giving different reasons for not attending due to problems with their babies. For instance, “I did not come because my baby cried the whole night”.

During the day of pay every month, they are usually absent queuing in big supermarkets and banks for child support grant. All these issues contribute to poor performance by teenage mothers and they therefore drop out. This becomes a challenge to educators because they cannot achieve 100% pass rate.

1.12. ORGANISATION OF THE STUDY

Chapter 1: Orientation and Background of the study

This chapter provides the introduction and background of the study, statement of the problem, purpose of the study, research objectives, research questions, preliminary literature, limitation and delimitations of the study, ethical consideration and confidentiality, significance of the research and chapter and content analysis of the study.

Chapter 2: Literature Review

This chapter will outline the literature review in line with the research topic, research objectives and hypothesis of the study according to what gurus, authors and researchers have expounded.

Chapter 3: Research Design and Methodology

Chapter three deals with research design and research methodology. This includes type of study, data types, data collection and analysis tools, sample and sample size.

Chapter 4: Research Findings and Results interpretations

Chapter four deals with data findings or research results, and interpretation the presentation of data and results of data gathered from participants through structured questionnaire and interview guide.

Chapter 5: Conclusions and Recommendations

This chapter provides conclusions and recommendations of the study about how management of teenage mothers at secondary schools can be handled to improve performance.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

A literature review is an evaluative report of information found in the literature related to your selected area of study. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical base for the research and help you (the author) determine the nature of your research. (<http://www.utoronto.ca/writing/litrev.html>:1)

The aim of this study is for the researcher to investigate what other researchers have found out while researching on the topic “Challenges faced by secondary school educators in the management of teenage mothers who receive child support-grant” regarding educational achievement by students who are pregnant or those with children, the challenges encountered by both teenage mothers and educators and the impact these challenges bring to both parties.

2.2. TEENAGE PREGNANCY: CONTEXT

Teenage pregnancy is not only teenagers’ concern, but it also affects their parents, some family members, educators and also the government. Parents are expected to give teenage mothers support in raising their babies. For instance, parents look after the babies while teen mothers go to school to further their studies. On the other hand educators at school have to ensure that teenage mothers catch up with the syllabus by giving them necessary academic support so that they can improve their studies.

Seeing that most teenage mothers and their babies lived in poverty, the South African government introduced child support-grant in trying to alleviate poverty. The aim of the government was to give assistance to teenage mothers and other previously disadvantaged citizens who lived in poverty. This initiative by the government is helping many people who are jobless and live in poverty in their

families. Nevertheless, the initiative brought some challenges in as far as the attendance of teenage mothers at school is concerned. These challenges affect educators who must ensure that they achieve 100 percent pass rate under such circumstances.

The issue of teenage pregnancy and its challenges is not only a South African problem, but a global challenge. Statistics South Africa (2008) produced an estimate of teenage fertility from 2007 Community Survey which is apparently lower than the 2000-2005 periods. However, teenage pregnancy is still a challenge in South African schools.

2.2.1. Defining Teenage Pregnancy

Teenage pregnancy is a pregnancy in a female under the age of twenty years when the pregnancy ends (Geneeksd, 2003: 147).

Magwentshu (1990:25) outlines teenage pregnancy as an unintended and unplanned conception involving a person between the age of eleven years and thirteen years.

For the purpose of this study teenage pregnancy will be referred to as any teenage girl who is unmarried between the age of 12 and 20 who is still attending school but fall pregnant before she completed her studies.

2.3. EFFECTS OF TEENAGE PREGNANCY AT SECONDARY SCHOOLS

Teenage pregnancy affects teenagers' lives negatively regarding their health and their future aspirations. Early childbearing by teenagers is not a health risk to them only, but also to their babies. According to the Guttmacher Institute (1999) reports quoted in Wikipedia (2013:5), one-third of pregnant teens receive insufficient prenatal care and that their children are more likely to suffer from health issues in childhood or be hospitalized than those born to older women. On the other hand failure to complete high school prevents young mothers from progressing with post-secondary education and from participating in many vocational training programs

(Stevens- Simon, 1995:912). Maynard 1996: Zill and Nord (1994: P) argue that limited educational achievement combined with low basic skills and limited job experience means fewer employment opportunities and lower wages for teenage

mothers. This was also supported by Professor John Ermisch at the institute of social and economic research at Essex University and Dr Roger Ingham, director of the centre of sexual health at Southampton University who maintains that the correlation between earlier childbearing and failure to complete high school reduces career opportunities for many young women.

Low self-esteem is viewed as a risk factor for teens to become involved in risky sexual behaviour which may lead to pregnancy. It is , however emphasized that teenage girls should be motivated to see themselves as smart , confident, and strong to help delay sexual activities and prevent pregnancies (<http://www.kaieteurnews.co.>) retrieved October 20, 2013).

Research has also found out that, there is a close relationship between teenage pregnancy and self-esteem. However, statistics and reports reveal that most teenage pregnancies are unwanted and are a significant problem worldwide since a girl getting pregnant in her teen years is likely to suffer from lots of physical and psychological problems. Most teenage girls get pregnant without an intention to conceive. No contraceptive is full proof. Teenagers do not stop drinking, smoking or consuming drugs during pregnancy, thus harming their foetus. The disadvantage of such a situation leads teenage mothers to drop out of the high school or colleges without completing their education (Health doctors in Guyana). According to Chigona and Chetty (2008:270) teenage mothers may not be able to succeed academically if the support they need to complete their studies is insufficient. Usually, instead of getting support, the teen mothers endure misunderstandings and pressure. The teen mothers may feel disempowered because they are "othered" and consequently, they develop forms of resistance which in most cases may foster their failure as learners. Grant and Hallman (2006:3) maintain that the birth of a baby marks the end of schooling for the teen mothers.

Adolescent mothers face difficulties and the girls experience undue pressure from parents, peers and teachers. On one hand they receive very little support from school and their homes, while on the other hand they are usually misunderstood (Arlington Public School, 2004). There are, however, additional medical concerns for mothers aged under 15. For mothers aged 15-19, risks are associated more with socioeconomic factors than with the biological effects of age. On the other hand early motherhood can affect the psychosocial development of the infant. The children of teen mothers are more likely to be born prematurely with a low birth weight, predisposing them to many other lifelong conditions. The hardship does not stop at birth for these children (wikipedia, 2013).

Implication

The hardships that are brought by the children of the teenage mothers expose these teenage mothers to more challenges of raising their babies while they should be attending school at the same time. The challenge is that it is hard for a child to raise another child without motherhood experience.

2.4. TEENAGE MOTHERS AS LEARNERS WITH SPECIAL NEEDS.

Being a mother at an earlier stage demands more on the side of teenagers with regards raising their babies and also seeing to it that they complete their studies. Moreover, teenage mothers enter the unknown world of motherhood while they themselves are still children who must get care from adults in order to succeed in life. Nonetheless, teenage mothers expect to receive all the support they need both from schools and homes so that they can achieve their goals.

Mensch (1995:85) indicated that despite the fact that pregnancy is the cause for girls to drop out of school, he indicates that the lack of social and economic opportunities for girls and women and the domestic demands placed on them, coupled with the gender inequalities of the education system, may result in unsatisfactory school experiences, poor academic performance, and acquiescence in or endorsement of early motherhood.

Eloundou-Enye'gue' (2004:517) noted that respondents may downplay pregnancy as a factor in some of the dropouts that is imputed to marriage or lack of money. Likewise, young women who mention pregnancy as their reason for school leaving may be equally influenced by their family's financial situation or by potential care giving arrangements that will be available after the child is born. These factors may be significant in determining how a school girl reacts to pregnancy and whether she will resume her education after her child is born.

According to Grant and Hallman (2006:11) pregnancy and motherhood do not always interrupt a young woman's education in South Africa; they introduced a new set of circumstances that influence future decisions related to schooling. As such pregnancy is considered as a school – related outcome.

Research by the US Department of Education of 1992 shows that both pregnancy and parenting are the leading reasons girls give for dropping out of school. According to the study, any pregnant teens miss frequent days of school due to medical appointments and prenatal care. Teenage parents often cite school-related

reasons for dropping out of school. One of the specific issues indicated as hindering teenage mothers' educational attainment is rigidity by some school administrators concerning the schools' attendance policies. This includes the inability to provide adequate leave for teen parents to complete their general child care responsibilities (Mangino, 2008) as mentioned by Duncan (2011:2). Duncan (2011:2) appeals to the importance of giving teen mothers support in their education by citing different researchers such as Smith Battle (2007) who maintains that the gap between teenage mothers' aspirations and the support they receive suggest that educators are missing an opportunity to facilitate teenage mothers' school progress and their long-term educational attainment. Duncan (2011:2) also pointed out that Brosh, Weigel, and Evans (2007) found that the highest ranked type of needed support voiced by teenage parents' especially teen mothers, is childcare. The lowest ranked resources in the study dealt with career development programs that were implemented in an effort to prevent teenage mothers from joining and lingering on the welfare rolls. In concluding the issue of support that should be given to teen mothers, Duncan (2011:2) indicates what Mangino (2008) found out that both

school-related and personal support remain of importance to teenage mothers in their journey toward high school graduation.

According to O'Halloran (1998:77), often the disadvantaged background of young women contributes to poor school performance, weak social skills and also increases the likelihood that a young woman will become pregnant as a teen. Early childbearing contributes to lower levels of educational attainment for the adolescent mothers and their children, high rates of single parenthood, larger family sizes and increased reliance on public assistance. Recent research on examining the relationship between educational attainments has confirmed that teenage pregnancy adversely affects level of educational attainment. However, it has been found that young women often drop out of school before they become parents, and that there is poor school attendance and achievement after delivery of the child (Stevens- Simon, 1995:912). According to the Guttmacher Institute of 1994, in terms of educational achievement, dropping out, rather than having a baby appears to be the key factor that sets adolescent mothers behind their peers. Adolescent mothers who stay in school are almost as likely to graduate as women who do not become mothers while in high school.

School engagement is the combination of students' sense of belonging to school, commitment to school, and commitment to academic work (Smerdon 2002) cited in (Grant and Hallman 2006:16).

2.5. LEGISLATIVE PRONOUNCEMENT REGARDING TEENAGE PREGNANCY

Different countries and different schools perceive the issue of teenage pregnancy in different ways. Governments, organizations and institutions across the globe have developed policies and frameworks aimed at guiding the treatment and management of teenage mothers at schools. For the above reason, it became important for the researcher to review theories, research and legislations about the effect and management of teenage pregnancy.

2.5.1. Legislation guiding the management of teenage pregnancy in developed countries.

❖ Constitutional protections – in the US

Title IX bans educational institutions that receive federal funds from discriminating against students based on their actual or potential parental, family, or marital status or a student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovering there from. This means that the law requires schools to give all students who might be, are or have been pregnant (whether currently parenting or not) equal access to school programs and extracurricular activities. Pregnant and parenting students must also be treated in the same way that they treat other students who are similarly able or unable to participate in school activities. (TITLE IX of the US Constitution: The Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution)

❖ The meaning of the Title IX protection

- Schools must provide equal access to school for pregnant and parenting students and treat pregnancy and all related conditions like any other temporary disability.
- Schools must provide equal access to extracurricular activities for pregnant and parenting students. For example, a school cannot require a doctor's note for pregnant students to participate in activities unless the school requires a doctor's note from all students who have conditions that require medical care.
- Absences due to pregnancy or childbirth must be excused for as long as deemed medically necessary by the student's doctor. According to Title IX the regulations require that at the conclusion of pregnancy related leave, a student must be reinstated to the status that she held when the leave began.

- If schools offer separate programs or schools for pregnant and parenting students, these programs must be voluntary and offer opportunities equal to those offered for non-pregnant students (National Women Law Centre)
- The law requires schools to designate a Title IX coordinator, who will be responsible for overseeing compliance with Title IX. The Title IX also requires that schools adopt policies prohibiting sex discrimination and setting forth grievance procedures for students and staff to use if they experience discrimination. Furthermore students and parents must be made aware not only that Title IX prohibits discrimination passed on sex, but also of the identity of the Title IX coordinator in case the need to contact that person arises (Title IX of the U.S. Constitution : The Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution).

The Constitution of the Commonwealth of Puerto Rico establishes that there shall be a public education system that shall not discriminate on account of race, colour, sex, birth, social origin or condition, or political or religious ideas. To guarantee the essential equality of all human beings, it is hereby declared that every pregnant student, without impairment to the laws in effect, shall be entitled to:

- Receive from the Department of Education, if available and as needed, emergency medical or therapeutic assistance, tutors or teachers for the various courses so that she may capably meet the curriculum requirements as to finish her school year.
- Enjoy a tranquil and peaceful environment, and the respect to her right to intimacy and dignity and to not being a victim of bodily or emotional harm or of psychological pressures due to her pregnancy in all school premises of the public education system of the country (Puerto Rico- Pregnant Student's Bill of Rights)

2.5.2. Legislation guiding the management of teenage pregnancy in South Africa.

According to the South African Schools Act, no 84 Of 1996, adolescent mothers are allowed to attend school during pregnancy and after giving birth. South Africa is one of the several countries in sub-Saharan Africa that has taken steps to protect young mothers' right to education. The introduction of the Constitution of the Republic of South Africa in 1996 together with the Education Act, 84 of 1996 and Schools Act, 1996 in the same year formalized this practice. In July 2000, the council of Education ministries pronounced specifically on teenage pregnancy, indicating that pregnant learners could not be expelled from school, (The Mercury, 2008: May 8).

The South African government has pledged to "put children first" by becoming a signatory to the United Nations Convention on the Rights of the Child and by according children special recognition, in the Bill of Rights of the South African Constitution. This commitment aims to ensure that children's rights are upheld, and that provision is made to enable all children to reach their full potential, especially in the formative school years, during which providing special attention to children's optimal health will improve not only their survival, growth and health, but also their learning outcomes and development at secondary schools (Integrated School Health Policy, 2012:).

2.6. MANAGEMENT OF TEENAGE MOTHERS AT SECONDARY SCHOOLS

While many girls who become mothers before completing schooling consider academic qualifications to be very important, they may not be able to succeed academically if the support they need to complete their studies is insufficient. Usually, instead of getting support, the teen mothers endure misunderstandings and pressure. They may feel disempowered because they are marginalized and consequently, they develop forms of resistance which in most cases may foster their failure as learners (Chigona and Chetty, 2008:270). Teenage childbearing is often associated with numerous disruptions for girls when it comes to school attendance. The girl needs tremendous support to untangle the disruptions. Denying them the support they need to pursue education, condemns them and their babies to the vicious circle of poverty and ignorance, (Kunio and Sono, 1996: It is , therefore for this reason that teenage mothers need to be managed effectively so that they could find it easy to further their studies with all the challenges of parenthood that

they are faced with, which could disrupt their learning if not well managed by educators.

2.6.1. Roles and responsibilities of educators and school in the management of teenage mothers in secondary schools.

Pregnant and parenting students' chance of success is harmed by a lack of support from their schools personnel, and inferior alternative education programs. The National Women's Law Centre (www.nw/c.org :) suggests that every student should feel welcome in the school, as well as encouraged and supported by the staff.

Teachers are not expected to discriminate, and curriculum must not contain or be based on race or sex stereotypes. Schools are expected to hire an adequate number of councillors, and they should monitor students' course loads to ensure that post-secondary requirements are met. Teachers should share with students' information about their own college experiences.

The National Women's Law Centre, furthermore maintains that schools should bring in outside speakers, take the students on field trips and site visits to expose them to post-secondary educational options and possible careers. Schools must also invite college representatives to school to speak with students and parents, and arrange mentoring partnerships with local universities, government leaders, and students support groups.

Although discrimination on the basis of pregnancy violates Title IX of the Education Amendments of 1972, the Federal Civil Rights Law that bars sex discrimination in school- too many schools are either unaware of or fail to comply with their legal obligations, again, schools also fail to give pregnant students the support they need to maximize their chances of staying in school. According to one study of Latinas who had dropped out after having a baby, many left school because they were not given the resources or support mechanism to help them balance school and raising a child. On the other hand, some schools may be sending the wrong message to

their female students by celebrating students' pregnancies while providing insufficient support to keep those students in school. One teacher who was interviewed by researchers noted that her school staff throws baby showers, for the girls who get pregnant instead of throwing parties to celebrate a girl's graduation or acceptance into college to emphasize that there are other ways for them to be valued and acknowledged (Greenberger M.D, Samuels J, Kaufmann L.S and others (2009): 25).

2.6.2. Capacity of educators in the management of teenage mothers in secondary schools.

Oxford South African Concise Dictionary defines "capacity" as the ability or power to do something. In the light of the above definition the researcher would therefore refer the capacity of educators in the management of teenage mothers in secondary school as the ability or power of the educators to manage teenage mothers in schools. The researcher wishes to examine by reviewing what other researchers have found out regarding educators' ability and skills of managing teenage mothers and the challenges that come with motherhood in class.

The Western Cape Educational Department (WCDE) policy (2003) indicate that secondary school educators are faced with a challenge of achieving 100% pass rate with more learners who are stressed by motherhood and are usually absent from school and fail to render Cass due to absenteeism.

Although educators have been trained to educate learners in the subject matter of their specialization, they were not trained on how to manage teenage mothers in class in terms of how to address them before other learners and how to give them proper health support in case they experience pregnancy related problems in class. This issue was supported by Bhana, Morrel, Shefer and Ngabaza (2010: 1) who indicated that educators lack formal training on managing teen mothers and they therefore do not know how to give formal school based support.

Chigona and Chetty (2008: 270) also added the support by mentioning that teenage mothers get fed up and spoke back to the negative remarks or attitude they

encountered and resist the educator's use of judgmental language in the presence of their fellow learners. Luttrell (2003: 18) also observed that there is a recurring source of conflict between the educator and the teen mothers regarding how the two groups interact in class.

The Western Cape Educational Department (WCED) policy (2003) on managing teenage mothers indicates that pregnant teenage mothers are considered to be learners with special needs. According to the policy, the principal should manage and co-ordinate the process. Despite the awareness of teen mothers' frustrations at school, educators are not supported on how to handle teen mothers in school.

Stephens, Wolf and Batten (2003: 5) indicate that when teenage parents do not receive the support and resources they need, a variety of detrimental consequences can result.

In the light of the submissions made by the above researchers, it is apparently clear to the researcher that educators in the secondary schools are not well capacitated to manage teenage mothers in class. The question is, whose responsibility is it to see to it that educators are well capacitated in the management of teenage mothers in schools? What must be done to solve this problem? For these reasons and others, the researcher would like to conduct an investigative study to ascertain whether what other researchers have found out is also true for the teenage mothers who are found in the schools in Sibasa circuit.

2.7. TEENAGE MOTHERS MANAGEMENT CHALLENGES AT SECONDARY SCHOOLS

Secondary school educators are faced with challenges in the management of teenage mothers in school. Teenage motherhood brings many disruptions both to teenage mothers and the educators with regards the teenage mothers' performance in class. Teenage mothers are usually absent from class either taking care of their sick babies who did not give them a sleep the whole night or because they had to queue for child support-grant money. Sometimes teenage mothers have to stay at home for months after giving birth and they therefore, fail to render class due to

absenteeism. This issue of teenage mothers missing classes frustrates educators who should see to it that teenage mothers' performance is improved in order to achieve 100% pass rate. The challenge is how can the educators achieve 100% pass rate faced with absenteeism, poor performance and dropouts by teenage mothers? The researcher would like to review the studies of other researchers in order to find out.

2.7.1. Overview of the critical issues in managing teenage mothers in developed countries.

Educators' performance is aligned to students' pass rate as well as values that help them to build their future. Poor attendance, poor performance, low-self-esteem and dropouts by teenage mothers contribute in high failure rate which becomes a challenge facing educators who must achieve 100% pass rate under such circumstances. Dropouts may leave school because of a variety of individual and school-based factors. According to (Mc Neal, Mihalic and Elliot, 1997) cited in Stearns and Glennie (2006:31) there are two theories that are identified with the dropouts of teenagers. These theories view the adolescent in a contextual sense, in that schooling is only one important part of the adolescent's life along with family, the labour market, peers, and churches and other organisations.

The "pull-out" theories assume that students make a cost-benefit analysis of their economic interest to remain in or leave school. In contrary, the "push-out" theories concentrate on the school factors that discourage students from continuing with their education. Jordan, Lara and Mc Partland (1996:64) define push effects as factors located within the school itself that negatively impact the connection adolescents make with school's environment and cause them to reject the context of schooling. Bhana, Morrel, Shefer and Ngabaza (2010:1) indicate that educator's lack formal training on managing teenage mothers and they do not know how to give formal school-based support. Most teenage mothers are usually absent from school due to some challenges facing them when raising their babies. This present challenges to secondary educators. At school, teenage mothers expect educators to treat them with sympathy, whereas educators expect teenage mothers (as learners) to perform and behave like any other learner in their respective classes (Bhana *et al.* 2010).

Being a young mother in an industrialized country can affect one's education. Teen mothers are more likely to drop out of high school. Recent studies have found out that many of these mothers had already dropped out of school prior to becoming pregnant, but those in schools at the time of their pregnancy were as likely to graduate as their peers (Wikipedia, 2013). According to Card and Wise (1978), teenage fertility is believed to set the young mothers and their children on a trajectory of lifetime poverty.

Poverty may, however, be the result of mediating factors such as expulsion or exclusion from educational facilities or a lack of material and social support (Ojwang and Maggwa, 1991). The introduction of the child support grant in South Africa has sparked the debates about welfare and childbearing behaviour that are common in more developed countries with a relatively high level of teenage fertility.

Elaine Ellis, MSW, PPSC (Pupil personnel services credential) works at Hilltop school a small school that is part of the (SFUSD) San Francisco Unified School District and specifically supports pregnant and parenting teens. She acts as a liaison between the teen mothers, case managers, therapists, youth outreach workers and teachers. "Our collaborative approach is unique and successful in providing a supportive peer group for students and positive relationship with staff. These personal elements are paramount in preventing dropouts" Ellis says. Emily Cambry, RN, BSN, CSN, MSW, MED, a social worker in the Chicago public schools, provides therapeutic services at Simpson Academy for young women, the only Chicago public school that serves parenting and pregnant teenage girls. According to Cambry, the most important aspect of social work that keeps teen moms in school is engaging and connecting with these students while maintaining a non-judgemental attitude.

"When students feel the environment is supportive, they are more motivated to attend school, seek out services and consider the social worker as yet another expert in the building with whom they can connect" she says. At Simpson academy, Cambry focuses on addressing the social and emotional learning needs of students, including identifying their strengths and goals, discussing the importance of completing their secondary school education and identifying a career path that will maximize their ability to function independently as a young parent.

In addition to that school social workers also found out that teen mothers are often subjected to discrimination and criticism from peers and staff members when attending a regular high school. Some of the students have family relationship issues that negatively impact their ability to remain motivated to attend school consistently.

2.7.2. The impact of child support-grant in the management of teenage mothers' performance in secondary schools.

In the past decade, South Africa's social welfare system has come to play an increasingly important role in the government's poverty reduction strategy, and its restructuring has been one of the most visible and controversial tasks undertaken by the new government. According to Williams (2007:5) the social welfare system dates to 1928 for whites and 1944 for blacks, with differing grants amount and eligibility for different racial groups until the government began to close these gaps during the 1980's. The current structure was created by a series of reforms in the 1990's. The child support grant was implemented in 1998 here in South Africa. Williams (2007: 5) found that in South Africa, there is a popular myth that teenagers become pregnant for the perverse incentive of accessing the child support grant. Some service providers cited child support grant as a cause of teenage pregnancy. In contrary, Williams (2007:5) indicates that child support-grant is the only grant with a means test that is stringent enough to be a binding constraint on many poor families, which might create a disincentive effect. He furthermore indicates that the child support-grant leads to decreased child hunger and increased school attendance. In conclusion he maintains that the grant is clearly fulfilling its purpose of alleviating poverty and improving the future prospects of children in poor families.

Williams (2007: 5), also indicates that a school age child who is a recipient of child support grant is not attending school by over half. In Mexico, grant payments are conditioned on child school attendance. The child support grant has its effect on school attendance almost entirely on the child who receives the grant. Although South African education Policy allows teenage mothers to attend school during pregnancy and after giving birth, however, about half of them drop out of school after falling pregnant, Manzini and Kaufman, (2001) in Makiwane (2010:193). Some people regard welfare grants as incentives for female teenagers to have children that

they are unable to support otherwise (Sawhill, 2000 and Evans, 2006). This perspective is also routinely reported in the popular media in South Africa. An example of this outcry appeared in the Cape Argus in 2008, citing community workers who said "Lazy young mothers went on drinking sprees, bought clothing and gambled with the 'child support grant' money". There is a dramatic increase in grant in young mothers misusing the child support grant, sometimes known as 'womb fee' in the township (Cape Argus, 2008:6). This outcry against the grant also feeds on an empirically untested argument that the grant does not benefit children because teenagers deliberately give birth in order to access the money for their personal use. In a qualitative research done by HSRC (2005) to show the reasons for absenteeism in schools, it was found that some girls got pregnant in order to receive the grant because they were poor and thought that the money would help them and their families afford food and other basic needs, cited in (Ndegwa,2008:26)

The question is that if there is no evidence that the child support-grant is the one that influence the high number of teenage pregnancy, what then is the cause of teenage pregnancy in South Africa? The researcher would like to investigate this issue basing the study in local secondary schools in Sibasa Circuit of the Vhembe District in Limpopo Province.

2.8. IMPACT OF TEENAGE MOTHERHOOD ON STUDIES PERFORMANCE

In this area of study the researcher wishes to find out what other researchers say regarding educational achievement by students with children. Although education can help to minimize the economic burden of early parenthood by helping young parents to attain the educational resources necessary to achieve their economic and other desired lifetime goals, studies suggest that being a teenage mother will limit the students' educational attainment (Duncan, 2011:2).

In support of the above statement by Duncan (2011:2), Kost, Henshaw and Carlin (2010) found that teenage mothers often drop out of school because of the pressures they experience, including stigmatization associated with early parenting; isolation from peers; and lack of needed support from family, friends, schools, social service agencies, and other organizations. This is a challenge to educators because

dropouts lead to high failure rate. When students fail, educators are held responsible. Moreover, educators have the accountability why students have failed, irrespective of what challenges they are faced with. This is a problem to educators.

educators

According to Centre for Assessment and Policy Development (1999) some teenage parents often choose to remain under radar (they hide it that they are parents) due to the stigma attached to teenage pregnancy and parenthood. School administrators and the staff may be unaware that some of the students are indeed, parents. This invisibility of teenage parents often produces negative results; inappropriate interventions to address their unique developmental needs, lack of advocacy for teenage parents, and insensitivity on the part of the educational system to help parenting teens balance the education and their responsibilities as parents. All the above- mentioned attributes impact negatively on the education of teenage mothers, which therefore bring many challenges to educators and the school on how to manage them.

Many of the teenagers who participated in the focus groups commented that women

Duncan (2011:2) also discovered that the school climate and expectations levels and their impact on teenage parents' educational aspirations were viewed, and studies suggested that the school's expectations of teenage parents did not always align with that of the student parents. According to the findings the school often had a lower expectation level for those students. This resulted in student parents struggling in their performance, often to the detriment of their education and future goals. Again, here the researcher unveils to the readers how teenage motherhood impact negatively on teenage mothers' education. This is because when students struggle to perform, they fail and that is a challenge to educators who must achieve 100% pass rate. in educational attainment particularly at the secondary level.

According to the National Campaign to Prevent Teen and unplanned Pregnancy (2012), thirty per cent (30%) of teen girls who have dropped out of school cite pregnancy or parenthood as a reason. Furthermore, teen girls themselves report that parenthood is a leading factor in dropping out of high school but it is clear that there are more many factors that may lead to an increased risk of both teen pregnancy and dropping out of high school, such as poverty, neighbourhood characteristics, school quality, future aspiration and more. Dropout is one of the challenges faced by

educators in the management of teenage mothers in secondary schools. This dropout problem affect teenage mothers negatively with regards their performance because they quit school which result in high failure rate, a challenge faced by educators.

According to Aber, Brooks- Gunn and Maynard (1995), 30% of teenage mothers who were high school dropouts faced the greatest barriers to self – sufficiency. Some had extremely poor basic skills and no family resources to support them, namely confronted barriers compounded by deep personal problems, dysfunctional home situations and welfare system entrenchment. Others had dropped out of school because of transitory circumstances, for instance, when the pregnancy coincided with another major family crisis and they were more responsive to the program's pressure to return to school. This again, impact negatively on the education of the teenage mothers and as a result this leads to teenage mothers facing a bleak life.

Many of the teenagers who participated in the focus groups commented that women on welfare often become “addicted” to receiving public assistance and, over time, lose motivation and ability to care for themselves. As new parents, the teenagers were inexperienced with child care .This lack of experience in child care put the teenage mothers' performance in school at jeopardy because they need much time to care for their young ones , thus missing some classes during their absence which result in poor performance and ultimately high failure rate.

A study by Eloundou – Enyegue (2004: 517) found that although pregnancy was not the source of all drop out among girls in Cameroon, it was the great contributor to the gender gap in educational attainment particularly at the secondary level.

In sub-Saharan Africa, the combined effects of temporary withdrawal from school lead many young women to remain enrolled at the primary or junior secondary level well past puberty and into their late teens, thus increasing their risk of pregnancy related school disruptions (Lloyd et al. 2000; Hewett and Lloyd 2005). A study conducted in Kenya found that girls with poor school performance were significantly more likely than the best students to become pregnant. The authors speculated that the high incidence of grade repetition among low achievers may be partially

repressible, lengthening the period in which girls remain in school and are at risk of becoming pregnant (Division of Family Health/ GTZ Support Unit 1988).

Johnson et al. (2001) maintain that school behaviours, such as attending class, participating in discussions, completing homework assignments, avoiding distracting behaviour, and taking part in extracurricular activities, have been shown to be correlated with academic achievement.

Statistics South Africa (2002) has found out that although education is the primary investment strategy used by poor families to escape poverty in less developed countries, evidence from South Africa indicates that labour-market incentives for young black African women aged 15-24 to complete secondary school are not high and may even be declining. This age group has the highest unemployment rate by far. In conducting focus –group research in South Africa, Kaufman, Carol E., Thea

de Wet and Jonathan Stadler (2001) find that education is strongly associated with valuation of bride price, which may encourage parents to support the daughters' return to school following early pregnancy and childbirth.

Evidence from South Africa suggest that the availability of support in caring for a child and policies that allow a young woman to return to school following child bearing facilitate continued school enrolment (Grant and Hallman 2006). Schools with a high concentration of poor or monitory students are slightly more likely to have zero-tolerance policies in place (National Centre for education Statistics, 1998).

Some researches indicate that teachers may bias their judgments of student behaviour, depending on both the teachers' race and that of their students. However, White teachers are found to be seeing the behaviour of African American students as more disruptive (Downey and Pribesh, 2004). Blau (2003) finds that African American are more likely than teens of other racial and ethnic groups to engage in some behaviours that breaks school rules and norms, such as failing to complete homework, cutting class, and arriving at school late, these behaviours impact negatively on teenage mothers' performance.

Despite numerous programs designed to reduce teenage pregnancy, the high rate of pregnancy among teens don't finish high school because of pregnancy and post-partum medical issues, inability to fulfil assignments, child care issues or lack of supportive mentors among school personnel (Social work today, 2013:24).

The researcher wishes to investigate whether the teenage mothers' challenges mentioned above by other researchers are common challenges that are faced by the teenage mothers and schools in the Sibasa Circuit of the Vhembe District of the Limpopo Province in South Africa. If the challenges are similar, how best can this issue be solved by both the teenage mothers and the educators who manage them or by whoever is responsible?

2.9. CONCLUSION

In this chapter the researcher's task was to investigate what other researchers discovered as challenges faced by secondary school educators in managing teenage mothers who receive child support-grant. Critical issues that contribute in poor performance by teenage mothers such as; absenteeism; poor performance by teenage mothers; capacity of educators in managing teenage mothers in schools; roles and responsibilities of educators in the management of teenage mothers in secondary schools; dropouts by teenage mothers; challenges faced by educators with regard teenage mothers who collect the child support –grant money during school days and also what legislations say about teenage mothers and school attendance. The next chapter will show us how the researcher will collect data from sampled schools in Sibasa Circuit to try and address these challenges.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter indicates how the researcher has collected data and the kind of methodology used to conduct the study.

3.2. RESEARCH DESIGN

Research design is a detailed plan of how a research project will be undertaken. (Babbie and Mouton, 2009: 74) provides the basis according to which data are to be collected to answer the research questions. The researcher should select the research approach after considering the aim of the research, the nature of the question and the resources available to him or her, Shuricnk (2008: 253). The research will employ the triangulation approach which will combine qualitative and quantitative research design in order to obtain data thus increasing the reliability of any interpretation.

Quantitative research approach refers to standardise questionnaires that are administered through random sampling. According to Jones & Wodcock (2003: 3), quantitative research can also be defined as a numerical representation and manipulation of observation for the purpose of describing and explaining the phenomena that observations reflect. Both quantitative and qualitative approaches were employed for the study.

Qualitative data are based on meanings expressed through words. They result in the collection of non-standardised data that require classification and are analysed through the use of conceptualisation interviews or voice recorder can be used to collect data, Saunders, Philip and Thornhill, (2003: 406).

3.3. METHODOLOGY

Research Methodology is a general plan of how the researcher will go about answering the research questions. It will contain clear objectives derived from the researcher's research questions, specify the sources from which the researcher intends to collect data and consider the constraints that the researcher have such as access to data; money and ethical issues (Saunders, Lewis and Thornhill, 2003:90). In this study a deductive approach using a structured questionnaire to gather quantitative data containing closed and open-ended questions will be employed. Inductive approach will also be employed whereby respondents will be interviewed and their responses recorded. Data will be gathered from 10 schools in Thohoyandou Circuit in Vhembe District of the Limpopo Province.

3.4. POPULATION OF THE STUDY

Drew, Hardman and Hosp (2008: 83) state that population refers to all constituents of any clearly described group of people, events or objects which are the focus of the research. Population may be large or may be fairly small. According to Babbie and Mouton (2009: 174) population is the aggregation of elements from which the sample is actually selected and every element meeting the theoretical definitions laid down actually has a chance of being selected in the sample. Strydom, Fouche and Delport (2003: 198) define population as a term that sets boundaries on the study units. It refers to individuals in the Universe who possess specific characteristics.

In this study the total population was 75 secondary educators that are found in Sibasa Circuit.

3.4.1. Sampling

Ary, Jacobs & Sorensen, (2010 : 150) indicate that in random sampling all members of the population have equal chance of being included in the sample. According to MC Millan and Schumacher (2001: 175), through random sampling the researcher selects particular elements from the population that will be representative or informative about the topic under investigation.

Leedy and Omrod (2001:202-204) describe random sampling as the least sophisticated of all sampling designs. The sample is chosen whereby every member of the population has an equal chance of being selected.

Check for consistency, and

For this study all members of the population were known therefore it was easy for the researcher to use simple random sampling to select the respondents.

A five point likert scale will be used in this study. According to Leedy and

Only educators who teach grade 10, 11 and 12 in the secondary schools of Sibasa Circuit were targeted to participate on the study.

Questionnaires are easy to analyse, and most statistical analysis software can

3.4.2. Sampling technique

Non-probability sampling was selected and purposive sampling method was employed because the researcher judged the respondents' knowledge about the research issues. In this case grade 10, 11 and 12 educators in the secondary schools in the Sibasa Circuit participated.

3.4.3. Sampling Size

75 participants in 6 schools in Sibasa Circuit participated. 70 of 75 participants completed the open-ended and close-ended questionnaires and the remaining 5 participants were interviewed.

3.5. DATA COLLECTION INSTRUMENTS

In this study, data was collected using a structured questionnaire comprised of closed and open-ended questions to collect both qualitative and quantitative data.

Structured questionnaire according to Schulze (2003:14) includes the low level of involvement of the researcher and high number of respondents.

When constructing the questionnaire the researcher will consider the principles outlined by Leedy and Omrod (2001: 202-204) that:

- Questionnaire and questions must be short;
- Use simple, clear unambiguous language;
- Word questions in ways that do not give clue to response;
- Check for consistency; and
- Determine in advance how the responses will be coded.

A five point likert scale will be used in the questionnaire. According to Leedy and Ormrod (2001: 202-204), questionnaires are chosen in the research study for the following reasons:

- Questionnaires are easy to analyse, and most statistical analysis software can easily process them.
- They are cost effective when compared to face-to-face interviews, mostly because of the costs associated with travel time.
- Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- They are less intrusive than telephone or face-to-face surveys. When respondents receive a questionnaire in the mail, they are free to complete it on their own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.
- Written questionnaires reduce *interviewer bias* because there is uniform question presentation. Unlike in-person interviewing, there are no verbal or visual clues to influence a respondent to answer in a particular way. Many investigators have reported that interviewer voice inflections and mannerisms can bias responses. Written surveys are not subject to this bias because there is no interviewer.

An interview guide was designed to gather qualitative data by delving deeper into understanding challenges faced by educators in managing teenage mothers at secondary schools specifically in grades 10, 11 and 12. According to Leedy and Ormrod (2001: 148) qualitative study continues to evolve over the course of investigation. It allows the researcher to ask open-ended-questions. This will give participants an opportunity to raise those aspects that are not openly shared or discussed.

3.6. DATA ANALYSIS

Quantitative data was coded into categories and spss computer package was used to analyse. Qualitative data was transcribed verbatim with the help of the summary that was written during interview, and then summarised.

3.7. ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

According to Wallman (2006: 148), ethics is a rule of conduct in research. Wallman (2006: 148) identifies two perspectives from which one can view ethical issues in research namely: (1) Ethical responsibilities to the subjects of research such as consent, confidentiality and courtesy and (2) The value of honesty and frankness and personal integrity.

In this study the researcher will obtain a letter to seek permission to conduct research to the area manager and to the principals of target schools. The researcher will inform the participants what the study is about and will not use names but assigns numbers to each participant. The researcher will acknowledge other peoples' ideas, and all the findings after that analysis will be presented as they are without any alterations.

3.8. CONCLUSION

This chapter is a plan of how the researcher is going to collect data in order to investigate the challenges faced by educators in the management of teenage mothers in secondary schools. The methods to be employed, quantitative and qualitative; sampling size; sampling technique; ethical considerations and data analysis showing the readers how data will be analysed.

CHAPTER 4

RESEARCH FINDINGS

4.1. INTRODUCTION.

This chapter presents results of data collected from secondary schools of the Sibasa Circuit of the Vhembe District in the Limpopo Province pertaining to this study. Data was collected through closed and open ended questionnaires which were distributed to target research participants. Data was collected from 10 schools in the Sibasa Circuit.

Both qualitative and quantitative data were collected. Results of data collected are presented here in a form of graphs and tables.

One hundred (100) questionnaires were distributed of which 70 questionnaires were completed and returned constituting 70% of the return rate.

Research results are presented here in line with the research objectives of which recommendations are provided in Chapter 5 respectively. See the graphs overleaf.

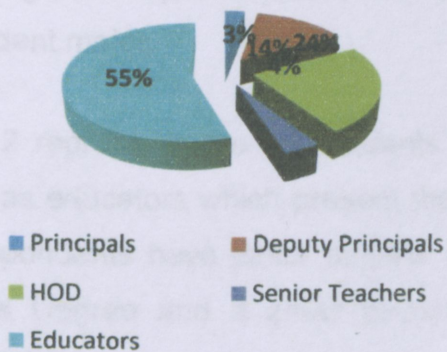
4.2. ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

This section presents data collected through questionnaire and it will be presented in the form of pie-graphs and column graphs. Five respondents were interviewed.

4.2.1. DEMOGRAPHIC INFORMATION

The graphs below present the demographic information of respondents. These are participants who completed and returned the questionnaires, namely, 70 respondents which constitute 70% return rate.

Demographic Information of Respondents



Demographic Information of Respondents

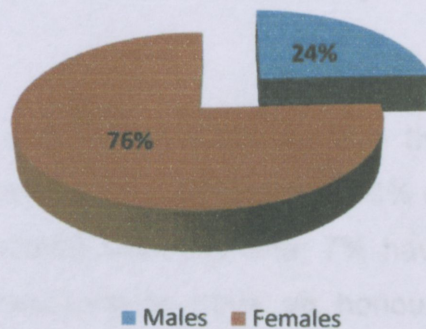
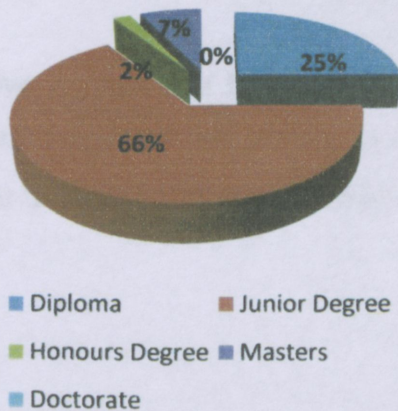


Figure 1: Positions and gender representation of respondents

Academic qualifications of respondents



Years of Experience of Respondents

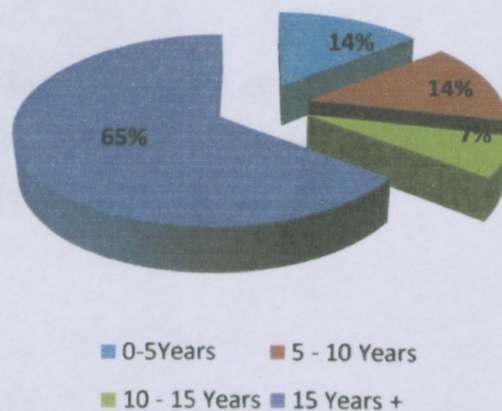


Figure 2: Academic Qualifications and Years of Experience of Respondents

4.2.2. CRITICAL ISSUES CONCERNING MANAGEMENT OF TEENAGE

According to figure.1, the majority respondents were CS1 educators, constituting 55, % of the total number of the respondents. 24% of which are Head of Departments. 14% Deputy Principals, 4% Senior Teachers and only 3% were school Principals. In terms of gender representation, 76% of the respondents were females and only 24% respondent males.

Figure 2 represents the respondents' qualifications and length of service with the school as educators which present their work experience. The indicates that 66% of the respondents have junior degree, 25% of respondents have Diploma, 7% have Masters Degree and a small percentage 2% of respondents have an honours qualification.

In terms of work experience (length of service), the majority respondents, 65% have an 15 years plus of experience and more followed by those respondents whose experience is from 0-5 years and those of from 5-10 years of experience who both constitute 14%. The smallest group of respondents who made up 7% are those whose experience is from 10-1 years.

The above implies that the majority respondents have reasonable qualifications and reasonable length of the service in the schools to understand critical issues and who can have ability to manage teenage mothers at school.

Fig.1.2 Management of teenage mothers challenges at school

Fig.1.2 above indicates that 33% of the respondents reports that there are challenges that are faced by educators in the management of teenage mothers in secondary schools. Only 17% disagree. The high percentage of these respondents who agree that there are challenges that are faced by educators, tell us that there is need to train educators in the effective management of teenage mothers in class regarding their behaviour, performance, and their state of health. 30% of the respondents agree that the critical issues that educators are faced with contribute in the poor performance of the learners and only 10% disagree. It is therefore very important to note that if the performance of the learners is affected by those critical

4.2.2. CRITICAL ISSUES CONCERNING MANAGEMENT OF TEENAGE MOTHERS WHO RECEIVE CHILD SUPPORT-GRANT.

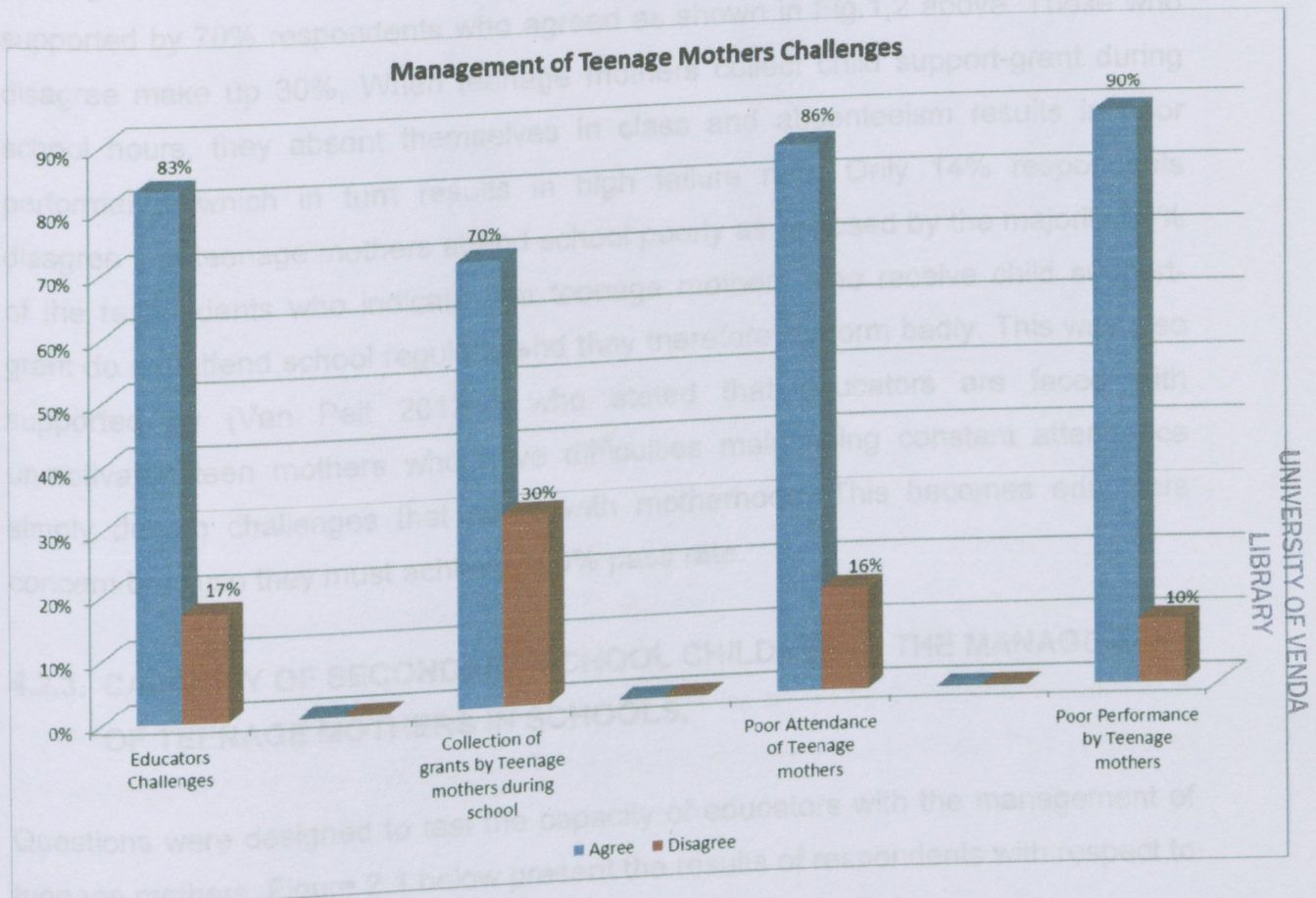


Fig.1.2 Management of teenage mothers challenges at school

Fig.1.2 above indicates that 83% of the respondents indicate that there are challenges that are faced by educators in the management of teenage mothers in secondary schools. Only 17% disagree. The high percentage of those respondents who agree that there are challenges that are faced by educators, tell us that there is need to train educators in the effective management of teenage mothers in class regarding their behaviour, performance, and their state of health. 90% of the respondents agree that the critical issues that educators are faced with contribute in the poor performance of the learners and only 10% disagree. It is therefore very important to note that if the performance of the learners is affected by those critical

issues faced by educators, there is a challenge in the education system that needs urgent attention.

Teenage mothers collect child support-grant during school hours and this was supported by 70% respondents who agreed as shown in Fig.1.2 above. Those who disagree make up 30%. When teenage mothers collect child support-grant during school hours, they absent themselves in class and absenteeism results in poor performance which in turn results in high failure rate. Only 14% respondents disagree that teenage mothers attend school poorly as opposed by the majority 86% of the respondents who indicate that teenage mothers who receive child support-grant do not attend school regularly and they therefore perform badly. This was also supported by (Van Pelt 2012:2) who stated that educators are faced with unmotivated teen mothers who have difficulties maintaining constant attendance simply due to challenges that come with motherhood. This becomes educators concern because they must achieve 100% pass rate.

4.2.3. CAPACITY OF SECONDARY SCHOOL CHILDREN IN THE MANAGEMENT OF TEENAGE MOTHERS IN SCHOOLS.

Questions were designed to test the capacity of educators with the management of teenage mothers. Figure 2.1 below present the results of respondents with respect to the aspect of management of teenage mothers.

gap therefore indicates that there is great need for educators to be trained in skills regarding the health of teenage mothers.

99% respondents, which is almost everybody, agree that there is a need for health training for educators in the management of teenage mothers in secondary schools. Only 1% respondents disagree. This implies that educators can not handle the problems that teenage mothers could experience in class in terms of health since they have not been trained in that field of knowledge.

4.2.4. ACCOUNTABILITY WITH RESPECT TO FAILURE OR SUCCESS ABOUT THE PERFORMANCE OF TEENAGE MOTHERS WHO RECEIVE CHILD SUPPORT-GRANT.

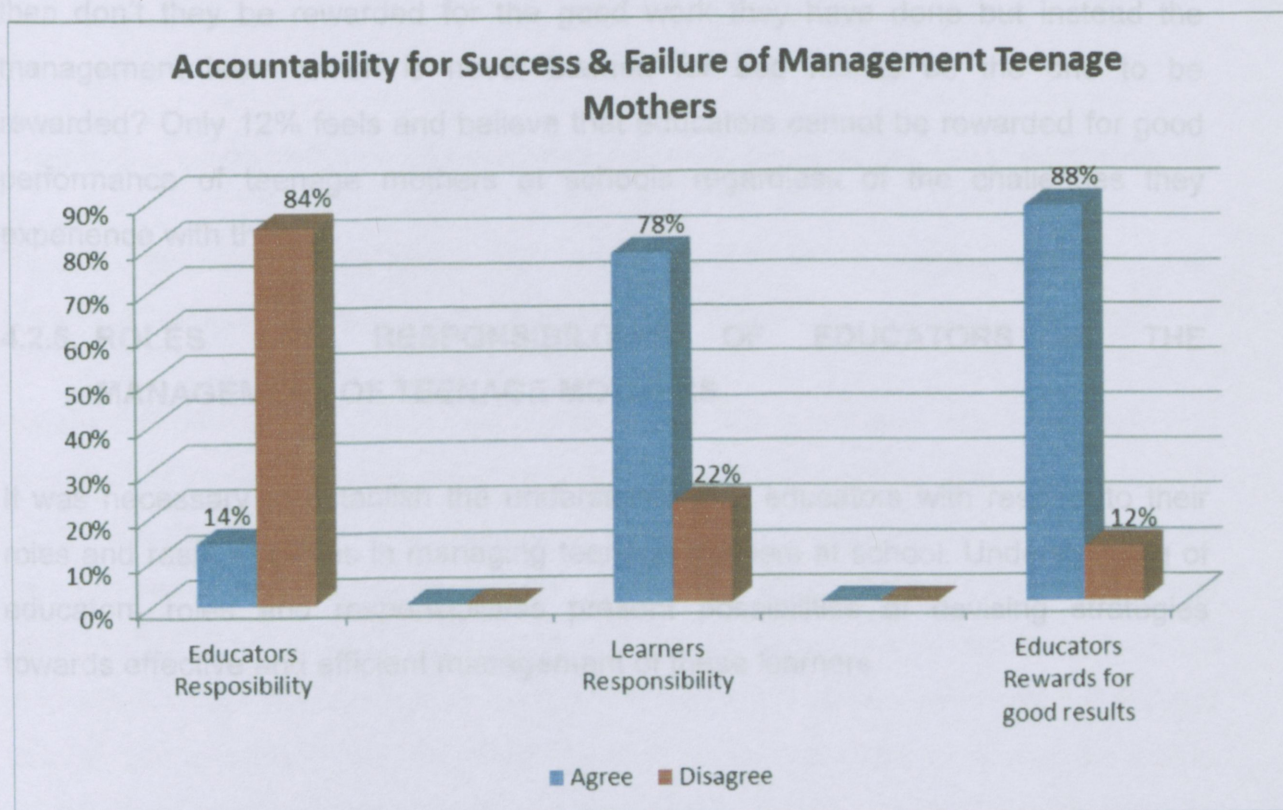


Fig.3.1 Accountability for success and failure of management of teenage mothers

Figure 3.1 indicate that 86% of the respondents feeling that educators should take the blame for the poor performance of the learners in secondary schools. They argue that educators do not receive any formal training in the aspect of management of

teenage mothers and 14% feels that educators cannot be held accountable for the failure of these students. Seventy eight (78%) believe that it is the responsibility of learners themselves to see to it that they perform well in class. According to the findings, teenage mothers do not attend school regularly more especially when they have to collect child support-grant money during school days. The fact results in the said learners poor performance. Twenty two (22%) feel that it remain the responsibility of educators to ensure that the learners performs to the satisfaction of the school's strategic goal in terms of pass rate performance

The majority respondents (88%) indicate that educators should be rewarded when the school achieves better results. If educators are expected to achieve 100% pass rate even when they have challenges in the management of teenage mothers, why then don't they be rewarded for the good work they have done but instead the management team which is never blamed for bad results be the one to be rewarded? Only 12% feels and believe that educators cannot be rewarded for good performance of teenage mothers at schools regardless of the challenges they experience with them.

4.2.5. ROLES AND RESPONSIBILITIES OF EDUCATORS IN THE MANAGEMENT OF TEENAGE MOTHERS

It was necessary to establish the understanding of educators with respect to their roles and responsibilities in managing teenage mothers at school. Understanding of educators roles and responsibilities present possibilities of devising strategies towards effective and efficient management of these learners.

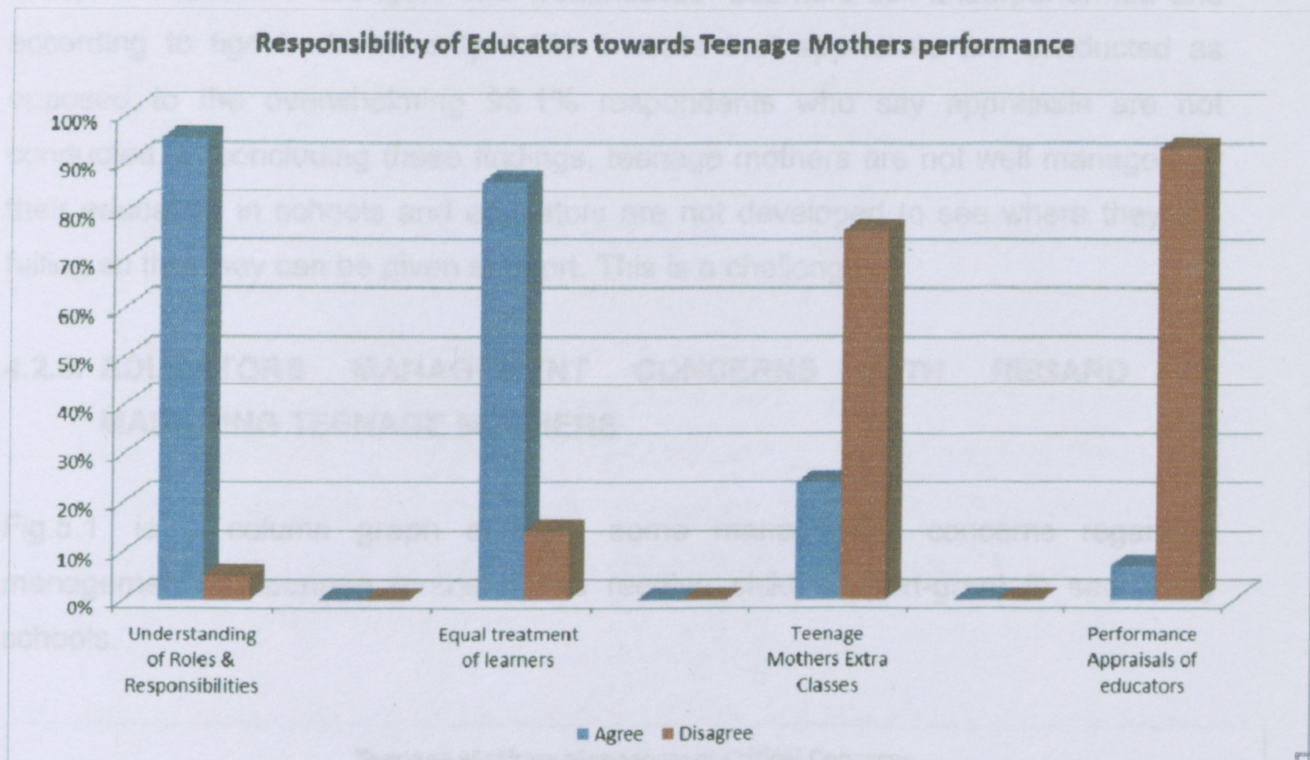


Figure 4.1. Responsibility of educators towards teenage mothers' performance

Fig.4.1. bar graph indicates the respondents' ideas regarding roles and responsibilities of educators in the management of teenage mothers in schools.

Ninety five percent (96.5%) of respondents indicate that they know their roles and responsibilities as educators as to what to do in class regarding teaching teenagers. Only 3.5% does not seem to understand their roles and responsibilities in managing teenage mothers in secondary schools. Majority of respondents, 86.2% respondents confirm that there is equal treatment of learners by educators including teenage mothers, but 13.8% respondents disagree. Only 24.1% respondents agree that extra classes are organized for teen mothers in order to cover the work that they have missed during their absence, whereas the majority 75.9% indicate that there are no extra classes organised for teenage mothers to catch up with the work which is backward. It is therefore; quite clear that enough is not done by the schools to give support with regard to the catch-up programs concerning the performance of teenage mothers. Although teenage mothers get fair and equal treatments in terms of teaching and tasks that they are given by educators just like other learners, there is still a challenge with regard teacher appraisal so that the management team can

measure educator's strengths and weaknesses. Learners still underperformed and according to fig4.1 above, only 6.9% indicate that appraisals are conducted as opposed to the overwhelming 93.1% respondents who say appraisals are not conducted. In concluding these findings, teenage mothers are not well managed by their educators in schools and educators are not developed to see where they are failing so that they can be given support. This is a challenge.

4.2.6. EDUCATORS MANAGEMENT CONCERNS WITH REGARD TO MANAGING TEENAGE MOTHERS

Fig.5.1. is a column graph showing some management concerns regarding management of teenage mothers who receive child support-grant in secondary schools.

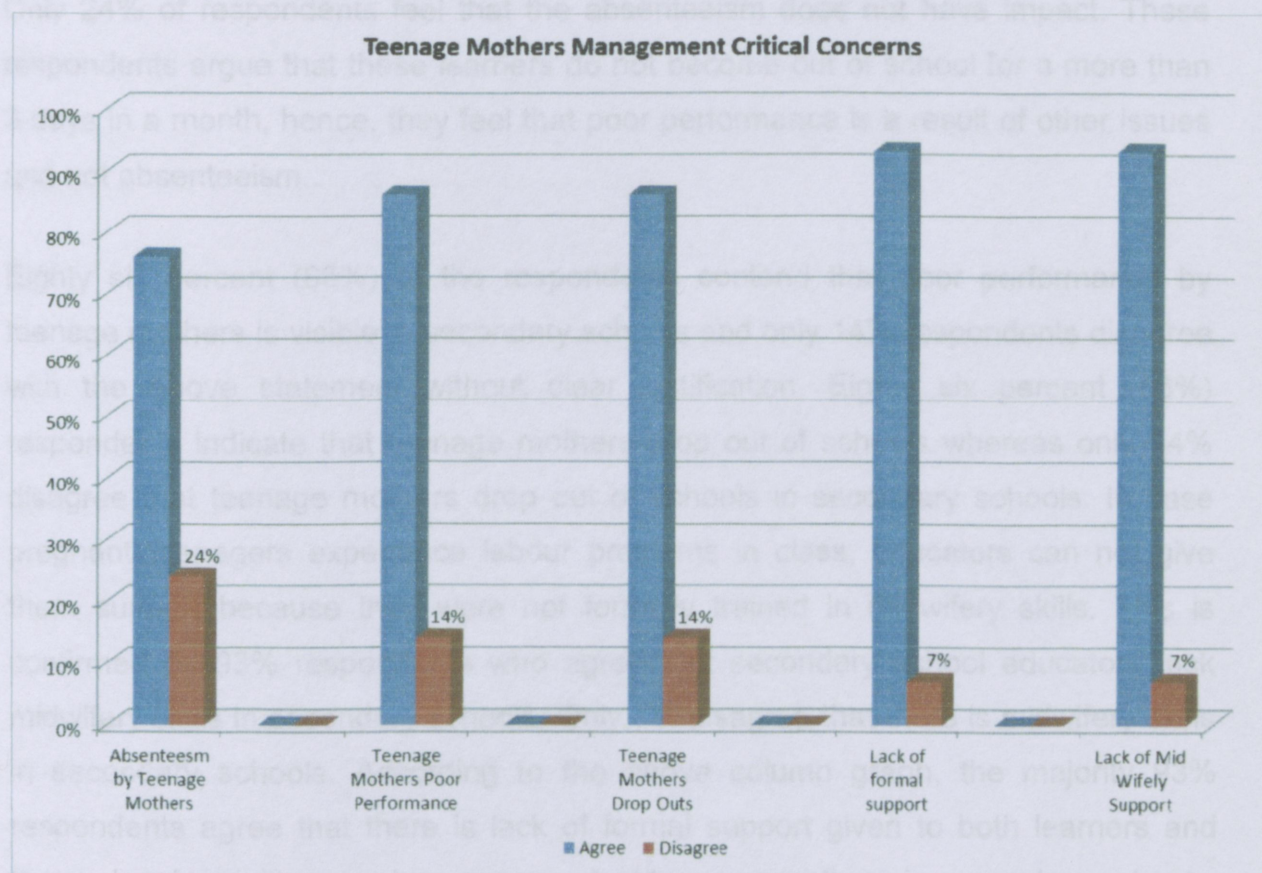


Fig.5.1 Teenage mother management critical concerns

The above figure demonstrates that 76% of respondents confirm that absenteeism by teenage mothers is an issue of big concern in secondary schools. The issue is negatively impacting on the performance of teenage mothers negatively.

The issue of absenteeism has also been confirmed by one of the educators from one school in the Sibasa Circuit who was recorded saying, "Teenage mothers never attend on the day of child support-grant payment. They never mind whether there is a test or not, if the pay day is in the middle of the week, they will only come back to school the next Monday." Another educator from another school again in the same circuit when responding on the issue of absenteeism said, "The problem of absenteeism by teenage mothers won't be solved as long as the government continues paying grants during the week."

Only 24% of respondents feel that the absenteeism does not have impact. These respondents argue that these learners do not become out of school for a more than 3 days in a month, hence, they feel that poor performance is a result of other issues and not absenteeism.

Eighty six percent (86%) of the respondents contend that poor performance by teenage mothers is visible in secondary schools and only 14% respondents disagree with the above statement without clear justification. Eighty six percent (86%) respondents indicate that teenage mothers drop out of schools whereas only 14% disagree that teenage mothers drop out of schools in secondary schools. In case pregnant teenagers experience labour problems in class, educators can not give them support because they were not formally trained in midwifery skills. This is confirmed by 93% respondents who agree that secondary school educators lack midwifery skills in secondary schools. Only 7% disagree that there is midwifery skills in secondary schools. According to the above column graph, the majority 93% respondents agree that there is lack of formal support given to both learners and their educators with regard management of teenage mothers in secondary schools. Only small 7% respondents disagree that there is lack of formal support for both learners and educators in secondary schools.

4.3. ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW

This section presents data collected through interview and the information will be presented in a narrative form.

Question 1:

What are the critical factors that affect secondary school educators when dealing with teenage mothers who receive child support-grant?

The respondents in this question indicated the following:

Respondent 1:

The first respondent on this question indicated that teenage mothers do not attend school regularly. "They spend much of their time with their babies than attending school."

Respondent 2:

"Teenage mothers absent themselves most of the time and when they come back they give many reasons why they did not attend."

Respondent 3:

This respondent indicated that child support-grant is one other thing that disturbs the teenage mothers' attendance because when they go to collect the child support-grant money every month, they absent themselves from school for days and when they come back they don't worry about the work they have missed.

Respondent 4:

This respondent indicated that teenage mothers are usually absent from school and this result in poor performance. "Absenteeism is the main cause why these young mothers perform badly," answered the fourth respondent.

Respondent 5:

This respondent indicated that teenage mothers absent themselves every 4th day of the month to collect child support-grant money and do not complete their school tasks.

Question 3:

Question 2

How capable are educators in the management of teenage mothers who receive child support-grant?

In this question the respondents responded as follows:

Respondent 1:

This respondent indicated that educators lack skills to manage teenage mothers' behavior in class and that when pregnant teenagers experience some labor complications educators fail to give them necessary support because they were not formally trained in the management of teenage mothers.

Respondent 2:

"We don't have enough capacity to manage teenage mothers because we were not trained to do that," answered the second respondent.

Respondent 3:

The third respondent indicated that educators lack formal training in the management of teenage mothers and also mentioned that the incapacity is bringing about a challenge more especially to male educators who are not even familiar with midwifery issues.

Respondent 4:

The fourth respondent indicated that educators lack formal training in managing teenage mothers.

Respondent 5:

The fifth respondent mentioned that educators do not know what to do when teenage mothers get sick in class.

Question 3: CONCLUSION

Who accounts for the success or failure in the management of teenage mothers who receive child support-grant?

In this question the respondents had this to say:

Respondent 1:

Respondent 1 indicated that the Department of Education must be blamed for the failure of teenage mothers who receive child support-grant because they pay child support grant money during school days and that make teenage mothers skip classes while they go to collect the child support-grant money.

Respondent 2:

Respondent 2 indicated that both the teenage mothers and the Department of Education must be blamed for the failure of teenage mothers who receive child support-grant.

Respondent 3:

"I think educators must be praised for the job well done when teenage mothers succeed in their performance and they must not be blamed for the failure of teenage mothers because they were not trained in the management of teenage mothers," replied the third respondent.

Respondent 4:

The fourth respondent indicated that the management team and the government must take the blame for the failure of teenage mothers in secondary schools.

Respondent 5:

The fifth respondent indicated that the teenage mothers and the government must be blamed for the poor performance of teenage mothers who receive child support-grant. According to this respondent teenage mother do not attend regularly and as such they perform badly and they fail so they must take the blame. The government does not come with a solution to solve teenage mothers' problems so they must also take the blame.

4.4. CONCLUSION

In this chapter the demographic information concerning the positions and gender of the respondents in percentage is shown by the pie graphs representing 70% of the return rate. The critical issues; capacity of secondary school educators; accountability of failure or success about the management of teenage mothers' performance; followed by the roles and responsibilities of educators as well as the educators concerns with regard to managing teenage mothers who receive child support – grant in secondary schools have also been discussed and represented by the column graphs one after the other.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This study has discovered that several critical issues faced by secondary school educators in managing teenage mothers who receive child support-grant need special emphasis to ensure that there is effective management of teenage mothers in secondary schools. This report reviewed a number of important areas of emphasis and recommendations such as:

5.2. FINDINGS OF THE STUDY

5.2.1 Critical factors affecting secondary school educators when dealing with teenage mothers who receive child support-grant.

The first objective of the study sought to identify critical factors affecting secondary school educators when dealing with teenage mothers who receive child support-grant and the study found out that teenage mothers do not attend regularly and as a result they under perform. Again the study discovered that teenage mothers who receive child support-grant are paid during school days and this disturbs the teenage mothers' school attendance. As a result of the above mentioned factors, the performance of teenage mothers is negatively affected.

5.2.2 Capacity of educators in managing teenage mothers who receive child support-grant in secondary schools.

The second research objective was aimed at determining the capacity of educators in managing teenage mothers who receive child support-grant in secondary school and the study found out that educators lack capacity to manage teenage mothers in secondary schools. According to the findings, almost all the five respondents

indicated that educators have not been formally trained in the management of teenage mothers in schools.

5.2.3 Accountability of failure or success in the management of teenage mothers who receive child support-grant.

The third objective of this study was to determine the accountability of failure or success in the management of teenage mothers who receive child support-grant and the findings indicated that the Department of Education must take the blame because it is not doing anything to try and solve teenage mothers' problem. Again research has found out that the government did not train educators in the management of teenage mothers in schools however it did not place any other alternative to help solve the problem.

Research has also found out that the government's plan to pay out child support-grant money during schooldays disturbs the teenage mothers' attendance and so they should take the blame for the poor performance of teenage mothers who receive child support-grant.

5.3. RECOMMENDATIONS OF THE STUDY

The following recommendations have been suggested to try and solve the challenges faced by secondary school educators in the management of teenage mothers who receive child support-grant:

- On the issue of critical factors affecting the management of teenage mothers who receive child support-grant in secondary schools it is recommended that in order to solve the problem of absenteeism by teenage mothers the government must build mini clinics in secondary schools so that when teenage mothers feel sick, they can be attended right in schools so they won't give a poor health reason for been absent. Another recommendation suggests that teenage mothers must be given support both at home and in school. At home parents of teenage mothers must give the teenage mothers support by looking after the babies while the teenage mothers go to school to further their

studies. At school educators must organize extra-classes to help teenage mothers to catch up with the work which is behind in order to improve their performance.

- On the issue of capacity of educators in the management of teenage mothers in schools, the researcher recommends that proper training of educators in the management of teenage mothers in secondary schools is required. This should be done by the collaboration of the departments of Education; Health and Social Welfare. The research recommends that every school should be given a social worker who will assist in dealing with teenage mothers in terms of their challenges that come with motherhood.

- On the issue of accountability of success or failure in the management of teenage mothers in schools research recommends that the government must only give CSG to those who attend school regularly and that it must be paid during the week end days when school attendance won't be a problem. Again educators must be formally trained in the management of teenage mothers in secondary schools in order to maintain effectiveness and efficiency in the teaching-learning situation.

5.4. CONCLUSION

This study was a critical assessment of the challenges that are faced by secondary school educators in the management of teenage mothers who receive child support-grant in the Sibasa Circuit. As part of its main objectives this study sought to investigate; critical factors affecting secondary school educators in the management of teenage mothers who receive CSG in schools; Capacity of educators in the management of teenage mothers in secondary schools and the accountability of failure or success in the management of teenage mothers who receive CSG. Data was collected using both quantitative and qualitative methods. After data was analyzed, it was discovered that educators lack formal training in the management of teenage mothers. Research has also discovered that teenage mothers do not

attend school regularly and that they perform badly. It was also discovered that CSG payment which is done during the week days contribute in poor attendance by teenage mothers. The main research recommendation suggested that effective management of teenage mothers may improve the performance of teenage mothers, educators and school.

5.5. RECOMMENDATIONS FOR FUTURE STUDIES

The researcher recommends that future researchers should also look at the causes of teenage pregnancy in secondary schools an issue which was never attempted in this study but it seems to have a close link with the research topic.

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Appendix A: Research Questionnaire

THE INVESTIGATION OF CHALLENGES FACED BY SECONDARY SCHOOL EDUCATORS IN MANAGING TEENAGE MOTHERS WHO RECEIVE CHILD SUPPORT GRANT IN SIBASA CIRCUIT IN VHEMBE DISTRICT OF LIMPOPO PROVINCE.

1. ORIENTATION

RATIONALE BEHIND THE STUDY

Background

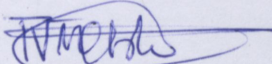
I am conducting a research about challenges faced by secondary school educators in managing teenage mothers who receive child support grant in Thohoyandou circuit. This research is being carried out with the consent of the department of education and the University of Venda.

The purpose of the study is to investigate the challenges that educators are faced with in managing teenage mothers who receive child support grant in secondary schools. The results of this research will help in the improvement of performance in secondary schools and also to eliminate problems of teenage mothers. The researcher is doing this under the guidance of department of public administration school of management sciences supervised by Dr F.L. Mutuvhi.

This research is being conducted anonymously and confidentially. Your name will not be asked for and the information given will be kept strictly confidential. Some questions may be sensitive and personal. To ensure the effectiveness of this research, you are requested to be as open and honest as possible with your responses. The responses you provide will not be linked back to you.

You are kindly requested to complete the questionnaire, hand it over to me (Netshiongolwe Victor) by posting it into the Questionnaire return box. Alternatively, I am willing to collect the questionnaire as soon as it is completed. Completing this questionnaire should take approximately 30 minutes.

Thank you.



Netshiongolwe T.V

Researcher)

Contact: 072 197 3366

5. BIOGRAPHICAL INFORMATION

Please provide the required information by placing a **CROSS (X)** next to the category that best describes you as an individual. The information is required for demographical classification purposes only. You are not required to disclose your name or post description to ensure anonymity and security.

1.	Name of the department:	
2.	Your position in the department.	Principal
		Deputy Principal
		HOD
		Senior Teacher
		Educator
3.	Gender.	Female
		Male
		Other (Please specify)
4.	Race.	African
		Asian
		Coloured
		Indian
		White
		Other (Please specify)
5.	Length of Service.	1 – 5 years
		6- 10 years
		11 – 15 years
		16 – 20 + years

4	Agree
5	Strongly Agree

6	Highest Education qualification	Matriculation
		Certificate
		Diploma
		Bachelor Degree
		Masters and above
		Other (Please specify)

PERFORMANCE DRIVERS

All statements in the questionnaire relate to one or more of the following:

1	Critical issues faced by secondary school educators when managing teenage mothers (students) who receive child support grant in secondary schools.
2	Capacity of secondary school educators in managing teenage mothers (students) who receive child support grant in secondary schools.
3	Accountability of success or failure in managing teenage mothers (students) in secondary schools.
4	Roles and responsibilities of educators in the successful management of teenage mothers in secondary schools.
5	Educator's management concerns with regard to managing teenage mothers who receive child support grant.

SCALE

The level of your understanding of each statement can be expressed by using the scoring scale, as presented hereunder.

1.	Strongly Disagree
2.	Disagree
3.	Don't Know

4.	Agree
5.	Strongly Agree

6. PERSONAL OPINIONS.

The following part is made of a number of statements that are aimed at investigating the challenges faced by secondary school educators in managing teenage mothers who receive child support grant in schools in Thohoyandou circuit.

These statements are general opinions of the researcher. Please study each statement carefully and mark with an (X) the statement that best fits your perception / opinion/experience. There are no wrong or right answers.

Theme 1:

Critical issues faced by secondary school educators when managing teenage mothers who receive child support grant in secondary schools.

CHOOSE ONE OPTION (X)

STATEMENTS	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
1.1. I educate grade 10, 11 or 12 learners in this school.	1	2	3	4	5
1.2. There are challenges that educators are faced with in the management of teenage mothers who receive child support grant.	1	2	3	4	5
1.3. Critical issues that educators are faced with contribute in the performance of learners.	1	2	3	4	5
1.4. Poor performance by teenage mothers, who receive child support grant, is visible.	1	2	3	4	5
1.5. Poor performers have low self-esteem.	1	2	3	4	5
1.6. Low self-esteem contributes to high failure rate.	1	2	3	4	5

1.7. Teenage mothers who receive child support grant do not attend school regularly.	1	2	3	4	5
1.8. Teenage mothers collect child support grant during school day.	1	2	3	4	5
1.9. Teenage mothers gives different reasons for not attending classes.	1	2	3	4	5
1.10. Absenteeism by teenage mothers who receive child support grant contributes in poor performance.	1	2	3	4	5
1.11. When teenage mothers perform badly, they develop a low self-esteem and drop out of school.	1	2	3	4	5

Theme 2:

Capacity of secondary school educators in the management of teenage mothers in schools.

CHOOSE ONE OPTION

(X)

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
2.1. There are teenage mothers or pregnant teenagers in my class/es.	1	2	3	4	5
2.2. I have received formal training in the management of teenage mothers in schools.	1	2	3	4	5
2.3. I attended a developmental workshop on managing teenage mothers in schools.	1	2	3	4	5
2.4. The skills I gained from workshops are easily applied.	1	2	3	4	5
2.5. The school management team receives ongoing training in managing teenage mothers in schools.	1	2	3	4	5

2.6. Educators development in the management of teenage mothers in schools is necessary.	1	2	3	4	5
2.7. Do you have any knowledge regarding health precautions in case teenage mothers experience labour problems in class?	1	2	3	4	5
2.8. 100% pass rate can not be easily achieved in classes where there are teenage mothers because they usually do not complete their tasks.	1	2	3	4	5

Theme 3:

Accountability of failure or success in secondary schools about the performance of teenage mothers who receive child support grant.

CHOOSE

ONE OPTION (X)

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
3.1. Educators should be blamed for the poor performance of teenage mothers in school	1	2	3	4	5
3.2. It is the responsibility of educators to see to it that all learners including teenage mothers succeed in their education	1	2	3	4	5
3.3. The school management team should make sure that educators receive formal training in the management of teenagers who are pregnant in schools.	1	2	3	4	5
3.4. The educators must be held responsible for the accountability of failure and success of the school.	1	2	3	4	5
3.5. When the school achieves 100% pass rate, it is the school management team that must be rewarded.	1	2	3	4	5

Theme 4:

Roles and responsibilities of educators in the successful management of teenage mothers who receive child support grant in secondary schools.

CHOOSE

ONE OPTION (X)

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
4.1. I know my roles and responsibilities.	1	2	3	4	5
4.2. Teenage mothers are treated equally the same as other learners in secondary schools	1	2	3	4	5
4.3. There are extra or afternoon classes arranged to cover the work that teenage mothers have missed in my school.	1	2	3	4	5
4.4. Teenage mothers are guided about what education can do for their furniture.	1	2	3	4	5
4.5. Teenage mothers are given the same tasks and same opportunities as any other learners in their respective classes.	1	2	3	4	5
4.6. The school management team conducts educator appraisals to review educators' performance annually.	1	2	3	4	5
4.7. Educator's roles and responsibilities are clearly written down.	1	2	3	4	5

Theme 5:

Educators' management concerns with regard to managing teenage mothers who receive child support grant.

CHOOSE

ONE OPTION (X)

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
5.1. Absenteeism by teenage mothers who receive child support grant is one of the major concerns of educators in secondary schools.	1	2	3	4	5
5.2. Absenteeism leads to high failure rate by teenage mothers in secondary schools.	1	2	3	4	5
5.3. Teenage mothers who receive child support grant do not complete their tasks due to poor attendance.	1	2	3	4	5
5.4. Educators in secondary schools are faced with a challenge of effective management of teenage mothers' attendance.	1	2	3	4	5
5.5. Poor performance by teenage mothers is another issue of concern faced by educators in the secondary schools.	1	2	3	4	5
5.6. Teenagers who develop low self-esteem, quit school.	1	2	3	4	5
5.7. Teenage mothers who perform badly usually drops out of school.	1	2	3	4	5
5.8. Dropouts by teenage mothers lead to high failure rate.	1	2	3	4	5
5.9. Educators can not give formal support to teenage mothers who might be experiencing labour problems.	1	2	3	4	5
5.10. Educators lack formal training in midwifery skills and other birth related problems.	1	2	3	4	5

Theme 6: X B: LETTER OF PERMISSION TO CONDUCT RESEARCH

Recommendations for addressing the challenges in the management of teenage mothers by secondary educators in schools.

15 December 2013

ONE OPTION (X)

CHOOSE

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Disagree
6.1. The Department of Health and that of Social Welfare together with the Department of Education should work together and design and implement a school health programme, whereby nurses and social work officials visit schools to give support in managing teenage mothers	1	2	3	4	5
6.2. Educators must be given formal training on how to give support regarding health in case teenage mothers experience labour problems in schools.	1	2	3	4	5

D. Mphahlele
Professor M.P. Mphahlele
Deputy Dean, School of Management Sciences

Additional Comments: Please provide some recommendations that you think if implemented may solve the problems.

APPENDIX B: LETTER OF PERMISSION TO CONDUCT RESEARCH

PUBLIC AND DEVELOPMENT ADMINISTRATION

19 December 2013

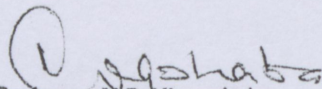
The Circuit Manager
SIBASA CIRCUIT

~~REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR STUDIES (MASTER~~
OF PUBLIC Management.(STUDENT NO9410200)

The above matter refers.

We hereby wish to confirm that Mr T.V.Netshiongolwe is a registered MPM student at the University of Venda. He is researching on the following topic;"Challenges faced by secondary school educators in managing teenage mothers who receive child support grant In Sibasa circuit" in order for him to complete his studies., We request your circuit to provide him with the information that he might need for his study project. As an institution of higher learning, we believe that the research he is undertaking will yield the results that might also assist your institution. We for this reason encourage your institution to provide him with the necessary information that will be collected through structured questionnaire and interviews. We undertake that whatever information will be provided to him will be solely used for this studies. We also undertake that we will also supply you with the results once the study is completed for your own use.

We hope that you find this to be in order and therefore, anticipate your assistance.



Professor M.P. Khwashaba
Deputy Dean: School of Management Sciences

21/01/2014
DATE



UNIVERSITY OF VENDA

PRIVATE BAG X5050, TSOHOYANDOU, 0950 • LIMPOPO PROVINCE • SOUTH AFRICA
TELEPHONE 015 962 8000 / 015 962 8440 • FAX 015 962 8493 / 4749

APPENDIX C: LETTER OF APPROVAL TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SIBASA CIRCUIT

Enq: Nengovhela L.J
Tel: 015 963 2062
Cell: 082 704 9029

21/01/2014

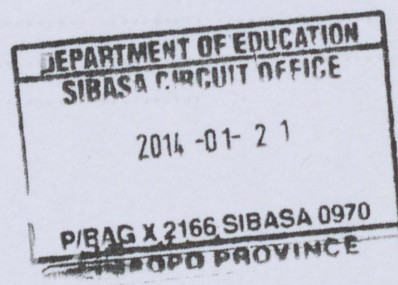
TO: NETSHIONGOLWE T.V

PERMISSION TO CONDUCT ACADEMIC RESEARCH AT SIBASA CIRCUIT : YOURSELF

1. The above matter has reference
2. I hereby wish to acknowledge receipt of your letter requesting permission to conduct research in the schools falling under our circuit.
3. Kindly be notified that your request is accepted and approved provided you do not interrupt teaching and learning activities.
4. Thanking you in anticipation.


CIRCUIT MANAGER

21/01/2014
DATE



APPENDIX D: INTERVIEW SCHEDULE

The following interview questions were asked:

1. What are the critical factors that affect secondary school educators when dealing with teenage mothers who receive child support-grant?

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2. How capable are educators in the management of teenage mothers who receive CSG in secondary schools?

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3. Who accounts for the success or failure in the management of teenage mothers who receive CSG?

.....

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.....

.....

4. What recommendations do you suggest that will improve the situation or solve the problem?

.....

.....

.....

.....

.....

Thank you for your moral support.

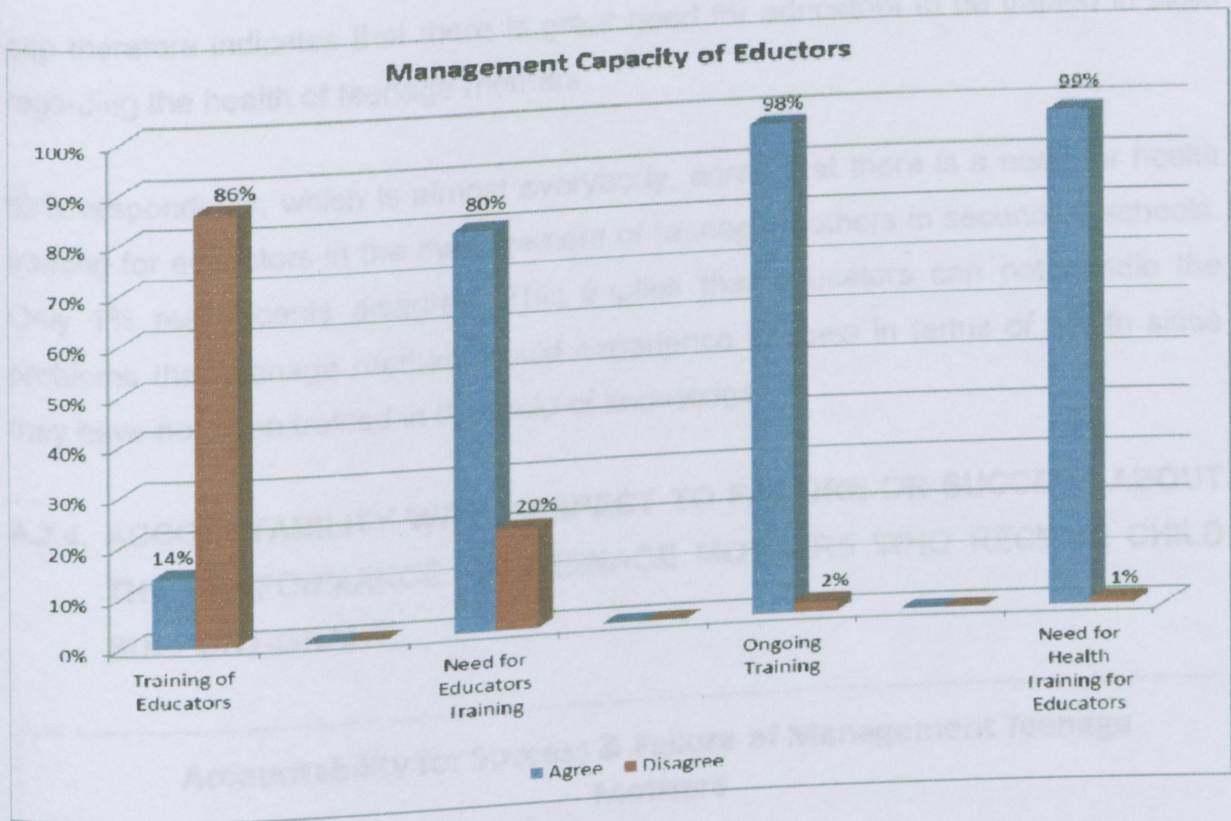


Figure 2.1. Management capacity of educators

Fig.2.1 shows that only 14% respondents agree that they received formal training in the management of teenage mothers in schools whereas the majority 86% disagree that they have received training in the management of teenage mothers in secondary schools.. This implies that teenage mothers are not effectively managed in secondary schools.

According to the graph above, 80% respondents agree that there is need for the training of educators in the management of teenage mothers in schools. This has also been mentioned by Bhana, Morrel, Shefer and Ngabaza (2010:1) that educators lack formal training on managing teen mothers and they therefore do not know how to give formal school based support. Only 20% respondents disagree that there is need for the training of educators in the management of teenage mothers in secondary schools.

98% respondents indicate that there is need for ongoing training of educators in the management of teenage mothers in schools. Only 2% respondents disagree. This