

PERSPECTIVES ON THE EFFECTS OF TEENAGE PREGNANCY
ON LEARNING AND TEACHING IN JUNIOR SECONDARY
SCHOOLS OF THE BUTTERWORTH EDUCATION DISTRICT.

By

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ABSTRACT

The study is about the effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools of Butterworth District. The researcher's objective of the study was to determine how pregnancy affects the learner's performance on learning and teaching in schools. Qualitative paradigm informed the study. The participants were drawn from teenagers; teachers and parents are all from rural schools, around Butterworth Education District through the use of non-probability, purposive and convenient samples.

The sample included learners from ages 13-19 who were pregnant and those who were once pregnant while in schools, teachers who taught pregnant learners in their schools and parents who were having pregnant children at schools. A total of fifteen (15) participants were involved in the interview. The data collected was analyzed and interpreted during data collection and thereafter.

The findings of the study showed that absenteeism, drop-out, poor academic performance, poverty and unemployment which are the results of pregnancy are some of the contributory factors that affect learning and teaching in schools. Recommendations were made based on the findings of the study. The study concludes by recommending awareness campaign on learner pregnancy.

DECLARATION

I, Mzikayise Wiseman Lubambo, sincerely and solemnly declare that this mini-dissertation entitled, "The effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools of Butterworth Education District" is my own work, and is the result of my independent investigation through the professional guidance of my recognized supervisors, Drs ENCishe and CD Mantlana. All sources used or quoted in the study have been indicated and acknowledged by means of complete references.

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4. All members of my family, especially my daughter Busiswa and my friend Mr ML Kwababa for their support and encouragement.

DEDICATIONS

I dedicate this mini-dissertation to:

My late parents, father, Enoch Mzimkhulu and mother, Noplan, Nomahobe, Lubambo for their financial support for me to become a better person through education when they were still alive and with encouraging words to become what I am.

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MW Lubambo

KEY WORDS

Education

Effects

Junior schools

Learning

Pregnancy

Secondary schools

Teaching

Teenage

ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

DoE: Department of Education

HIV: Human Immune Virus

JPS: Junior Primary Schools

JSS: Junior Secondary Schools

SPS: Senior Primary Schools

SSS: Senior Secondary Schools

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CHAPTER 1: ORIENTATION AND BACKGROUND

1.1 Introduction and background

Pregnancy is a phenomenon having its background from as far as the 20th and 21st centuries, when Queen Eleanor the Queen of England got pregnant at the age of fourteen (14) years and gave birth to her child Edward 1 of England (UNICEF; 2001, p. 21). Teenage pregnancy has been considered as one of the negative effects that hampers the education of the child and her career (Hopkins, 2001, p. 212). Learner pregnancy in black communities of South Africa and black schools is not only denting the community, but the future of the country.

Pregnancy is a matter of concern to all of the people in South Africa, organisations and more often than not on children because their future is easily jeopardised (Xaba- Mokoena, 1990, p. 8). The pregnant learner sometimes ends up not returning to school, even those returning to school; depended on their parent's will. The condition of poverty in South Africa is so high, that most South Africans leave under poor and difficult conditions and as a result pregnancy amongst most learners is associated with unemployment and poverty.

Pregnancy in schools was not as a common factor as it is today; the reason was that, when girls reached the puberty stages (10-12), up to the teenage ages, they were taken to Xhosa rituals such as intonjane in the Xhosa communities, where they were educated on the subject of pregnancy or sex education, and on topics that included relations with men. Teenage Pregnancy in schools may also

be caused by the fact that most teenagers were left without guidance at home because their parents are working afar.

The poor communities and poor education may contribute to most learners leaving the schools to seek employment in the big towns of South Africa in order to earn better living for their families and especially to those having children. Learners who leave schools because of their pregnancy may sometimes tie themselves with older men. Young girls get married to older partners because they fail to get the job they were looking for, and marry to get money and security from them and to feed their children who are left behind with their parents.

The early pregnancy may also put these children at a risk of getting the incurable diseases. Teenage pregnancy in Southern Africa and in the Province of the Eastern Cape has been an old and common problem that has been researched and publicly debate (Mohase, 2001, p. 23, De Villiers, 2004, p. 13). Teenage pregnancy is regarded as a problem for learners, teachers, community and the government; teenagers sometimes leave school before completing their studies.

Teenage pregnancy can be regarded as a problem in Southern Africa and in other countries of the world because of its negative effects on learning and teaching. Learner pregnancy in poor rural areas of the Transkei region of the Eastern Cape Province is affecting both the Junior and Senior Secondary Schools.

1.2 Statement of the problem

Pregnancy is a cultural and social problem in nature; it affects the social and cultural values of our societies (Kunio and Sono, 1996, p. 63). Pregnancy may also affect the psyche, economy of the people and the country, as most pregnant learners are found performing badly in their studies, absenting them from schools and also dropping from schools, either killing or aborting and could kill their babies (Newton, 1990, pp. 3-4). Teenage pregnancy in Butterworth Education District is a common problem affecting the rural schools as it was stated in the Department of Education 2012 statistics from the Daily Dispatch of March, 23(2013). A school in which I am teaching usually has either two (2) or three (3) pregnant learners per year ranging between 13 and 15 years old.

From the above problem statement the following questions arise:

Main research question:

1. (Does teenage pregnancy have effects on learning and teaching in Junior and Senior Secondary Schools in the Butterworth Education District?)
2. What are the effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools in the Butterworth Education District?

The main research question was broken down into the following sub-questions:

Sub-questions:

1. How does pregnancy affect learner performance at schools?
2. How does learner pregnancy affect teaching and learning?

1.3 Purpose of the study

The purpose of the study was to explore the effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools of the Butterworth Education District.

To achieve this purpose, the researcher found it essential to attain the following specific objectives:

1. To determine how pregnancy affect learner performance at schools.
2. To establish the effect of learner pregnancy on teaching and learning.
3. To investigate the extent to which poverty and unemployment contribute to learner pregnancy.

1.4 Rationale for the study

I am an educator in one of the disadvantaged Junior Secondary schools of Butterworth Education District. I noticed that learner attendance, especially for girls is irregular at my school. This is usually due to the fact that learners who are pregnant, always absent themselves from school, and as a result, they

perform badly in their academic studies or leave the school to look for employment elsewhere in order to feed the babies.

Learner absenteeism may sometimes result to learner drop-out and learner underperformance which attracted my attention to conduct a study on the effects of teenage pregnancy on learning and teaching. I felt that pregnancy sometimes causes negative effects on learning and teaching and therefore saw it necessary to investigate these.

1.5 Significance of the study

The study may help both the learners and the community to make them aware that pregnancy can delay the progress of the child at school, because it may result in them failing their studies. The study could be a benefit to the learners; it will make the learners to be cautious not to involve themselves on issues related to sexual activities as this sometimes leads to pregnancy while still at school. I felt that the study may encourage the society to work together to fight the problem of learner pregnancy at schools and to curb the learner failure, learner drop-out and learner absenteeism.

1.6 Preliminary literature review

Teachers teaching pregnant learners can develop feeling of discomfort in their classes (Mcdade, 1987, p.59). The poor rural areas of the country side are characterised by extra-ordinary conditions of poverty, conditions of unemployment, child abuse, low self esteem to female people and sexual activity

practise that lead to pregnancy and schooling disruption that causes the teaching and learning to fail (De Young, 1993, p. 1).

The standard of education in the poor communities and ill-health resulted to low income and learner drop-out due to pregnancy (Mbotho, 1993, p. 11). Pregnancy may have an effect to jeopardise the future employment opportunities and enforcing dependence upon others (Van Coeverden De Groot, 1991, p. 1370).

There is a need for learners and the community for sex education and life skills to educate the learners about the risks of being pregnant at school (Alade, 1989, p. 610). Teenage schooling and the career of the teenager might become problematic as a result of pregnancy (Mokgalabone, 1992, p. 142). The birth of the children may result to the mother to discontinue her education which has adverse effects on her future employability which may be a source of socio-economic deprivation (Kirby, 2002. p. 260).

1.7 Research methodology

1.7.1 Research Design

I used a qualitative research approach that emphasized the gathering of data. Qualitative research is also in the form of words rather than numbers (MacMillan and Schumacher, 2006, p. 26). I used this approach to collect data in a face to face situation using the selected persons. I interpreted the phenomenon in terms of the meanings that people assign to them.

The qualitative case study design has been selected to assist me in gaining a clearer understanding of the concept under study and acquiring knowledge regarding social issues under investigation, namely, the effects of learner pregnancy on learning and teaching. A case study design includes comprehensive and systematic investigation of a few cases, learners who were currently pregnant and learners who are pregnant.

1.7.2 Population and Sample

I selected three (3) schools from one of the Butterworth education circuits, one Junior Secondary school and two Senior Secondary Schools using female learners from 13-19 years old doing Grade 6 to Grade 12, female and male teachers from the selected Junior and Senior Secondary Schools as long as they taught pregnant learners and also volunteer female parents who had and have pregnant children in schools.

I selected the non-probability and the purposeful sampling, because they helped the researcher to use participants that are convenient, participants that are easy to get and participants who have deep knowledge of issues for the study. I simplified the process by requesting teachers to select their learners who were once pregnant and those who were pregnant. I was assisted to select five (5) girls who were pregnant and those that are pregnant from each of the three samples schools.

The participants from a Junior Secondary School were from Grade 6 to 9, with 13 to 15 years and 5 girls in each of the two Senior Secondary Schools from Grades

10 to 12 with 16 to 19 years. The total population was supposed to have 15 learners, but only six participated in the study, the other learners decided later to withdraw from the study, when they noticed that the researcher is a male teacher and could feel unable to discuss pregnancy issues with him. Learners became afraid to discuss the pregnancy issues with a male researcher, teachers participated in the study, two from each targeted school and one (3) parent who is conveniently and purposeful selected from each of the communities. There were altogether fifteen (15) participants who took part in the study.

1.7.3 Datacollection instruments

Instrumentation, for data collection refers to the process of preparing to collect data, procedures and conditions under which the instruments were administered (Fraenkel and Wallen, 2005, p.123). After getting permission to access the sites the researcher collected information through the use of interviews, the researcher asked semi-structured interviews so that the respondents could voice their experiences and understanding about the phenomenon.

1.7.4 Validity and reliability of the instruments

Validity consists of content, criterion and constructs validities. Content validity refers to the content and format of the instrument (Fraenkel and Wallen, 2005, p. 159). Content validity is the extent to which the questions on the instrument are representative of the possible questions that a researcher could ask about the topic under investigation (Creswell, 2005, p. 164). I chose content validity to ensure that the questions asked represented what the researcher wished to find out. Reliability in qualitative research consists of equivalence stability,

internal consistency and agreement reliabilities (Maree, 2007, p. 215). I used the agreement reliability that agreed with the contents of the study.

1.7.5 Data analysis

I divided the collected data into segments and labelled them with codes. Coding is a process used to make sense out of text data, dividing it into text or image segments, label segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes (Creswell, 2005, p.237). I transferred the spoken data collected and audio-taped data into written words for analysis. The coded data was described for report purposes. The findings are presented as narrative and representations of the case by verbatim accounts.

1.8 Ethical considerations

Ethics refer to the system of moral values that are concerned with the degree to which the research procedure adheres to professional and social obligations (Maree, 2007, p. 298, MacMillan and Schumacher, 2006, p. 102). The permission to conduct the research was requested by the researcher by means of written letters to the Superintendent General, Provincial Department of Education Eastern Cape province, to the District Director of Butterworth Education District and to the principals of the three sampled schools. The content of the letters specified the intentions of the study and the duration that the researcher would take together with the reasons for conducting the study.

I informed the concerned participants about the research that was to be conducted and its purpose. They were assured that there would be no harm or hurt. They were informed that confidentiality and anonymity would be maintained and finally all the participants were requested to complete the informed consent forms that explained the reason and aims of the research. The participants were told that they were free to withdraw even if they signed consent form.

1.9 Limitations and delimitations of the study

1.9.1 Limitations

Limitations to this study were that some of the respondents were unable to talk free and openly to the researcher about the context of the study as it related to pregnancy. I explained to them that they should not be ashamed because they were pregnant. The study was conducted in far deep rural areas in schools without proper roads to reach the target population on time. I arranged with the participants about using weekends and public holidays if necessary to overcome the issue of bad roads.

The sampled schools are without electricity to connect the tape, without lights and this delayed the researcher. I used charged batteries to schools without electricity. I am a teacher and was teaching during school hours and this affected visiting these sites. During the time of interviews, I took afternoons which were inconvenient to the participants.

1. 9.2 Delimitations

The study is about the effects of teenage pregnancy on learning and teaching in schools. It focused only on teenage girls who were once pregnant and those who were pregnant in Junior and Senior Secondary Schools of Butterworth District. The participants were the girl learners from Grade six (6) to Grade nine (9) in a Junior Secondary School from 13- 15 years and Grade ten (10) to Grade twelve (12) in two (2) Senior Secondary Schools from 16-19 years old. It consisted of teachers who taught pregnant learners in their schools and parents who had pregnant children still at school.

1.10 Definition of key terms:

Effects: refers to the results that are produced and are intended (Hornby, 2010, p. 469).

Junior Secondary: refers to a school for children between the ages of 13 and 15 years (Hornby, 2010, p. 811).

Learning- is a process of gaining knowledge or skill by study, experience or being taught (Hornby, 2010, p. 846). Learning is an active and co-operative process that depends on the willingness of those concerned (Lasey, P., 1998, p. 3).

Pregnancy: refers to a woman having a baby developing in the womb (Hornby, 2010, p. 1152)

Senior Secondary: refers to a school for children between the ages 15 and 19 (Hornby, 2010, p. 1344).

Teaching- is a social art, necessarily involving a relationship between people, and the success of a teacher in the practice of his art, depends upon his

possessing that quality or attitude of mind which enables him to make the relationship between himself and his students a reciprocal one (Barnes, Christensen, and Hansen, 1994. p. 68).

Teenage: refers to people between 13 and 19 years old (Hornby, 2010, p. 1534).

1.11 Summary

This chapter deals with orientation and background to the study which is about teenage pregnancy and its effects on learning and teaching in Butterworth Education District schools. The problem statement and related questions as well as objectives have been explained. The rationale for the study and the significance of the study as well as the purpose of the study are stated. The preliminary literature was reviewed. Research design and methods are mentioned, as well as population and sample selected to conduct the study.

Data collection instruments, validity and reliability utilized in the study were checked. Data analysis, theoretical framework, ethical considerations and limitations of the study were explained. The following chapter provides complete explanation on teenage pregnancy as well as its effects on learning and teaching.

1.12 Overlay of the study

The study is presented in five chapters that are arranged as follows:

Chapter 1: is the introduction and orientates the readers to the study by putting it into context.

Chapter 2: is about review of the available literature and about the effects of the teenage pregnancy on learning and teaching.

Chapter 3: presents the research methodology

Chapter 4: deals with data presentation and its analysis.

Chapter 5: presents the findings, recommendations and summary and conclusions.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter reviews pertinent literature on the effects of teenage pregnancy on learning and teaching. It helps to give insight and a broad understanding of what the other authors have to say about issues related to the researched problem. It is also to identify important aspects of the phenomenon being studied (Polit and Hungler, 1991, p.124). The literature review is undertaken to establish the current status of knowledge about the problem under investigation (Park, 1986, 235).

The chapter is divided into the following subheadings which informed the literature review and data collection.

2.2 Poor learner academic performance.

2.3 Pregnant learner absenteeism.

2.4 Learner drop-out from school.

2.5 Poverty and unemployment.

2.6 Summary.

2.2 Poor learner academic performance

The pregnant learners cannot perform well as they are affected by their state of their health. During pregnancy, a learner may become choosy on food intake,

this result to her becoming weak, always tired and perform badly and loses concentration on her studies (Donald, Lazarus and Lolwana, 2002, p. 206).

According to Cherian (1989, p. 52), the academic achievement for a pregnant learner may be affected by the state of living between her biological parents who were sometimes living apart from each other or divorced and this might contribute to the learner to perform badly. This view is supported by the fact that children from divorced or separated families may get pregnant and also associated with depression, and stresses that they have psychological effects. Children from a broken family are likely to get pregnant and fail to perform well at school (Hassen, 1968, p. 57). Pregnancy causes anxieties and quarrels amongst the family members, and as a result the pregnant girls flee from their homes because their parents are unhappy their deed. South Africa's pregnancy estimates rated with countries that have high pregnancy Worldwide (Educamus, 1994, p.26).

Pregnancy in most cases occurs through mistakes and causes the pregnant learner to cling to the attention deficit disorder (an illness) which results to inability to sustain attention on tasks or activities (Barlow and Durand, 1999, p.440). According to Piaget's theory of learning, thinking and remembering, for a person should be to organize information and experiences through a process of assimilation, accommodation and equilibration but it will be easily disorganized for a pregnant learner, resulting to poor performance (Donald, Lazarus & Lolwana, 2002, p.63).

The concepts learning and teaching will be very efficient to all the learners, pregnant and those not pregnant through a process of motivation by teachers

and parents through providing the physical needs, safety needs, social needs, needs for appreciation and self-actualizing needs (Reber and Reber, 2001, p.447). According to Maslow's theory of needs if one of these needs is not well satisfied, possibility of underperforming on school activities will result, especially to a pregnant learner (Klerman, 2004, p. 442).

The teachers and parents are regarded as the masters of learning and teaching, so there is a need to be involved in the study especially if these pregnant learners are not performing well. The teacher's morale becomes low and few chances of interacting with the learners will result to further poor performance. The parents on the other side are there to motivate their children to learn (Carlyon and McCarthy, 1998, p.67). Teenage pregnancy can lead to depression those results to poor school performance and emotional instability (De Villiers, 2004).

Pregnancy may sometimes result to a learner to change her behaviour and functioning that can ensue negatively the influences of the school work (Barlow and Durand, 1999, p.22). The background of the learner can influence the learner pregnancy and learner underperformance if the learner comes from an incongruent community with the little knowledge of the school culture, the chances of positive performance will decrease (Macbeath and Sammons, 1998, p.115). The unending learner pregnancy in schools may cause learners to attain lower and incomplete education human scientific research council.

The teenage mothers may juggle between the school and their children; for example if their babies are sick, they could go on for up to a week or more looking after their babies (Gowa, 2012. Teenage Pregnancy: Daily Dispatch

of 3rd May 2012, P.4). The teenager having children while still at school result them to prepare for their children everything before they go to school (Sibiya, 2011. Teenage pregnancy high in schools: Daily Sun of 19th July 2011, p.6).

Pregnancy causes things to become hectic to the learner, because of school work that needs to be given proper attention but instead attending to the child and no longer focusing on her books. Pregnancy can put the learner to a risk of contracting dangerous diseases and once she noticed that she is affected by these incurable diseases especially those caused by sex such as Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) the pandemic diseases that have impacted heavily not only to the pregnant women's health but also affected the socio-economic status and general well-being of the population. This could result to her being impossible to concentrate on her books (Kirby, 2002, p. 40). This causes her to obtain low marks in her studies.

The poor learner performances may not only be judged on learner pregnancy alone but on a number of instances in the South African schooling. There are schools with high enrolment, but few teachers and few other school resources that bind the learners to repeat the same classrooms year after year (Zuma, Nkomo and Peltzer, 2005, p.120, and Schindler, 2008, p. 301). Pregnancy will cause the learners to become tenuous, dislike schools and achieve badly and be unable to further their studies (Cassell & Imamura 2002). Teenage learners who are pregnant need to be encouraged to stay at schools and be equipped with better ways of living (Mokgalabone, 1992, p.6).

Pregnancy does not only dent the future being of a child but also causes a teenager to have a burden of domestic demands placed upon her and these result in unsatisfactory schooling experiences and lacks academic performance

(Lloyd and Mensch., 1999.p.173). Poorer school performance is a strong marker to lower educational attainment; it increases likelihood of a learner to experience pregnancy while still enrolled in school (Grant and Hallman, 2006, p.90). pregnancy of teenagers can be associated with the abuse of teenage girls by their partners (boys) and this might result to obtaining lower grade point averages and reported poorer school attendance records (Cassell,&Imamura, 2002).

Although the Department of Education (ECDoE2007) issued a liberal policy on teenage pregnancy in schools in order to allow the pregnant learner to remain in school. The most pregnant learners usually decide not to return having missed on school work and the required performance will not be attained. They may lack support from their families, from their peers and poor support from the school environment and that may have social stigma of being teenage mothers.

This policy was designed to protect the pregnant learners from being fired by the school management and the school governing body as it was happening in one of the senior secondary schools of the Lusikisiki District Eastern Cape Province. The principal and his school governing body fired two grade eleven (11) pregnant girls in his school and that caused them to miss the class. Education is characterized by professionalism, service and technical occupation and that will result to availability of jobs. The lowering of educational attainment results to the suffering of the teenagers, a double disadvantage. The low education attainment and the failing to obtain better jobs finally lowered one's self-esteem (Wheelock, 1986, p.11).

2.3 Learner absenteeism

Pregnancy causes teenage learner to absent herself from school and misses important lessons in the curriculum. Absence of a pregnant learner from school usually takes a number of days or weeks and the learner misses the proper learning and teaching (Mokone, 2012. Learner absenteeism at schools: Daily Dispatch, of 3rd April. 2012P.3). Pregnancy resulted to the teenagers to decide to leave school and to seek job opportunities in the big cities of South Africa with incomplete schooling (Budlender, 2007, p.169).

Absenteeism of teenagers at school as a result of pregnancy may sometimes disrupt learning and teaching (Gillies, 1994 p.283). The teenagers from Secondary Schools quickly become sexually active and do the unsafe sex that leads them to fall pregnant or contract diseases that may result to absent them from school or drop-out because they are visiting doctors, clinics or hospitals. Pregnant teenagers may not go to school because they had added responsibility to their homes, not cope to study but to care for their babies.

Teenage pregnancy can also be associated with domestic violence and family disruptions that lead to teenagers to resort to absenting themselves from school because they are unable to look after their books and do their homework because of the quarrels among the family members at home (Cherian, 1989,p.52). Most studies about teenage pregnancy view teenagers as most frequently faced with high physical abuse and can be unable to perform well in their studies and absent themselves from school (UNFPA, 2007).

There is a case of a girl who is pregnant and diagnosed human immune virus (HIV) status on one of the rural schools and frequently absent herself to collect her treatment in a clinic. She was forced to explain the reason for her absence and bound to confide to her teacher that she went to collect her treatment; as a result, her absence affected her studies (Mqalo, 2012. Pregnancy in schools encourages absenteeism, Daily Sun, of 31st May 2012 p. 4). Teenagers fell pregnant because they practiced unprotected sex this caused them to become absent and lose lessons and fail examinations (Joubert, 2011). Learner absence from examinations: Daily Dispatch of 08th March 2011 P. 5).

2.4 Learner drop-out from schools

Learner drop-out refers to all the learners who are leaving school for any reason, except death before completion of a program of studies and without transferring to another school (K.N.N. Commission, 1973). It also refers to any members of close knit peer groups that have rejected the adult values represented by the school (Lindgren, 1995, p.509). Teenage pregnancy that results to drop-out of learner can be characterized by a number of issues such as emotions, despair, disbelief, desperation that will lead pregnant teenager to decide to drop-out because she felt stigmatized (Theron, 2006; Sunn, 2006 p. 491).

The pregnant teenager feels guilty to stay at school whilst she is pregnant (Christensen and Rosen, 1996, p.2). The teenager that is bearing children may be associated with a syndrome of failure, that is failure to fulfil the functions of teenager and failure to remain in school, failure to limit the family size, failure to establish a vocation and become self-supporting and to have children who reach their potential in life (Louw van Ede and Louw, 1999, p.415). A teenager who

becomes a parent is at a significant disadvantage in becoming a contributing adult both psychologically and economically (De Villiers) (2004).

Teenage pregnancy results to drop-out of learners, may be disruptive, when it comes to school attendance in so much that many pregnant learners resorted to leave school earlier when discovering that they are pregnant (Lambeth Education, 2001). Teenage pregnancy may sometimes affect mostly learners of the Senior Secondary school level and as a result it delays them and end up dropping out of schools economic constraints (Elondou-Enyegue, 2004). According to Magengelele (1993) learner pregnancy is a problem that causes them to end up in labour market, some resort to abandoning babies because unable to care them.

Department of Education 2012 statistics on pregnant teenagers who dropped out of school in the Eastern Cape Province are as follows:

Districts	Drop-outs
Bizana	141
Butterworth	192
Cofimvaba	267
Cradock	41
Idutywa	481
East London	151
Engcobo	140
Fort Beaufort	123
Graaf-Reinet	81
Grahams town	47

King Williams town	198
Lady Frere	93
Libode	857
Lusikisiki	422
Maluti	169
Mount-Frere	190
Mount-Fletcher	132
Mthatha	444
Port Elizabeth	361
Queenstown	98
Qumbu	49
Sterkspruit	234
Uitenhage	222
Totals	4033

The Daily Dispatch of 23 rd March 2013: Eastern Cape districts Department of Education.

The above mentioned statistics was according to the Daily Dispatch newspaper of March, 23, 2013 (Zisanda pregnancy statistics Eastern Cape Province”: Daily Dispatch of 23rdMarch2012p. 4). Teenage pregnancy in Senior Secondary schools is encouraged by the high school age girls who are sexual active that need to be loved, and supported by their parents. To be loved was something they perceive as it lacked from their parents and seek intimate relationship with members of

the opposite sex not considering the consequences of sexuality and dropping out of school (Rosenthal, 1992, p.287).

The dropping out of schools as a result of pregnancy may cause delays to some teenage learners who return to school in less than two years after having a child. The early school leaving of teenagers as a result of pregnancy or not may be associated with low economic status, poor academic performance, domestic demands, financial issues, family obligations or a lack of interest in school and pregnancy may only serve as an unacknowledged catalyzing force (Elondou-Enyegue, 2004, p.517).

Teenage pregnancy is technically experienced by young women who drop from school around the age of 13 through to the age of 19, but most people use the term specifically for those who fall pregnant under the age of 16 years old. Pregnancy results to teenagers drop-out to be traumatic and difficult for both the teenager and their family (www.Googlesearch.za/ws/nmp 14/05/2012).

Pregnancy results to drop-out also contribute to the decrease of school environment. This encourages the schools to lose expertise on certain learning areas (Hewett and Lloyd, 2005, p.4). The dropping out of learners from school, through pregnancy results to them to miss their best wishes in their lives. It may also affect the government who supported and supplied schools with the learning and teaching materials to reduce them due to the learner enrolment (Lindgren, 1995, p.505).

Teenage pregnancy and learner drop-out may result to a number of negative consequences to the child and school such as abortion because of the denial by the learners and risks in the life of children (Wheelock, 1986). Education has an important economic effect to the individuals, for example people with better education yield increased economic rewards for life.

The poor performance of pregnant girls also limits the likelihood of returning to school again because they lost interest in schooling (Manlove, 1998, p. 166) and Elondou-Enyegue (2004, p. 516) on their studies viewed pregnancy as not the only source to learner dropouts but the greater contributor to gender gap in educational attainment.

2.5 Poverty and unemployment.

Poverty and unemployment are serious and widespread problems in South Africa. These are day to day living conditions of rural people and they are viewed as lack of health, education, food, sanitation and they take into consideration the lack of power by the people to make decisions about their needs and control of their lives (Bless and Smith, 1995, p.60). Poverty refers to people who are in a state of being poor and those people who are at lowest socio-economic strata KNN Commission (1973).

Teenage pregnancy result these communities to experience poverty and unemployment issues that are regarded as burdens to the South African society. On a poverty family where there is no one working because of unemployment, learners from that family are possible to drop - out of the school through

starvation. The children from these communities may not manage to stay and listen to the teacher for a period of seven hours a day with their empty stomachs and when she is pregnant Kunio and Sono (1996).

The problem of poverty, unemployment and pregnancy cannot be separated from each other because they result to some learners leaving schools as an opportunity to seek employment because they want to feed their young ones and their families. The unemployment problem that engulfed the South African people results to them not to get the work they are looking for, but to look for security by getting married to those who are working and become pregnant again (Dawes, Richter and Smith, 2004, p.3).

The poverty and unemployment may easily lead the teenagers to engage themselves to sexual activities with the opposite partners, where there is no guarantee of not having to contract diseases that are costly and deadly, finally these diseases limit the career and advancement of the girl's education (Rosenthal, 1992, p. 277). The Third World Countries of the East, countries of Asia and the countries of Africa have poor economy that results to more teenage mothers than the rich countries of the West Europe and America.

According to Hallman, (2004) poverty and unemployment communities will lead to early child bearing, which may have been subjected to dysfunctional schools, low education quality and may lack motivation to prevent pregnancy. The level of poverty and unemployment within our communities encourages the high level of learner pregnancy. Learners decided to leave school because they felt that they had nothing to eat and this demoralized them to attend school with empty stomachs (Young, Turner and Denny, 2004, p.28).

Learner pregnancy rates is high in schools located in poor rural areas and in schools that were poorly resourced (mhmt\:\ file//E: accessed on 2010/09/02). Mgwangqa cited Elondou-Enyegu (2004). She insisted that the consequences of pregnancy result to most learners fail to get secondary and tertiary education, and this result to their life plans and career goals disrupted and end up depending on public welfare for social grant and family assistance to raise their children (Furstenberg, 1976, p.148).

Poverty and unemployment may lead to low status, lack of self esteem to the community and they experience economic stress. The parents that are identifying that their children are pregnant turn to be negative towards them, sometimes they become violent to their teenagers and are likely to punish their girls and cause them to leave their families and schools to abuse drugs and alcohol and involve in criminal behaviours (McLoyd, 1990, p.525).

According to Tyerman (1982, p.42) youth from families with low socio-economic status drop-out of the school due to their family backgrounds and family attitudes, if the families have less knowledge about the school and less involvement in school activities this leads to their children to be convinced that the school is really not important. Socio-economic status as a cause to drop outs, results to parents with low education to have as many excuses as possible such as inability to cope with school needs, low parent's source of income that lead to home background not conducive to learning of their children and end up encouraging high birth rate caused by ignorance (Maqokolo, 1988, p.34).

The social disorganization of the community, high levels of disadvantage community and poor achievement of members within a community serve to

increase the likelihood of young people to be sexual active Kirby (2002). According to community members with high achievers in terms of education, income and employment place a greater emphasis on higher education pursuing career goals and avoiding teenage early pregnancy, thus teenage pregnancy rates are likely to be low.

The high rate of unemployment and poverty concentrated mostly in the black people of the South African society where the level of sexual risk behaviour is identified and the level of pregnancy and schooling disruption is high Kaufman, De Wet & Stadler (2004). According to Magengelele (1993) in her study investigating the factors that contribute to adolescent pregnancies revealed that some adolescents are forced to leave school by their parents and end up in labour market or resort to abandoning their babies because they are unable to care for their babies financially.

Unemployment resulted to teenagers having many children because they marry old working men to get financial security. The parent-teacher relationships should be encouraged to limit teenage pregnancy in schools. Poverty and unemployment constitute to a number of problems such as abortions, children get abused by their mothers (Ncayiyana, 1989) and committed suicide (Rataemane, 1995, p. 110). Unemployment encourages teenage pregnancy as most teenagers were left without their parent supervisions because their parents were out to seek and do employment in the cities (Bhorat and Van Westhuizen, 2008, p. 231).

2.6 Summary

This chapter dealt with the review of the literature used in the study, literature that is related to topic "The effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools of Butterworth Education District". The questions and problems appeared to this chapter were attended to. The study used questions on chapter 1 that focused on the aspects of teenage pregnancy on learner academic performance, learner absenteeism, drop-out of learners from school, poverty and unemployment to complete the purpose.

The next chapter, which is Chapter 3, concentrates on research methodologies, consists of research design used in the study, population and sample of the study, instrumentation, and procedure to collect data, ethical considerations as well as data analysis strategies and summary.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the research methodology used in the study; and focuses on the research design, sampling procedures, instrumentation, population, the ways of data collection and data analysis as well as ethical aspects adopted for this study. The purpose of the chapter is to draw the attention of the reader to the methods and the designs used to guide data collection.

3.2 Research design

This chapter aims at guiding the researcher on how to deal with the research topic. I used qualitative research design to investigate the effects of teenage pregnancy on learning and teaching. A research design is a plan that describes the conditions and procedures for collecting and analysing data (McMillan and Schumacher, 2006, p.22). I considered qualitative research methodology as a suitable mode of enquiry to this study, as it is interactive, positivists and interpretive (Creswell et al, 2005).

It describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. Qualitative research approach is defined as an enquiry process of understanding where a researcher develops a complex, holistic picture, analyses of words, and views of informants and conducts the study in a natural setting Creswell, et al (2005). The qualitative research is important for the improvement of educational practices. It is a research approach that is having interactive research designs to help the researcher understand the

phenomenon deep from the participant's views, such as the ethnographic, phenomenological, case study, grounded theory and critical studies. To this type of approach I used participants that were immersed in the study. It is concerned with the interaction and observation of the participants in their natural environment and focuses on their meanings and interpretations Creswell et al (2005). Qualitative research helps the researcher to collect data in face to face situations.

I used a case study approach design. A case study design is one of the types of qualitative research methodology. According to Bramley (1990) a case study research is a systematic inquiry into an event which aims to describe and explain the phenomenon of interest, while Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used Creswell et al (2005).

A case study design was used as an interactive design that enables the researcher to get deep in exploring the problem. It was selected to assist the researcher in gaining a clearer understanding and acquiring knowledge about the topic. The case study approach helps the researcher to compare and contrast interpretations on the study and to explore the findings that are irregular or disconfirming of original hypotheses and impressions. It is used to identify the relationships that are influencing the phenomenon (Maree, 2007, p. 75). It is an exploration of a bounded system based on data collection (Creswell, 2005, p. 439). A case study design includes comprehensive and systematic investigation of a few cases, learners who were currently pregnant and learners who are pregnant.

I claimed that the case study design has advantages and disadvantages. The advantages are that, a case study has multiple data sources and the findings are instructive. Disadvantage is that no guideline in constructing the report and the report is general. A case study was regarded as the only research design fitting the study because it is interpretive, so it strives towards a holistic understanding of how participants relate and interact with each other in a situation and the way they make meaning of a phenomenon under study. It is not restrictive; it allows me not to consider just the voices and perspectives of the participants in a situation but their views and other relevant issues that are interactive within the study. A case study is the essential design for a researcher to come to a deeper understanding of the dynamics of the situation (Maree, 2007, p. 76).

I used qualitative methodology as its design to employ interpretive paradigm through the use of the learners, teachers and the parents where he noticed that pregnancy did affected the socio-cultural values of our society (Kunio and Sonn, 1996, p. 63). Qualitative research uses words instead of numbers.

3.3 Population and sample

3.3.1 Population

A population is a set of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan and Schumacher, 2006, p.119). The population is any group of individuals, events; objects that share a common characteristic and represent the whole of cases involved in the study (Fox and Bayat,

2007).The target population of the study were the learners, teachers and parents of the three (3) sampled schools in the Butterworth Education District.

The fourth sampled school was a Junior Secondary School that was cancelled due to absence of the participants having experience on the topic. The Butterworth Education District is composed of four (4) different categories of schools, the Senior Secondary Schools (SSS) from Grade 10 to 12, that are 48 in total, the Junior Secondary Schools (JSS) from Grade R to 9, that are 264 in total, the Senior Primary Schools (SPS) from Grade R to 6, that are 38 in total and the Junior Primary Schools (JPS) from Grade R to 4 that are 34 in total. This district, Butterworth Education District totalled to three hundred and eight four (384) schools.

Description of the three schools where the research was conducted:

School A: Junior Secondary School(JSS) 1: It was one of the schools sampled in the study. It is located along the tarred road N2 to East London next to the Kei cuttings toward the Kei Bridge. It is about 40 kilometres to the Butterworth Education Offices. The school is situated on a steep area that is surrounded by forests. It has two (2) blocks of classrooms, made up of prefab structures with four classes each block, there is a mud block with three classes built by the community.

There is no principal's office in this school. There are inadequate teaching and learning resources, lack of school furniture (desks) for the learners in so much that most learners were taught sitting in beer crates, stones and broken desks

and some brought chairs from their homes. The teachers were using black plastic chairs that are supposed to be used by learners.

Learners speak isiXhosa as their home language. The area is dominated by people that are unemployed and poor and that cause learners to drop –out because they did not get encouragement from their parents to stay at school and learn, but to encourage them to look for employment to feed the impoverished family. The drop-outs could not find the job but meet the older men and stayed together and get impregnated.

School B: Senior Secondary School(SSS) 1: This Senior Secondary School is also one of the chosen schools in the far deep rural areas of the former Transkei. This is a disadvantaged school, whose scholars had to travel more than seven (7) kilometres away from school without transport. The school belongs to those called underperforming schools as it has more than 10% pass aggregate rate yearly. This school consists of ten (10) classrooms that are not enough because of its high learner enrolment. There is no library, no science laboratory although physical science and mathematics are done. There is no proper infrastructure such as standardized toilet for learners and teachers but one pit toilet unsuitable to serve the school.

There were two corrugated water tanks, the other tanks were damaged and broken. There was a shortage of staff members and this issue was something that was experienced in this school for a period of two years. There was no caretaker or administration clerk in this school. Learners were coming from the distant areas of approximately from five (5) and more kilometres away from the school. Learners had to walk to and from the school on feet.

School C: Senior Secondary School(SSS) 2: This was also another Senior Secondary School that was sampled because it was situated on the far deep areas of Butterworth. There is no electricity, only two small water tanks which helped them with water to drink. The learners used old school buckets to fetch water in the nearby river which is about two kilometres away from the school and community. The school had high learner enrolment yearly of about four to five hundred learners (400-500) but with a shortage of staff members.

There were two blocks with five (5) classrooms per block and an office block for the principal's office, one staffroom and one storeroom that is small. The school is dominated by learners from the areas around the school. Learners are isiXhosa speakers only, and the teachers are mixed, the teachers coming from the African countries such as Ghana, Zimbabwe and those from India. There is no proper road to school and no school transport to carry learners to school and this school is a fee school. This school is in quintile 3 status, learners do not pay fees.

3. 3.2 Sampling

Sampling refers to the process of selecting only some of the subjects of a larger group of subjects (Macmillan and Schumacher, 2006, p. 261). Sampling is defined as a process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties would make it possible to generalize such properties to the population elements. The sample size, and population size are small and purposeful selected. Sampling has two categories, the probability and non probability consisted of convenience sampling, purposeful and snow ball sampling (Fraenkel and Wallen, 2005, p. 99).

I was also serving as instrument to collect data. The interview responses were transcript and note taken. The audio tape recording to record all responses from the respondents was used. Bull (2000) explained that research has two sampling methods, the probability based on quantitative research and the non-probability that is qualitative in its origin.

The diagram below shows the number of schools and participants that were interviewed as well as the methods used to conduct the study. The learners are indicated with a symbol L, teachers with T and parents with P. The level of schools was also indicated with JSS and SSS. These schools were purposeful chosen because the researcher noticed that pregnancy was common in these schools.

Schools	A			B			C			TOTAL
Level	JSS 1			SSS 1			SSS 2			
Participants	L	T	P	L	T	P	L	T	P	
	2	2	1	2	2	1	2	2	1	15

I chose non-probability sampling to conduct the study. The non-probability sampling has various types of samplings such as convenience; quota, snowball, and purposive (Maree 2007, p. 177). I used convenience and purposeful sampling strategy as it is based on the accessibility of the subjects, teachers and

parents were conveniently selected to participate in the study. The purposive and convenient sampling had an advantage to the researcher because the researcher was using the community on which he was teaching.

The purposeful sampling was also used based on researcher's judgment regarding the fact that informants are information rich (Macmillan and Schumacher (2006). On the basis of the researcher's knowledge of the population, a purpose is made about which subjects should be selected to provide the best information to address the purpose of the research. I selected teachers, parents and learners with the idea that they will provide the information to the end.

I sampled three (3) rural schools in Butterworth District Education, one (1) Junior Secondary School and only two (2) Senior Secondary schools. Learners who were sampled were the girls only with ages ranging from 13 to 19 years. Learners involved were those who were doing Grade six(6) to nine(9) in a Junior Secondary School and those who were doing Grades ten(10) to twelve(12) in Senior Secondary Schools.

The learner respondents were selected through getting assistance from the staff members who had knowledge about those learners who were pregnant at school. The researcher targeted teachers irrespective of age and gender, experience and qualifications as long as they had taught pregnant learners. I did not consider the age of the parents but used female parents only as long they were having pregnant learners while they were in school.

The sample consisted of fifteen (15) participants that are two learners from each school to make six (6) learners in total. The consent forms issued for each school were five (5) two for learners, two for teachers and one for a parent make a total of 5 for each school A, B and C totalled to 15 participants. All the six (6) sampled teachers were participated from A, B and C, and all the sampled three (3) parents on the community around the schools were also participated.

3.4 Instrumentation and administration

Instrumentation refers to a process of preparing to collect data, procedures used to collect data and the conditions of administering the collected data. The interviews are amongst the most commonly used instruments in qualitative research studies. The interviews are the methods of data collection in which the interviewer obtains responses from subjects in a face to face encounter (Macmillan and Schumacher (2006). The approach helped to understand the problem of learner pregnancy in schools and how it affects learning and teaching.

Qualitative in-depth interviews are open response questions to obtain data of participant meanings, how the individual explain important events in their lives. The aim of qualitative interviews is to obtain rich descriptive data that helps the researcher to understand the participant's knowledge and social reality (Maree, 2007, p. 87).

The interviews enabled the researcher to seek clarification and probe the answers of the respondents. I was also a commonly used qualitative data

instruments. The interviews are divided into three groups, the informal conversation interview, interview guide approach and the standardized open ended interviews (Macmillan and Schumacher, 2006, p.350).

I used interview guide approach (semi-structured interviews) as it deemed fit to the study, I outlined the topic in advance and decides the sequence and wording during interview. The interview probes can increase comprehensiveness. The interviews used to corroborate data emerging from other data sources. The participants are required to answer only predetermined questions. I was attentive to the responses of the respondents so that I could identify new emerging lines of enquiry that are directly related to the phenomenon being studied.

I should make it clear to the person being interviewed what the aim of the interview is and the information he wants to gather from them. I must never argue or disagree with respondents. When conducting the interviews, I might utilize the recording instruments to be able to write all said by respondents and the information may assist on data analysis.

3.5 Procedure used to collect data

I had to arrange time with the school management, venues and the ways of conducting the study were also discussed. I used face to face interview to the participants. During the process of interviews all responses were recorded verbatim as note taking through the use of taperecorder. I used isiXhosa and English to ask questions from the participants. The participants were allowed to

speaking isiXhosa to express themselves freely without a language barrier. To translate and interpret the language, I requested a Xhosa and English (language) specialist from Walter Sisulu University, Nelson Mandela Drive campus to help with the translation.

I introduced myself first and presented the purpose of the interview to the participants. The arrangements were made with the parents to visit them at their homes. I interviewed one participant at a time for the duration of approximately fifteen (15) to twenty five (25) minutes. The permission to use the audio-tape was sought from the participants.

3.6 Ethical considerations

In this study, I considered the following:

3.6.1 Permission

3.6.2 Informed Consent forms

3.6.3 Confidentiality and Anonymity

3.6.4 No Harm to the participants

3.6.1 Permission

I wrote letters asking for permission to conduct a study to the Superintendent-General (SG) Department of Education Eastern Cape Province Bisho that is

attached (Appendix A). The response letter granting permission to conduct the study was received from the Department (Appendix B). After receiving permission from the Department a letter to the District Director (DD) Department of Education Butterworth District was written (Appendix C) and permission was granted (Appendix D). After this, letters to the principals of the different sampled schools were delivered (Appendices E, F and G). The reply letters from these schools granting permission to conduct research are attached as Appendices (H, I and J). In all the letters the purpose of the research was explained.

3.6.2 Informed Consent forms

The consent forms (Appendix K) designed by Walter Sisulu University and issued for research purposes were signed to agree to participate in the study. I informed the interviewees that they were free to withdraw whether they signed the informed consent forms if they felt so.

3.6.3 Confidentiality and Anonymity

I ensured that the anonymity of informants was protected. I was also informed the participants about the confidentiality, that their names and their schools would not be divulged in the report at any stage of the investigation. I promised the informants about anonymity in everything by explaining the intentions of using their data. The respondents were treated with respect and dignity.

3.6.4 No Harm to the participants

I ensured that the participants would not be harmed physically, emotionally or socially during the research. I strived to be honest, respectful and sympathetic towards all participants (Maree, 2007, p. 298). I recommended free discussions with all the participants. I was a teacher and unable to have enough time, I decided to use after school and visited them to their homes.

The study was conducted in deep rural areas where the conditions of the gravel roads were very poor. The schools in which the study was conducted had no electricity to connect the audio tape recorder, no lights and this delayed the study. I used torch batteries and lamps to be able to continue with interviews with the respondents.

3.7. Data analysis

Data analysis is a systematic process of searching and gathering the interview and the field notes during data collection to increase the understanding of the phenomena and ultimately be able to present what has been discovered by others (1999). The collected data was transcribed into text from audio taped for the validation of the study. Data analysis is both collecting data and analysing data. This is a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest (Macmillan and Schumacher, 2006, p. 364).

The responses were grouped in terms of common and divergent codes forming categories, patterns and then themes from the interviews. The common responses were grouped together and the divergent ones were also grouped together. I analyzed the comments on field notes and did the interpretations thereof.

I searched for the patterns, words and events that appeared regularly from the collected data and coded them to categories. The coded categories, patterns and key words emerged consistently and the repetitive themes and ideas came up. Coding had been defined by Kerlinger (1970) cited by Cohen (2006) as the translation of question responses and respondent information to specific categories for the purposes of analysis.

3.8. Validity and reliability

3.8.1 Validity

Validity refers to the degree to which a study accurately reflects the specific concepts that the researcher is attempting to measure (Cresswell, 2005, p. 163). Validity refers to the extent to which it measures what it is supposed to measure (Maree, 2007, p. 216). There are different types of validity, face validity, content validity, construct validity and criterion validity.

For this study face validity and content validity were used to ensure that the questions asked represented what the researcher wished to find out. They were used to validate and authenticate the study. To enhance validity to the study, participant language and verbatim accounts were used to phrase in the informants language.

3.8.2 Reliability

Reliability refers to the consistency of the measuring instrument to the extent to which the results were similar (Macmillan & Schumacher, (2006). Reliability in qualitative research consisted of equivalence stability, internal consistency, agreement reliabilities and test-retest reliability (Maree, 2007, p. 215). The agreement reliability was used as it is appropriate and it determines the extent to which the two or more participants agreed about what they have heard, said or rated. I checked whether the degree of variations among respondents in repeated trials were similar.

3.9 Summary

Chapter 3 has presented the research design and methodology used in the study and focuses on how the design was used to gain knowledge of the study. The conditions and location of schools that were used was described. Population and sampling has been explained. The participants who took part in the study were also indicated. The language of communication between the participants and the researcher was also mentioned.

The instruments and procedures used have been explained. The data collected was analyzed. The research design used in the study and the approach was also explained. Ethical considerations and data analysis procedures were explained. The next chapter, Chapter 4 deals with the introduction, data presentation, data analysis, data interpretation and summary and conclusions.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and analyses the data collected for this study. The data collected aims to establish the effects of teenage pregnancy on learning and teaching in Junior and Senior Secondary Schools in the Butterworth Education District Eastern Cape Province. The data was presented according to the questions in chapter 1 of the study drawn from the main research question.

The findings are presented in English. The transcript in IsiXhosa is attached as (Appendix L). In presenting the findings I decided to use alphabetic codes for the following participants, for learners (L), teachers (T), and parents (P) when reference is made to the verbatim statements.

The findings are presented under the following sections:

4.2 Poor learner academic achievement

4.3 Learner absenteeism

4.4 Learner drop- out

4.5 Poverty and unemployment

4.2 Poor learner academic performance

I sought to know how pregnancy contributes to poor learner academic achievement. All the respondents (teenagers, teachers and the parents) unanimously agreed that pregnancy had negative effects on learning and teaching in all levels of schooling. Below are some of the verbatim statements from the learner participants that say:

I felt unable to read my books. I got pregnancy complications such as dizziness, body pains, nausea and morning sickness, lost patience and interest, felt sleepy when opening my books and that resulted to me missing lessons and failed grade 11 (Interviewee L1).

When I was pregnant, I was not aware, but noticed some changes in my body, such as painful stomach, change in the colour of the skin, bigbreast. These caused me to be stressful and felt asleep during the day. I started to live alone because sometimes I had anger and did not go to school because I did not focus in my studies but on painful body (Interviewee L 6).

When I was pregnant, I got swollen feet, pressure, and that resulted in not concentrating in my books, I was feeling tired all the time especially when the teacher came to the class to teach and when she gave us work to do (Interviewee L 3).

The above statements show that pregnancy causes the child to dislike school. She changes the attitude and her behaviour and she feels better when she is

alone. The pregnant learner is engulfed with anger and sleeps in the class. She is ashamed to be seen pregnant by the other people and thus hates the school and people who ask her about her being pregnant. She also becomes cheeky and does not read her books.

Teacher participants also stated that pregnancy impacts on learner academic performance. Following are the selected statements from teachers.

A pregnant learner cannot concentrate on her studies because she thinks about what happened to her. She wants to sleep all the time and develops hatred in everything. She regularly goes to the toilet to relieve herself and as a result does not focus in her book. Some I spoke to, said there are times a stomach moves and causes her to concentrate to the moving stomach, not even knowing what it is(Interviewee T 2).

A pregnant learner is unable to concentrate on her books because she is ashamed, thinks about what happened even when she is supposed to learn. She gets stressed and disappointed, takes less food, vomits, and becomes unhappy, cheeky and angry (Interviewee T 5).

Teachers also stated that a pregnant learner suffers with pregnancy illnesses that cause her state of health change. She may have blood pressure, fever, nausea and morning sickness that cause her to become lazy to read her books. This results to a moody behaviour. They further stated that a pregnant learner causes others to sleep in class, and also, at home, she does not want to do anything and parents often come to school to complain. She also becomes aggressive and attacks everyone both at school and home.

All the teacher participants agreed that chances of being educated and chances of fulfilling their dreams become limited. They agreed that most pregnant learner's end up not educated as they become responsible people, who should take care of their children.

The parents, like teachers and learners felt that there is no proper schooling and future for a pregnant learner. When she is pregnant, she does not have chances of focusing on her books.

When a child is pregnant, we notice aggression, becomes cheeky to her parents and lazy to do anything. Such a child cannot read her books (Interviewee 1 P).

When a child is pregnant, she is bound to raise her child and start to be a mother. As a result, she cannot manage her books again (Interviewee 2P).

A pregnant learner often becomes ill and this causes her not to have a chance to learn (Interviewee 3 P).

4.3 Learner absenteeism

All the respondents highlighted absenteeism as playing a vital role to disrupt learning and teaching in schools and also show that pregnancy can be regarded as a problem that can affect learning and teaching. They indicated that pregnant learners do not go to school regularly.

I didn't go to school regularly, because I was bound to visit clinic for check-up purposes in order to check whether the foetus was still alive and pay special visit to the clinics (Interviewee L 1).

I didn't go to school when feeling nauseas, when my feet were swollen, when I had morning sickness and had stomach pains (Interviewee L 2).

I didn't attend school because I was tired to walk long distances to school on weekly basis. I had to miss some days. I noticed that I was developing hatred to other people at school and decided not to go to school and that resulted to me missing important lessons that led me not to perform well (Interviewee L 3).

When pregnant, I tended to absent myself at school because I was bored in the classroom. Teachers were teaching long and boring lesson. I lacked patience in reading and attending classes and simple decided not to go to school (Interviewee L 4).

I didn't attend school, because I felt tired and sleep in the class and that caused the whole class to sleep. This made me and my family feel embarrassed (Interviewee L 5).

I was absent at school because I was afraid of the community and people who asked me about my pregnancy (Interviewee L 6).

I did not go to school after I realised that I was pregnant. I was afraid of other learners and teachers who seemed suspicious. I felt having disgraced my family and the school. I was unhappy when seeing my friends sitting and discussing in pairs or groups and thought they were discussing me (Interviewee L 2).

All the learners agreed that pregnancy causes them to miss school and education because they have to visit clinics for check-ups. It also surfaced that not going to school was a way to relieve one from walking long distances. It also becomes evident that a pregnant learner does not attend the school because of certain developments in her body like the big breasts and stomach.

Teachers also stated that absenteeism limits the chances of a child to get educated. A pregnant learner has more chances of not going to school than to go to school. They stated that when a child is pregnant, she is no longer in the company of her friends who run away from her. She is regarded as an adult and as a result is always lonely. This loneliness results to absenteeism. Teachers also believed that a pregnant learner feels guilty and decides not to come to school.

When a learner noticed that her stomach is big she absents herself from school (Interviewee T 5).

Parents also believed that pregnancy had negative effects on learning and teaching. They expressed a concern that they did not like to have children pregnant at school. They highlighted the fact that pregnant learners usually absent them from school when visited clinic for check-ups. It was stated in the teacher's responses that when a teenager is pregnant, she is no longer in the company of her friends and as a result is always alone. The loneliness leads to absenteeism and dropping-out.

Teachers like the parents and learners believed that a pregnant learner feels guilty and embarrassed and then decides not to go to school. The absenteeism as presented in this section has an impact on learning and teaching in schools.

4.4 Learner drop-out

The question asked was whether teenage pregnancy could result to learners dropping out of school. The participants agreed that pregnancy could result to learning and teaching disrupted at school. They emphasised that most pregnant learners do not perform well in their studies. The reason for this poor attendance could be attributed to pregnancy complications and sicknesses. The learners had the following to say:

I saw it necessary to drop-out of school; I thought that pregnancy was associated with issues such as people who were ill-discipline, people who did not listen to their parents and people who liked men. This disappointed me in so much that I felt to have disgraced my family (Interviewee L 3).

I found it good for me to drop-out because I was thinking about the future of the unborn baby. The father of the child was also a learner at the same school and both our parents were not working, they were dependent on social grant. It was hard for me to continue with my studies. I thought I could get a job but that did not happen (Interviewee L 4).

When realized that I was pregnant, I decided to drop-out of school and left home to stay with my uncle in Uitenhage near Port Elizabeth. We were three at home, two girls and a brother. My parents worked in Cape Town. I informed my siblings about pregnancy and my decision to drop-out. They requested me not to drop-out and remain at school to finalize grade twelve (12) but their plea fell on deaf ears. I went to my uncle and asked him to inform my parents that I had left school because I was

pregnant. I was afraid of my parents who sent me to school to learn but got pregnant (Interviewee L 5).

I decided to drop-out of school because I felt restless all the time. I was afraid to meet the people, the teachers and my friends, it was worse when I was at school and sat in front of my teachers teaching me. I felt better when staying at home and focusing on my pregnancy. My feet got swollen and that resulted to me unable to walk to school (Interviewee L 6).

I was bound to drop-out of school because my parents had no means to raise my child. My mother was sick, she could not afford to babysit the child and that encouraged me to leave the school to look for a job to feed the family and the child. I could not fulfil my dreams of passing grade 12 (Interviewee L 1).

I decided to drop out of school because my parents were very angry, fought with me and told me that I had disgraced them because they sent me to school to learn but I focused on boys instead of education. I could not receive everything from home because my parents were furious and I decided to leave school (Interviewee L 2).

Teachers also agreed that a pregnant learner drops-out of school when she gets sick all the time. A learner who feels to have disgraced her family and has lost friends leaves school. She absents herself until she delivers the baby and parents allow her to go back to school.

Parents also expressed that they did not like to have their children who were pregnant to remain at school.

When noticed that my daughter was pregnant, I decided to keep her out of school because she had chosen to get pregnant instead of learning and that disgraced the family. I did not tolerate her with big stomach at school (Interviewee P 1).

My child decided to drop out from school, when she realized that she was pregnant and I did not even report to school that she was pregnant. I was happy for what my child did because pregnancy is unacceptable (Interviewee P 3).

When I noticed that my daughter was pregnant, I told her to drop out of school because we are poor and could not care for the child. I advised her to look for employment in order to raise the child. I told her that she could return to school when the child is old (Interviewee P 5).

It is evident from the findings that dropping out of school is supported by parents because they felt embarrassed by their children and that children could not manage to finish their studies. Pregnant teenagers were associated with ill-discipline, who does not listen to their parents and who cared less about the results of their actions. Pregnancy brought disappointment to the families who had high hopes for their children.

4.5 Poverty and unemployment

Almost all the interviewees agreed that poverty and unemployment has negative effect on learning and teaching and that contribute to learners getting

pregnancy. They indicated that there are homes that were headed by the teenagers because their parents were away to seek employment in the big towns of South Africa in order to feed and support their children. The fact that children were alone at home led them getting pregnant because they lacked proper control and supervision. This gave them a chance to do whatever they liked to do. Poverty and unemployment causes teenagers to drop out at school, often due to economic barriers and poor performance at school.

Pregnancy and poverty together with employment caused the teenagers to stay alone and had an opportunity to supervisethem, which alone gave them chances to get pregnant because they were not supervised (Interviewee T 1).

Unemployment and poverty in South Africa had contributed to the parents to lose their monies paid at school for donation, uniform and transport, because their children end not finishing their studies because they get pregnant (Interviewee T 4).

I was coming from a poor family, where there was no one working and that affected my studies because I had no uniform to wear. It was not easy to get uniform because my family was depending on my grandmother's social grant. I was not feeling like the other learners. I was always unhappy at school. This affected my performance in the class (Interviewee L 3).

Poor and unemployed families view the coming child as a burden to them, thinking about the ways of raising the child who would be born of poor families that depended on government's social grant, where no single person was working. The parents got into debts of making loans to send the pregnant daughter to the doctor for check-ups (Interviewee L 6).

A child coming from a poor and unemployed family is easily affected in her learning and teaching in schools, because her focus will no longer be in her books but to the family and the oncoming child and to the ways of raising the child(Interviewee T 1).

In - families with people that are not working and with a pregnant learner have problems and the child gets exposed to malnutrition (Interviewee T 6).

It became evident from the participants that poverty, unemployment and pregnancy need not be separated, when a child is pregnant and her parents are not working, they are easily persuaded to leave school in order to get employment where they meet the older men and marry them for the purpose of getting secured financial assistance.

All the participants agreed that poverty and unemployment affected the learner achievement in class. Poor and unemployed people struggle to send their children to school when pregnant because their children need to be given food to eat. Most children could not get food because they did not have money.

The families saw the coming child as a burden to them thinking about the ways of raising the child who could be born of poverty families where no single parent was working. Pregnancy caused poor and unemployed parents getting into debts of making loans to send pregnant learners to the health services. Pregnancy increased chances of learners to miss education and encouraged poverty and unemployment amongst the community.

Poverty, unemployment and pregnancy could encourage the unplanned marriages, learner drop out from school and could go to look for work, because

there is high unemployment in this and caused them to stay together with old men and end up marrying them.

4.6 Summary

The study has shown that teenage pregnancy is a costly problem. It caused the people to enter on big debts in order to pay for transport and doctors. The data analyse viewed pregnancy as a contributory factor to delay the future ambitions of the learners and of their parents, as most pupils ended drops out of the school to look for green pastures in the big towns to feed their young ones, left schools incomplete even grade twelve (12). The findings stipulated that teenage pregnancy has negative effects on learning and teaching.

Pregnancy is a costly problem as causing both learner and the families to involve them in big debts on transport and doctors payments. Pregnancy causes delays in the future being of the teenagers as they left schools in order to get employment in the big towns and finally drops out of the schools incomplete. Pregnancy also had an effect to the teenagers to limit chances of getting better jobs because they lack good education.

Chapter five provides a discussion of the findings, recommendations and reflections on the study.

CHAPTER 5: THE FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

Chapter five deals with synthesis of the findings, presents the recommendations from the study, summary and conclusions of the study. The purpose of this study was to explore the effects of pregnancy on learning and teaching. The discussion of findings is compared to the relevant literature establishing how the study compares to literature. This chapter is divided into the following components:

- 5.2 Poor learner academic performance
- 5.3 Pregnant learner absenteeism
- 5.4 Learner drop-out
- 5.5 Poverty and unemployment

The chapter concludes by suggesting some recommendations for policy, practice and future study.

5.2 Poor learner academic performance

The findings revealed that the pregnant learners were unlikely to perform well in their studies, due to tiredness, lost concentration and attention on her books.

The interviewed participants explained that pregnant learners cannot perform well as they are affected by their state of health like not taking food and that resulted to becoming weak and performing badly. This finding concurs with Donald, Lazarus and Lolwana (2002) who viewed pregnancy as a delaying factor to the future ambitions of the learners.

Pregnancy has been perceived as causing conflicts amongst the members of the family, anxieties and divorces. This view was supported by the fact that children from divorced or separated families may get pregnant and stay depressed and have psychological effects as stated by Cherian (1989). This view was also supported by Hassen (1968) who stated that children from broken families are likely to fail their studies and not perform well at school.

This study also revealed that pregnancy dents the future being of a child and causes the teenager to have a burden of domestic demands that result to unsatisfactory schooling experience as supported by Lloyd and Mensch (1999). This causes the learner to change her behaviour and that can ensue negatively the influence of the school work as Barlow and Durand (1999) stated. The statement by participants that pregnant teenagers get depressed after realizing that they are pregnant and cannot do well in their studies confirms De Villiers statement (2004) who viewed pregnancy as a delaying factor to the future ambitions of the learners.

The findings also revealed that pregnancy contributed to underperformance of learners as they tended to become moody and sometimes sleepy in the classrooms while the teacher is teaching. This statement corresponds with the findings of Cassel and Imamura (2002) who stated that poor performance of

pregnant learners affects the best wishes of the learners to become educated people.

The study also stated that teenage pregnancy had negative effects on learning and teaching as it affected their lives through delaying them in their future being as supported by Grant and Hallman (2006). The learners report that their performance dropped when they found that they are pregnant. One of the respondent reported that her pregnancy caused the families to lose trust to their children who were expected to be something in their lives. This view corresponds with the findings of Hopkins (2001) that pregnancy hampers the education of the child and her career.

5.3 Learner absenteeism

The findings indicated that pregnancy plays an important role for learners to absent themselves from school because they become sick and visit clinics or hospitals. This causes irregularity to schooling and stays at home. This view corresponds with the findings of Cassell and Imamura (2002) who states that a pregnant learner is bound to attend school poorly and obtains lower grade point averages.

The findings revealed that pregnancy causes learners to miss important lessons and that results to them performing badly in their academic results. This affects the future being of both the learner and the family. This supports the findings of Lloyd and Mensch (1999) when they stated that the pregnant learners continually lost attention and concentration on learning and teaching that

jeopardises the future employment opportunities and caused dependence upon others.

Absenteeism caused the learners to obtain lower grade point average that encourages them to dislike schooling. This view corresponded with the findings of Cherian (1989) who stated that pregnancy can ensue negatively in school work and as a result learners lose interest in their studies. Cherian (1989) adds that pregnancy can cause domestic violence and family disruptions that lead to teenagers to absent them from school and look after their books because of quarrels caused by family members at home.

5.4 Learner drop-out from school

The findings indicate that pregnant learner's lose interest in learning and teaching after they realised that they are pregnant and that causes them to drop-out of school. This statement supports heron (2006) and Sunn (2006) who argued that learner drop-out is characterized by emotions, despair, disbelief and desperation. Pregnancy causes the pregnant learners to feel stigmatized and drop out of school. This view corresponds with the findings of Furstenberg (1976) who stated that pregnancy causes the learner to fail to get secondary and tertiary education, her career goals are disrupted and she will depend on public welfare for the grant.

The findings also revealed that pregnancy causes delays in learning and teaching and that most teenagers return to schools after a year out of the classroom. Some do not return and decide to seek jobs in order to feed their families and

their newly born babies. The findings also reveal that teenage drop out is associated with failure to remain in schools, failure to establish a vocation and failure to reach their potential in life.

Pregnant learner felt guilty to stay at school and drop out and that is associated with failure to fulfil her functions at school (Louw Van Ede and Louw, 1999). The findings also indicate that learner drop contributes to delays in studies as Elondou-Enyegue (2004) argues that this stresses most learners and who do not return to school for a period of two years after having children.

5.5 Poverty and unemployment

The findings of the study indicated that poverty and unemployment contribute to the learners to become pregnant. They leave schools to look for with the hope that they can provide for themselves and their families. They unfortunately meet working men, stay with them and get pregnant. This statement supports the view of Dawes and Smith (2004) who stipulated that poverty and unemployment problem in South Africa has negative effects that are overwhelming because girls fail to get jobs they are looking for but resort to either stay or marry those who are working and become pregnant.

The findings indicate that pregnancy is costly to parents who are poor and unemployed. The study revealed that teenagers cause their parents to get into debts, they loan money to take their children to the doctors and transport them. This view supports the findings of Tyerman (1982) who believed that children coming from families with low socio-economic status to drop-out of school

Poverty and unemployment limits the future being of the teenagers whose life plans and career goals are disrupted and end up depending on public welfare for social grant and family assistance to raise the children and feed the family as Furstenberg (1976) argued.

The findings indicate that poverty and unemployment causes the community to experience economic stress and family violence as the parents with pregnant children turn to be negative and become violent towards them (McLoyd 1990). These children may abandon their babies and run away from home.

5.6 Summary and conclusions

The aim of the study was to investigate the effects of teenage pregnancy on learning and teaching in Butterworth Education District. The study was focusing on effects of teenage pregnancy on learning and teaching in rural Junior and rural Senior Secondary Schools of Butterworth District. The study was based on the following aspects, poor learner performance, learner absenteeism at schools, and learner drop-out from schools, poverty and unemployment.

The findings show that pregnancy has negative effects on learning and teaching in schools. Pregnancy is a communal problem that needs all the people to work in order to minimise it. Teenage pregnancy is viewed as a global problem that is affecting the world's education. It causes learners to drop- out of schools resulting to young leaders to lack the sufficient qualifications, careers and future employment.

5.7 Recommendations

The following are the recommendations that are flowing from the study and based on the findings of this study. The researcher believes that if these could be taken seriously pregnancy can reduce in schools.

1. The department of education in partnership with other relevant departments should unite to work together in order to limit the pregnancy by providing sex education awareness at an early phase through improving life skills in the foundation phase, intermediate phase and life orientation in the senior phase.
2. Teachers should be trained in appropriate skills and appropriate approaches on handling these sensitive lessons on sex education at schools to benefit both teenagers and the community.
3. Parents should educate their children on issues related to sex so that they may not engage sexual activities when they are at schools but focus on their books.
4. Teaching should be based on empowering teenagers and should aim at developing responsible attitudes with regards to sexual behaviour.
5. Further studies may be conducted on strategies to limit teenage pregnancy.

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Appendix A: Application letter to the Eastern Cape Superintendent- General

SautanaJSS

P.O. Box 48

Ndabakazi

4962

27-03-2011

The Superintendent- General

Department of Education

Bisho

Eastern Cape

5000

Application for permission to conduct a research in Butterworth Schools

Sir/ Madam

I Mzikayise Wiseman Lubambo beg to apply for permission to conduct a research study in your Department using rural three schools of Butterworth on a topic:

THE EFFECTS OF TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR SECONDARY SCHOOLS OF THE BUTTERWORTH DISTRICT.

I am currently registered for a Master of Education Degree at Walter Sisulu University. My request is that please allow me to use learners and teachers as my participants.

I therefore rely on your support for the success of the study.


Yours faithfully

M.W. Lubambo

Appendix B: Letter of response from the Superintendent-General of the Department Education

07/07/2011 08:58 0437827427 ELI PAGE 01

B



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelisho • Eastern Cape
Private Bag X0032 • Bisho • 6605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7428 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdoe.gov.za

Enquiries: Dr Heckroodt Email: bermetia@iafrica.com

11 April 2011

Mzikayisa Wiseman Lubambo
Private Bag X 3017
BUTTERWORTH
4960


Dear Mr Lubambo

**PERMISSION TO UNDERTAKE RESEARCH FOR A MASTER'S THESIS: THE EFFECTS OF
TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR
SECONDARY SCHOOLS OF BUTTERWORTH**

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in three (3) Primary Schools and two (2) Secondary Schools in the Eastern Cape under the jurisdiction of the Butterworth District is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;

Building blocks for growth

Page 1 of 2 Lubambo MW



Thwasa eMqanshonyi

- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
 - k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 271 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.

Advocate N. Mankya

HEAD OF DEPARTMENT: EDUCATION



Appendix C: Application letter to the District Director Butterworth District Office

Sautana J.S.S.
P.O. Box 48
Ndabakazi
4962
19-07-2011

The District Director

Butterworth Education District

Butterworth

4960

Application for permission to conduct a study

Sir/ Madam

I mzikayise Wiseman Lubambo beg to apply for permission to conduct a research study in your District Butterworth using three rural schools of Butterworth on a topic:

THE EFFECTS OF TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR SECONDARY SCHOOLS OF BUTTERWORTH DISTRICT

I am currently registered for a Master of Education Degree at Walter Sisulu University. My request is that you please allow me to use learners and teachers as my participants in the study.

I therefore rely on your support for the success of the study.


Yours faithfully

M.W. Lubambo

Appendix D: Letter of response from the District Director

Appendix D: Letter of response from the District Director

D


Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Butterworth District *Mission Location Private Bag X 3019 * Butterworth * 4960 *
REPUBLIC OF SOUTH AFRICA *
Enquiries: Mr M.A. Jack Tel: +27 (0)47 4910524 Fax: 047 4910655 * Date: 03/08/11

TO : MR M.W. LUBAMBO

FROM : THE DISTRICT DIRECTOR: BUTTERWORTH

SUBJECT : PERMISSION TO CARRY OUT RESEARCH PROJECT IN SCHOOLS

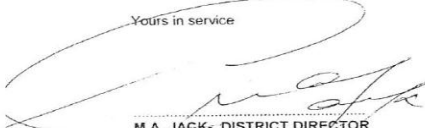
Permission is hereby granted for you to visit schools in the Butterworth District in line with Head of Department's approval as well as the attendant conditions. You will also be required to make the necessary logistical arrangements including making the school managers aware.


Schools that you will be visiting are the following:

1. Luzipo Junior Secondary School
2. Jongilizwe Senior Secondary School
3. Cunningham Senior Secondary School
4. Ndabakazi Junior Secondary School

The Department wishes you well in your research studies.

Thanking you in anticipation
Yours in service


M.A. JACK DISTRICT DIRECTOR



SautanaJ.S.S.

P.O. Box 48

Ndabakazi

4962

10-08-2011

The principal

Luzipo Junior Secondary School

P.O. Ndabakazi

4960

Application for permission to conduct a research study

Sir/ Madam

I mzikayise Wiseman Lubambo beg to apply for a permission to conduct a research study in your institution. I am currently registered for a Master of Education at Walter Sisulu University. My request is to allow me to use your learners and teachers as my participants in the study on a topic

THE EFFECTS OF TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR SECONDARY SCHOOLS BUTTERWORTH DISTRICT.

I therefore rely on your support for the success of the study

Thanking you in advance

Yours faithfully

M.W. Lubambo

Appendix F: Letter of response from the principal of LuzipoJSS

F

LUZIPO JUNIOR SECONDARY SCHOOL

**P.O. BOX 80
NDABAKAZI
4960
CELL NO. 071 834 8145**



**SCHOOL MANAGER:
MR Z. BALEKA
CELL NO.:073 835 8555**

Dear Mr Lubambo

I have contemplated your request to conduct interviews here at Luzipo Junior Secondary School. I, therefore grant the permission to continue with the interviews with the hope that really, the findings of your research will not benefit only you but the school as well.

Yours Faithfull

Z.Baleka (Mr)

0738358555



SautanaJ.S.S.
P.O. Box 48
Ndabakazi
4962
17-08-2011

The principal

Cunningham Senior Secondary School

P.O. Box 892

Butterworth

Application for permission to conduct a research

Sir/Madam

I Mzikayise Wiseman Lubambo beg to apply for a permission to conduct a research study in your institution. I am currently registered for a Master of Education Degree at Walter Sisulu University. My request is to allow me to conduct a study using your learners and teachers as participants in the study in a topic:

THE EFFECTS OF TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR SECONDARY SCHOOLS BUTTERWORTH DISTRICT

I therefore rely to your support for the success of the study.

Thanking you in advance

Yours faithfully

M.W. Lubambo

Appendix H: Letter of response from the principal of Cunningham SS



SautanaJ.S.S.
P.O. Box 48
Ndabakazi
4962
29-08-2011

The principal

Jongilizwe Senior Secondary School

Butterworth

4960

Application for permission to conduct a research study

Sir/Madam

I Mzikayise Wiseman Lubambo beg to apply for a permission to conduct a research study in your school. I am currently registered for a Master of Education Degree at Walter Sisulu University on a topic:

THE EFFECTS OF TEENAGE PREGNANCY ON LEARNING AND TEACHING IN JUNIOR AND SENIOR SECONDARY SCHOOLS OF BUTTERWORTH DISTRICT.

My request is to allow me to use your learners and teachers as participants in the study.

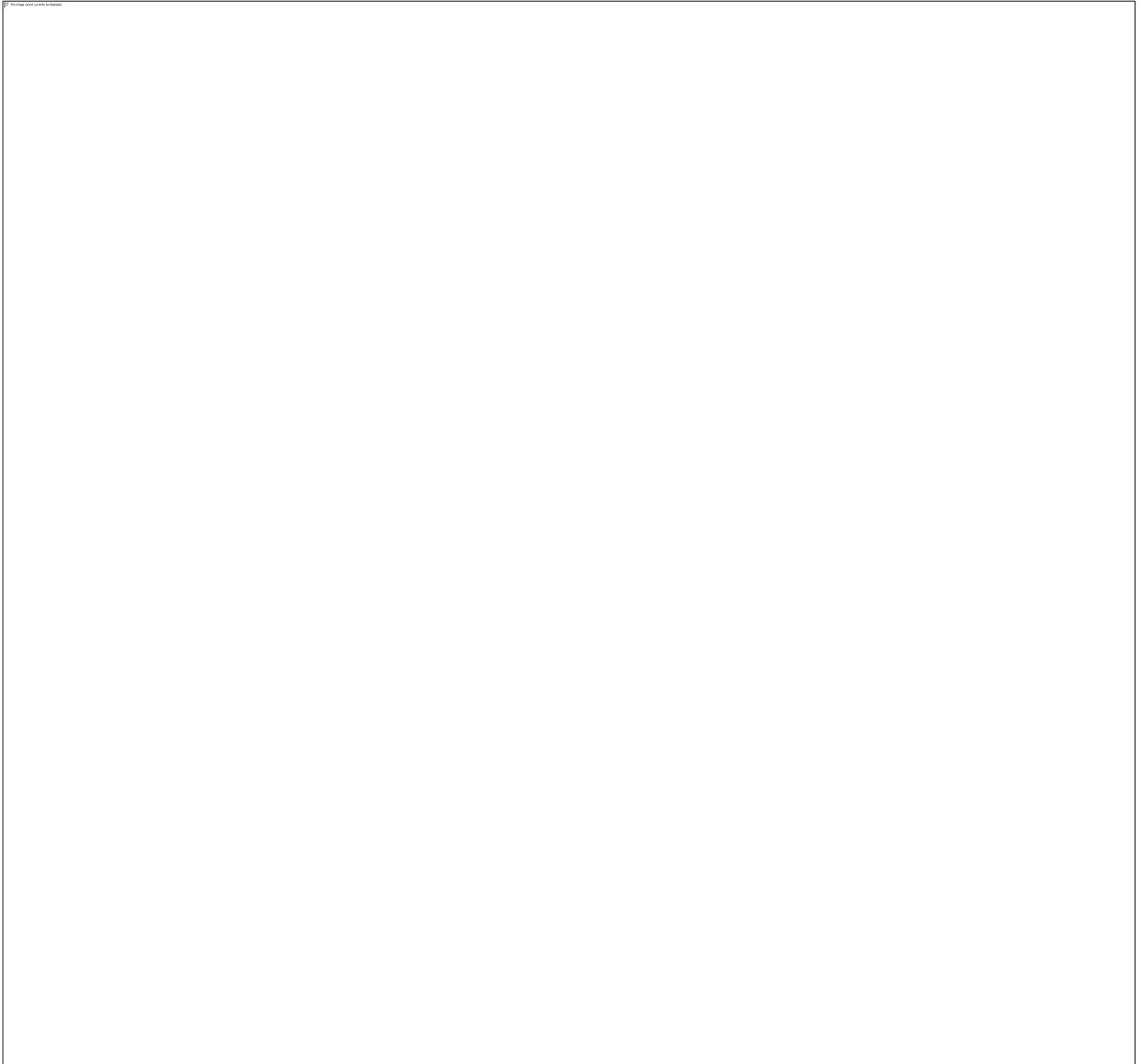
I therefore rely to you for support in the success of the study.

Thanking you in advance

Yours faithfully

M.W. Lubambo

Appendix J: Letter of response from the principal of Jongilizwe SSS



Appendix K: Informed consent form

WALTER SISULU UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL RESEARCH

INFORMED CONSENT

Title of the study:

Conducted by: _____ Name of Main Supervisor (if applicable) _____

The purpose of the study and the extent to which I will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily.

I understand that I am free to withdraw from the study at any time at any stage at my own will. I have explained to my parent/ guardian that I am willing to be part of this study and they too have agreed to it.

Signed at (place) _____ on (date) _____ by (full Name)

_____ of

(Address) _____

Witness: Name: _____: Signature: _____ Date_____

In case of minors, the parent/guardian needs to sign below:

I am the father/Mother/guardian of the minor. The purpose of the study and the extent to which the minor under my will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her to take part in it if he/she has no personal objections.

I understand that I or the minor am (is) free to withdraw from the study at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.

Signed at (place) _____ on (date)_____ by (full Name)_____

_____ of

(Address)_____

Witness: Name: _____: Signature _____ Date:_____

School Stamp

APPENDIX L

LEARNER TRANSCRIPT

QUESTION	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5	LEARNER 6
Ngaziphi, iindlelauk umitha, kunochap hazelaizif undonoku fundisa?	Ndabane sizunguz ane, umzimba ubuhlung ukakhulu nesicapu capundin gafundi	Ndandib anobuth ongoob ungaph eliyo, ndilalae klasinin dilalisen abanye	Ndandib anentiyo kwabany eabantu, ndidinek akukufun daiincwadi	Ndakhatha zwalutshin tshoemzim beniwam, isisunama beeamakhulu	Ndaqalauk uphelelwan gamandla, ukudinwao kungapheliyo, andathand aukufunda	Ndandigu landiqaqa njelwasisu, ukugabha, ndingatyi, ndidinekil ekakhulu
Ngaluphiu hloboumit holunoch aphazelau kwenzako mfundiezi fundweni ?	Ndandigu lakakhulu kusasa, ndidinwa ndazivan dingasith andiisikolo	Ndandib anomzi mbaobu hlungu, iinyawo zidumb axandih ambeka khulu	Ndandin entiyo, ndiziven dibathiyil enabany endingat handiuku hlalanabo	Ndandikha thazwayin gulokusasa, isicapucapu, ukugabha njalonjalo	Ndanditha ndaukulala eklasinindit shondinge vananyeebi fundiswan gutitshala	Xandiyae sikolweni ndandiye ndoyikeo otitshalan abantuab andibuza yo
Ingabaum itholumch aphazelan janiumfun dikwintlal onoqoqos ho?	Xandandi mithinda ndigulan dihamba koogqira ukuyaku hlolwaim	Ndacha phazele kaekub enindin gabatha ndiaban yeabant	Umithol wandenz andanen tiyokwab anyeaba ntwanan ootitshal	Ndandinox inezelelolw engqondo, ndidanilen dizivandin etshikikwa banyeaba	Ndazivandi soyikanoku yaesikolwe nikubandici ngaukuban dizakoyikw angabanye	Kwanden zandabal ekwazitsh omizama zandifuna ndahlalan dodwa

pilo u, a ntu
 ndandih
 lalando
 dwa

Ingabaum itholuyaze nzaiingxa kiezikolwe ni?	Umitholw andenza ndehlau mgangat hoezifun dweni de ndafelish akulonya ka	Ndandic ingakak hulundi cingana ngokuzi bulalaka ntiaban ye bade bakhup heisisu	Ndabona ukubaku ngconon disiyeisik olokuban dandinge vakwant o le ifundisw ayo	Ndayenda phumaesik olweninda yofunaum sebenziku bandicinge laumntwa na	Ndasishiyai sikolokuba ndandizibo nandihlazi eabazali bam	Ndandizib onauban diphoxak elendasis hiyaisikol o
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**APPENDIX M
TEACHER TRANSCRIPT**

QUESTION	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5	TEACHER 6
What is your feeling about a pregnant learner?	I had unpleasant feelings, pregnancy causes the child to get sick, such vomiting and be unable to learn	Feeling very sympathetic, her future of being an educated person dimmed	Feeling bad, she is still young depended on her parents with everything but now forced to become a responsible adult	A pregnant learner has sometimes had pregnancy complications that cause her to drop out of school	A pregnant learner missed chances of getting her career	A pregnant learner started to behave wrongly as she hates everybody, becomes angry to everybody, not attentive
In what ways has learner pregnancy affected learner performance in her subjects?	When she misses the lessons, when visiting the clinic, when no longer concentrated on her studies	When hated everybody at school, hating even the teachers teaching	When she thought of her newly born baby, this cause her not to focus on her books	When she felt tired, bored and lost concentration, only little information she could be able to grasp	When she develops moods, having nausea, she frequently goes to the toilet to relieve her	When her state of health changes, have pregnancy complication
Does pregnancy creates problems in learning and teaching?	Pregnancy causes learner to drop out	Pregnancy results to learner to drop her performance in her studies	Learner becomes cheeky and hates the people	Pregnancy contributes to learner decrease in school enrolment	Pregnancy has impacted to learner underperforming especially grade 12	Pregnancy drove the learners away to see jobs in the cities

How do you think that pregnancy affects learning and teaching socially and economically?	When she is shy and avoiding the other people, and wants to stay alone	When visiting the clinic or doctor and missed important lessons on the curriculum	When she is bound to hire a transport to the doctor for check-up or when she is delivering the child and bound to buy food and clothes for the child	When her state of her health changes, not take food or choosey to food and that result to her to lose weight to buy small clothes	When she decides to look for job and no longer think about going to school again	When a child is coming from people who are not working she is easy to be persuaded to leave school when pregnant
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APPENDIX N

PARENT TRANSCRIPT

QUESTION	PARENT 1	PARENT 2	PARENT 3
Wavakanjanixau mntwanawakhoe mithiesikolweni?	Ndevakakubikakhulu kubandambonanjeng omtwanaoyihlaziisiley oifemeliyakhe. Wabonakala, njengomntwanaonga qeqeshekanga.	Ndadanakakhulusise nzosakhekubandand imthumeleezincwadi niwapasaumntwana endaweniyencwadi.	Wandivisaubuhl ungubentlizi yok ubandandijonge lukhulukuye. Wayesaziukuba uphumakubant uabahluphekile yowenzakwaku binalaphaekhay eni
Wacingaukubaze ziphiimekoezazin okuchaphazelau mfundiekufunden inasekufundisweni?	Umntwanaomithiyois imosakhesiyatshintsha , ubalivilaelingafunikw enzantozitshozibesen gxakiniincwadiangafundi	Umfundiomithiyoun exeshalokuyaeklinik atshoashiyeekezifun dweniokanye aye kugqiraukuyakujongaumntwana	Umntuomithiyoubanezigulozom ithongamanyea maxeshaagabh e lento ayityileyoatshoan gayiesikolweni
Ucingaukubaumit holungazibangela iingxakiesikolweni?	Umitholubangelauku baumfundiangakhath aliabenentiyokwincwadizakhe, lutshoangeneengxakiniyokufelishanokuqh ubakakubikwizifundo zakhe	Umitholumenzaumn twanaabalekeisikolo okanyeenzeuqhomf oukubaakazibulalanga, lwenzanabanyeaban twanabamoyikekub enzima ukufundanga kumbixaebeseleeqh eleukufundanabany e	Umitholukhutha zaabantubayek eisikolobeseku mabangaaphantsi, lukhuthazaukun ciphakwamanan iezikolweni
Ingabaumitholuy amchaphazelaumntwanakwintlalon	Umitholubanegaleloe kubeniabantubasokol ekubabathibengaphan gelibanyanzelekeba	Umitholukhuthazain tiyoebantwinilwenzabazalibangevanikul iwe de	Umitholubangel oukucaphukelana, lubangelaukuba

oqoqosho?

bolekeimaliezizalayo
base
abantwanakoogqira

omnyeagxothwekwa
kokwabo

umntuashiyeisik
oloayophangele
laumntwana