

**MANAGERIAL IMPERATIVES OF TEEN MOTHERHOOD IN PUBLIC
SECONDARY SCHOOLS**

BY

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UNIVERSITY OF PRETORIA

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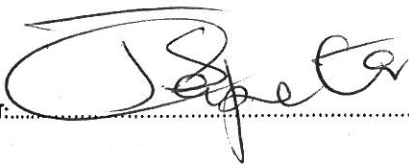
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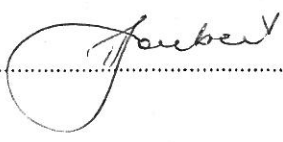
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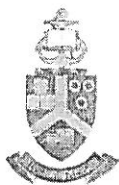
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DEGREE AND PROJECT

M.Ed
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DATE CONSIDERED

26 August 2013

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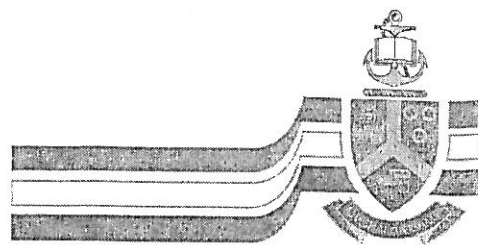
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SECONDARY SCHOOLS**

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The suggested changes have been indicated and communicated to the candidate. It is the candidate's responsibility to effect the changes electronically before printing the document to be handed in for assessment.

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- ❖ My brother, Albert Rapeta, for his support and encouragement.
- ❖ God Almighty for the strength and power He gave me to accomplish my dream.

DEDICATION

This work is dedicated to my beloved wife, Maria Ouma Rapeta, my daughter Tshepo, and my three sons Glad, Comfy and Kamo for their constant love, care, support and encouragement. To my children I can say that I have set an education standard.

My sincerest thanks are due to my late father, Johannes Rapeta, and my mother Mmamotlatso Rapeta for their much appreciated love, care and support and their passion for me to venture into academic life. I acknowledge the contributions made by my two late brothers, David and Phineas Rapeta that led me to reach this level of education.

ACRONYMS

APIP – Academic Performance Improvement Plan

ATM – Automatic Teller Machine

CAPD – Center for Assessment and Policy Development

CAPS – Curriculum Assessment Policy Statement

CASS – Continuation Assessment

Concourt – Constitutional Court

CSG – Child Support Grant

FET – Further Education and Training

HIV/AIDS – Human Immune Virus/Acquired Immune Deficiency Syndrome

HOD – Head of Department

LO – Life Orientation

MAS – Mothers and Schools

MEC – Member of Executive Council

NGO – Non-Government Organisation

PDE – Provincial Department of Education

RSA – Republic of South Africa

SA SAMS – South African Schools Administration Management System

SASA – South African Schools Act

SASSA – South African Social Security Agency

SMT – School Management Team

UNISEF–United Nations International Children’s’ Emergency Fund

USA – United States of America

USAID – United State Agency for International Development

ABSTRACT

This study aims at investigating the managerial imperatives of teen motherhood in public secondary schools in the Mamaila circuit, Limpopo province. The focus is on the managerial imperatives of teen mothers that principal must fulfil; the experiences of principals that have teen mothers in their school; the ability of the principals to fulfil these managerial imperatives; and the kinds of support principals give teen mothers. The study was informed by the legal framework entrenched in Chapter 2 (Bill of Rights) of the Constitution of South Africa, especially such concepts as equality, human dignity, security, the interest of the child, the right to basic education and the safety of learners.

In South Africa it is illegal to expel pregnant girls in terms of the Constitution of the Republic of South Africa (hereafter Constitution) (RSA, 1996a). Schoolgirls who become pregnant are allowed to return to school after giving birth (Kaufman, De Wet and Stadler, 2001:147). The learner pregnancy policy (DoBE, 2007) puts obligations to principals to deal with each case confidentially (i.e. to respect the human dignity of the learner); to support the learner by encouraging her to continue with education prior to and after the delivery of the baby; to put in place appropriate mechanisms to deal with unfair discrimination, hate speech or harassment that may arise.

The findings have revealed that most of the principals are not aware of the departmental policy on learner pregnancy, but they acknowledge that it is unconstitutional to expel a pregnant learner. Principals find it difficult to liaise with learners who are on maternity leave in terms of giving them school tasks as advocated by the learner pregnant policy (DoBE, 2007). Learners who are entitled to receive a child-support grant disrupt school on the social grant payday by queuing for permission to go to local pay points.

Principals also experience late-coming and absenteeism from teen mothers due to a lack of reliable people to care for their babies during the school day. The performance of teen mothers deteriorates due to the household chores of taking care of the baby and having no time to attend extralessons or afternoon study sessions at school.

The study has also revealed that principals engage the local clinics officials to present pregnancy awareness with the learners as a way of educating them.

KEY WORDS

Teenage pregnancy

Teen mother

School principal

Child-headed families

Child Support Grant

Managerial imperatives

Poor academic performance

Stigma

Poverty

Adolescence

DECLARATION OF ORIGINALITY

I, Seshoka Joseph Rapeta (Student Number 04349733), hereby declare that this mini-dissertation submitted for the degree of Master of Education at the University of Pretoria is my own work. It has not been submitted for a degree or examination before at this or any other university or college. I have indicated and acknowledged all the sources I have used or quoted as complete references.

Signature : _____

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MANAGERIAL IMPERATIVES OF TEEN MOTHERHOOD IN PUBLIC SECONDARY SCHOOLS

CHAPTER 1

INTRODUCTION AND CONTEXT OF THE STUDY

1.1. Introduction

The South African Schools Act No. 84 of 1996 (hereafter SASA), s16A stipulates the professional management responsibilities of a principal where *inter alia*, the principal must implement educational programmes and curriculum activities, manage educators and staff, perform functions that are tasked to him or her by the Head of Department under whose authority he or she falls, and implement policy and legislation (RSA, 1996b). Olum (2004:2) defines management as the development of bureaucracy that originates in essence from the desired strategic planning, co-ordination, directing and controlling of a large and complex decision-making process. Olum (2004:2) describes “*management as the art, or science of achieving goals through people*” where managers are also supervisors. Therefore management can be understood to mean literally “looking over”, meaning ensuring that people do what they are expected to do. Principals of schools have to perform the managerial functions of planning, organising, commanding, coordinating and controlling as concluded by Van Deventer and Kruger (2003:66). Teen mothers are entrusted with the responsibilities of being a learner and a parent at the same time (Batten, 1996:3) and the school, through the principal, must be in a position to manage the situation.

South Africa, unlike the USA (United States of America), does not offer separate classes or schools for teen mothers, and teen mothers return to the same school as their peers (Chigona & Chetty, 2007:6). Teen mother have the right to educational opportunities as have their peers (Pillow, 2006:62). School principals, as professional managers of their schools, must manage and implement all the educational requirements and curriculum affairs of schools, including handling disciplinary matters pertaining to learners (SASA, s16A). These principals are expected to manage and support the Policy on Learner Pregnancy developed by Department of Basic Education

(DoBE, 2007) that allows pregnant learners to remain at school; principals have to re-admit those learners who go home to give birth, as advocated by Nkani and Bhana (2012:107).

1.2. Motivation for the study to be undertaken

The motivation for the study springs from the researcher's personal experiences as an educator, accumulated over a period of twenty years of teaching in a public secondary school in the Limpopo Province. I observed an upsurge in teen pregnancy; and after giving birth teen mothers return to school as if nothing has happened. It appears that most schools do not have a policy stipulating when a pregnant learner should cease to attend classes and when she may come back to school after the delivery of the child. Re-admitting teen mothers to school results in constant excuses for late-coming; missing classes; excessive absenteeism and collecting social grants during school hours. I was interested in determining what the managerial imperatives of principals are in terms of the fundamental human rights of pregnant learners in s9, s10, s12, s24, s28 and s29 of the Constitution of South Africa (RSA, 1996a).

Returning to school implies that such a teen mother is confronted with the dual responsibilities of being a learner and a mother at the same time. Mpanza (2006:13) posits that teen mothers as parents have responsibilities during the night to nurse their babies, which leaves them with limited time to study and do homework. According to SmithBattle (2006:134) teen mothers' situation should be considered regarding their absence due to pregnancy complications or infant illness. These realities regarding teen motherhood have prompted the researcher to determine the managerial imperatives relating to teen motherhood in public secondary schools and the way in which principals manage them.

1.3. Aims of the study

The main aim of the study is to investigate the managerial imperatives relating to teen motherhood in public secondary schools. As teen mothers return to school after giving birth they join those learners who have never experienced caring for a baby. The study

was conducted in six selected public secondary schools in Limpopo in the Mamaila circuit in the Mopani district.

1.4. Statement of the problem

Section 9(1) of the Constitution (RSA, 1996a) states that “*everyone is equal before the law and has the right to equal protection and benefit of the law*” which means all learners at school can claim equal treatment and equal opportunities (Joubert & Prinsloo, 2009:45). School principals as professional managers must manage all the educational requirements and curriculum affairs of schools, including disciplinary matters pertaining to learners (SASA, s16A). School principals’ responsibilities consist largely of the running of the daily affairs of a school by directing teachers, supporting staff and monitoring the implementation of learning material and instructional programmes, policies and laws. The policy on learner pregnancy (Measures for the Prevention and Management of Learner Pregnancy, hereafter Policy on Learner Pregnancy, DoBE, 2007) allows pregnant learners to remain at school and to be re-admitted once they have given birth (Nkani & Bhana, 2012:107). The policy is currently raising confusion and misunderstanding in South African public schools regarding the duration of maternity leave to give birth (*HOD Free State v Welkom High SGB CCT 103/12 [2013] ZACC 25*).

Chigona and Chetty (2007:14), and Onyeka, Miettola, Amobi, Ilika and Vaskilamp (2011:113) argue that when teen mothers are allowed to come back to school after giving birth, they struggle to balance their dual responsibilities of motherhood and school work. Public secondary schools in South Africa do not have a child care centre where children could be kept while their mothers are busy attending classes. It is the responsibility of the teen mother to arrange for a child minder if she wants to return to school (DoBE, 2007). Shanigwa (2007:82) posits that a challenge of teen mothers in coming back to school range from social exclusion to the dual responsibilities of motherhood. Unclear policy regarding the conditions of a pregnant school learner as

well as the silence from school management on the kind of support to be given to teen mothers has emerged as challenges. These have prompted the researcher to determine how principals of public secondary schools manage the existing challenges.

The purpose of the study is to find out what the managerial imperatives of principals regarding teen motherhood in public secondary schools are. The focus is on the teen mothers who are caregivers by virtue of having a baby and being a learner at the same time. Becoming a mother is an enormous responsibility where one faces challenges of personal, family, social and school life (Canada Ministry of Education, 1998:3). A teen mother has to attend school regularly, and as a parent, she must look after her child (Shanigwa, 2007:15; Chigona & Chetty, 2008:269; 2007:7).

1.5. Research questions

The main question that raised the concern of the researcher in terms of managing of teen mother is:

What are the managerial imperatives relating to teen motherhood in public secondary schools?

The researcher answers the following sub-questions in this dissertation:

- What are some of the managerial imperatives of public secondary school principals regarding teen mothers?
- What are the experiences of principals who have teen mothers in their schools?
- To what extent are principals able to manage the identified managerial imperatives?
- What kind of support is given by principals to teen mothers?

1.6. Rationale for the study

There have been widespread media reports of an upsurge in pregnancy of teenage girls in South African schools. Teenage pregnancy in Limpopo rural schools among girls of 14 and 17 years of age has increased (Matlala, 2010). In Mpumalanga in 2010 it was reported that about seventy pupils from Grades 10 to 12 were reported to be pregnant

(Anonymous, Sowetan, 21 July 2010). In Kwa-Zulu Natal about 50 girls were reportedly pregnant where the fathers of the unborn infants were other male learners and older men (Mbhele, 2011; Shongwe, 2011). Richter and Mlambo (2005:62) argue that “*teenage pregnancy can lead to depression, poor school performance and emotional instability*”. Teenage pregnancy as described by Mpanza (2006:8) means a state in girls between the ages of twelve and eighteen years who falls pregnant while still at school.

The Canada Ministry of Education (1998:3) reveals that keeping teenage mothers in school without support results in teen mothers dropping out of school. Schools need to have a trained support team to advise and support teen mothers who return to school (DoBE, 2007). The Parliamentary Monitoring Group (2009) found that to a certain extent child support grants contribute to the factors causing teenage pregnancy because teen mothers regard having more children as a way to increase the child support grant. A child support grant in this study *means a small flat-rate money benefit paid, through the primary caregiver, to all children who qualify in terms of age and a test of the caregiver's means* (Leatt & Budlender, 2005:3). The Parliamentary Monitoring Group also acknowledges the teen pregnancy upsurge among school-going learners. According to Gastafson and Worku (2007:14) teen mothers in South Africa experience unfavourable situations when looking for jobs, especially in relation to completing high school and entering the labour market. Today's technology compels the labour market to recruit a skilled labour force in order to tally with the international market. The effects are that those teen mothers who drop out of school without completing Grade 12 are unlikely to be absorbed into the labour market. Teen mothers with a limited education struggle with job opportunities and fewer job choices for the future which leads to a high degree of dependency (Odu & Christian, 2007:160; USAID, s.a). There is the likelihood of a poor family bringing forth the poor generation trend, because teens from poor families are the victims of early parenthood (Batten, 1996:3). Schools make it difficult for teen mothers to continue with education if school policies and practices ignore these mothers' goals to be good students and mothers (SmithBattle, 2007:369).

Chigona and Chetty (2007:10) argue that many teen mothers fail to support and maintain their children because of their poor background. Therefore the introduction of

the child support grant by the South African Government in 1998 came as a relief to most poor teen mothers who cannot afford to raise their children, especially poor teen mothers who are still intending to continue with their studies (Leatt & Budlender, 2005:3).

The problem areas are that teen mothers who are caregivers and learners at the same time miss classes and sometimes arrive late for school due to household chores such as taking care of their children and collecting grants. According to the policy on learner attendance a learner is deemed to be absent from school when such a learner is not present in class or participating in school activity or when the register is marked (DoBE, 2010). *“The challenge for pregnant teenagers and teen mothers is to manage and negotiate the demands of schooling, pregnancy and parenting”* (Bhana, Morell, Shefer & Ngabaza, 2010: 872). Bhana et al (2010:872) argue that the ability of schools to respond positively to the needs of these teen mothers has long-term implications. This fact has prompted me to take an interest in researching the managerial imperatives of principals regarding teen mothers in public secondary schools.

1.7. Legal framework

In this study I used the fundamental rights entrenched in the Constitution of South Africa to investigate the phenomenon of teen motherhood and how school principals manage it. In South Africa it is illegal to expel pregnant learners in terms of the Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution). Section 9(3) of the Constitution says that the *“state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”*. The South African School Act, 84 of 1996, (RSA, 1996b) in Section 5 compels public schools in South Africa to admit all learners and serve their educational requirements without unfair discrimination.

Teen mothers, in terms of s12 (2) of the Constitution (RSA, 1996a) have a *“right to bodily and psychological integrity, which includes the right to make decisions*

concerning reproduction". South Africa has developed policies (e.g.the National Education Policy Act of 1996) with the *"intent to establish an education system that is inclusive, efficient and attentive to the quality of learning conditions and outcome"* (UNISEF, 2009:97).

The responsibility of school principals as school managers *"is to manage learning and teaching which consist of management tasks or activities known as planning, problem solving, decision making, policy making, organizing, coordinating, delegating, leading, and control of school and educational events"* (Van Deventer & Kruger, 2003:66). In short, the responsibility of a principal is to oversee the overall management of the school, including managing all learners as entrenched in SASA (RSA, 1996b). The Constitutional Court (Concourt) (*HOD Free State v Welkom High SGB, CCT 103/12 [2013] ZACC 25*) ruled that *"no governing body may adopt and enforce a policy that undermines, among others, the fundamental rights of pregnant learners to freedom from unfair discrimination and to receive an education"*.

1.8. Research approach

I used a qualitative approach because it attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied (Nieuwenhuis, 2007:50). Trustworthiness in this study was addressed by being honest in approaching participants (Cohen, Manion & Morrison, 2000: 105).

1.9. Research paradigm

An interpretive paradigm was implemented to investigate the phenomenon of managerial imperatives relating to teen motherhood. I was able to understand the reason why people say this, do this or act in this or that way and interpret by linking them to other human events to enable greater understanding (Nieuwenhuis, 2007:55). The interpretive paradigm seeks to retain the integrity of the phenomenon being investigated by getting inside the person and understanding said person from within (Cohen et al., 2000: 22). The reason for choosing an interpretive paradigm is that this

study deals with what principals do to manage teen mothers and the interpretive paradigm focuses on action rather than behaviour as argued by Cohen et al. (2000:22).

1.10. Significance of the study

The crux of the study is the managerial imperatives of teen mothers after giving birth. Child bearing is coupled with many complications that hinder the return of the mother to school. The research could help policy-makers to institute feasible policies that regulate teen mothers at school. School principals together with their School Management Teams (SMTs) could benefit from the study by adapting their school policy to include the issue of teen mothers. The study could also sensitise school principals and staff members regarding the treatment of teen mothers. Educators could also benefit by changing their attitudes towards teen mothers. The study could reduce the stigma attached to teen mothers returning to school.

Hopefully the study will propagate awareness in the community of the challenges faced by teen mothers returning to school. The study should contribute to the existing body of knowledge in this particular field. Policy-makers and researchers should find the study relevant.

1.11. Delimitations of the study

The study was limited to the six public secondary schools in Limpopo, Mopani district. The area is situated in the far North-East of Limpopo Province near Giyani. Mamaila circuit comprises 16 secondary schools. All these schools are established in deep rural villages, allocated quintiles 1 and 2 and they are under the traditional leadership of chiefs. Consequently most families are child-headed or looked after by grannies. “*Child-headed families are orphan children who have become the heads of households, and are forced to look after themselves or to take care of their siblings*” (Maqoko & Dreyer, 2007:18).

1.12. The layout of chapters

Chapter 1

The chapter provides the context of the study. It also describes the motivation and rationale for the aims and significance of the study.

Chapter 2

This chapter provides a literature review of the managerial imperatives of principals regarding teen mothers, their experiences and the kind of support they give to teen mothers.

Chapter 3

Chapter 3 explains the methodology and the legal framework in terms of the Constitution of South Africa, outlining the fundamental rights of learners and what managers have to adhere to in managing.

Chapter 4

This chapter deals with data analysis, interpretation and the findings of the study.

Chapter 5

This is the last Chapter of the study focusing on the conclusions and the recommendations in the study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

All over the world teenage pregnancy attracts attention, and it is one of the major stumbling blocks to the educational success of many girls in sub-Saharan Africa (Odu & Christian, 2007:157; Chigona & Chetty, 2008:261). It is important to look at other researchers' findings on the issues surrounding teen mothers' return to school. Managerial imperatives relating to teen motherhood in public secondary schools emanate from the literature that outlines the full picture of teen mothers at school.

2.2. Managerial imperatives of principals regarding teen mothers

At schools, most issues including the pregnancy of a learner are reported to the principal who later sees to it that the matter is attended to.

2.2.1. Teenage pregnancy in schools

“Teenage pregnancy is characterised by complex emotional responses: despair, joy, desperation and disbelief are but a few of the convoluted emotions teen mothers experience when they find out that they are pregnant” (Mathew-Green in Theron & Dunn, 2006:491-412). To many teenagers sex has become morally equivalent to other casual pastimes and *“they are constantly being exposed to sexual titillation on television, in movies, and in popular music on the radio and in music video clips”* (De Villiers & Kekesi, 2004:21). According to Yezingane Networks (2010) the statistics of teenage pregnancy in South Africa show consistent declining trend rates from 13, 6 percent in 1998 to 10 percent in 2003 but teenage pregnancies in some schools in South Africa are reaching critical proportions. Statistics from the Tintswalo Hospital in Bushbuckridge District show that *“during the year 2000, 268 teenagers gave birth, 116 were admitted with incomplete abortions, and 38 had a legal termination of their pregnancies”* (Richter & Mlambo, 2005:61). Teenage pregnancy is characterised by

constant sicknesses associated with poor health outcomes for the learner and baby, but its effects reach beyond health (Odu & Christian, 2007:158).

Pillow (2006:76) describes teenage pregnancy as a disease that leaves teen mothers as learners vulnerable. Pillow (2006:77) argues that teen mothers have to be removed from the regular school environment and placed in a special school for the sake of their safety and the safety of others. In public schools the learner-teacher support material (LTSM) may prove to be a hazard to pregnant learners; they may be bumped against in the hallways or trip down the stairs and fall. Ordinary school desks pose a threat because they cannot accommodate the bodies of pregnant learners (Pillow in SmithBattle, 2006:134). According to SmithBattle (2007:360) in the United States of America, once a learner becomes pregnant, she is referred to pregnancy school districts with special facilities until she gives birth and afterwards returns to public school. At school all learners are expected to be in uniform agreed on by the school; this is in line with the Draft National Guidelines on School Uniforms (DoBE, Notice 641 of 2005). Chigona and Chetty (2008:274) posit that school learners are supposed to wear a school uniform when coming to school. A school uniform does not only make the pregnant teen look ridiculous but restricts their flexibility because of the growing tummy. As the pregnancy develops, the uniform becomes all the smaller.

Ermish and Prevalin (in Gustafsson & Worku, 2007:4) argue that “*while teenage pregnancy is likely to be unplanned event, the decision to actually give birth is a choice*”. According to the Act of Termination of Pregnancy 92 of 1996, a pregnant girl under the age of 18 can decide to terminate her pregnancy without consulting the parents (RSA, 1996c). Bhana et al. (2010:874) conclude that teen mothers who become pregnant today are not ashamed, not even at school; instead they flaunt their pregnancy. Shaningwa (2007:14), Ladner (2011:56), Canada Ministry of Education (1998:13) and Odu and Christian (2007:159) point out that, teenage pregnant learners in school experience isolation and rejection from their peers and the community that leaves them with the option to dropout. Besides being rejected by their peers, stigmatisation attached to teenage pregnancy tends to be another cause of school dropout (Chigona &

Chetty, 2007:11). Teenage pregnancy poses great risks for the socio-economic well-being of the teenage mother, teenage father and their children (Gustafson & Worku, 2007:2; Chigona & Chetty, 2008:264; Canada Ministry of Education, 1998:11). The Canada Ministry of Education (1998:15) agrees that the problems faced by teen mothers do not affect only the young mothers but their children as well. Chevalier and Viitanen (in Chigona & Chetty, 2007:2) and the Canada Ministry of Education (1998:15) conclude that teenage motherhood hinders the career path and the future of teens, and is likely to transmit poverty from parents to children.

2.2.2. Social grant

The study undertaken by UNISEF (2009:46) concludes that “*poor families must depend on social grants in the absence of work opportunities*” to provide for their children. Yezingane Networks (2010) reports that, the number of children receiving the Child Support Grant in Limpopo has increased from 990 194 in 2005 to 1392140 in 2009. Pregnancy rates are reported to be high among teens with single parents who have experienced poverty (De Villiers & Kekesi, 2004:23). South Africa introduced the Child Support Grant to eradicate poverty among poor children in 1998 (UNISEF, 2009:41; Leatt & Budlender, 2005:3; Nkani & Bhana, 2011:111). Poor teen mothers, especially those from rural communities, benefit from this programme. The Child Support Grant is intended to help those children who are born from poor families until they reach the age of fourteen (Leatt & Budlender, 2005:3). Grant and Hallman (2006:6) argue that the money from Child-Support Grant is the only source of income in some families. De Villiers and Kekesi (2004: 23) indicate that teen mothers face difficulties in raising the children alone because their pregnancy often marks the end of their relationship with the father of their baby. Chigona and Chetty (2008:262) add that the teen mother’s situation deteriorates when the father of the child is found to be a learner and plays no role in the upbringing of the child. Zondo (2006: 64) believes that the Child Support Grant tends to ease the pressure and financial predicament teen mothers are confronted with and offers them the opportunity to return to school. In a way the Child Support Grant enables them to hire a childminder or pay crèche fees for the child so that the mother is free to attend classes. Macleod and Tracey (2009:24) posit that

“young women are deliberately conceiving in order to access the Child Support Grant”. It is further alleged by Macleod and Tracey (2009:24) that some teen mothers who receive the Child Support Grant leave their children in the care of their grannies so that they may buy luxury items for themselves. The Child Support Grant programme caters *“for the mobility of children by developing greater flexibility in the targeting of grant payments to realize the policy and the objective that the grant should follow the child”* (UNISEF, 2009:49).

The Parliamentary Monitoring Group (2009:4) convened a meeting about teenage pregnancy among school learners and revealed that to a certain extent the Child Support Grant contributes to the factors causing teenage pregnancy. The teen mothers who receive the grant are tempted to conceive another child with the intention to increase the grant.

2.2.3. Teen mothers and schooling

The re-admission of teen mothers to school is underpinned by the South African laws that forbid the exclusion of pregnant teenagers and young parents from school (Madhavan & Thomas, 2005:454). After giving birth teen mothers are expected to attend school to complete their studies without being discriminated against (RSA, s9 (3)). The policy on learner pregnancy categorises the pregnant learner as one with special needs (DoBE, 2007); Pillow (in SmithBattle, 2006:133) *“identified several issues, such as the lack of desks that accommodate pregnant bodies, the need for bathrooms or extended hall passes during pregnancy”*. Chigona and Chetty (2007:4) state that some schools do not allow pregnant girls to continue attending classes. Many researchers argue that pregnant girls at schools would contaminate other girls and influence them to become pregnant (Chigona & Chetty, 2007:4; Odu & Christian, 2007:160; Canada Ministry of Education, 1998:11). De Villiers and Kekesi (2004:23) state that children born outside marriage are considered to be illegitimate and a social problem in many countries. Having a child at an early age contradicts the expected sequence of first completing studies, getting employment, marrying and having children (Lowenthal & Lowenthal, 2011:2). Teen mothers from poor backgrounds are likely to

face financial challenges at some point in their lives. Grant and Hallman (2006:7) report that currently many countries allow pregnant girls to stay in school and re-admit those that have borne children. Nkani and Bhana (2011:112), and SmithBattle (2007:356) agree that a good education results in better employment opportunities. South Africa allows young women to return to school after pregnancy (Kaufman, De Wet & Stadler, 2001: 147). Bray in Joubert and Prinsloo (2009: 66) state that the right to education in terms of the constitution belongs to everyone, including children and that it is a socio-economic right. Joubert and Prinsloo argue that any attempts to expel pregnant learners from school are illegal in terms of the Constitution (RSA, 1996a). Grant and Hallman (in Chigona & Chetty, 2008:262) report that about 29% of 14 to 19 year-old learners who drop out of school due to pregnancy are able to return to school by the age of 20 after giving birth to the child.

Mothering, peer pressure and school environment are found to affect teen mothers negatively in coping with school activities (Chigona & Chetty, 2007:3). Chigona and Chetty further argue that depression is common among pregnant teens, more so because caring for a child makes it difficult for them to continue their schooling. Teen mothers choose to continue with their schooling because they consider academic qualifications as a ticket to participate in the labour market (Chigona & Chetty, 2008:276).

2.2.4. School disruption

Macleod and Tracey (2009:14) argue that adolescent pregnancy is perceived as problematic in school as disruption of school attendance limits young mothers' future career prospects. It actually affects school administration in terms of enrolment and learner support material. Many teenage mothers do not finish high school; therefore they face severely limited choices of employment (Zondo, 2006:20). Jewkes, Vundule, Maforah and Jordaan (2001:735) acknowledge that "*in schools, there is a widespread problem of violence and a lack of discipline emanating from teenage pregnancy, which involves both students and teachers*".

2.3. Experiences of principals having teen mothers in their schools

Principals of public secondary schools experience many challenges when re-admitting teen mothers back to school after giving birth.

2.3.1. Teen mothers' poverty

“Poverty is a root cause that damages all aspects of children’s well-being and development” (UNISEF, 2009:49). Bhana and Pattman (2011:964) claim that unemployment and poverty in South Africa suppress African women so that they are dependent on African men who still dominate in enjoying a more privileged economic position. Bhana and Pattman (2011) conclude that, girls’ ideals of love manifest in seeking money from men. Poverty is perceived as one of the factors causing teenage pregnancy in South Africa, the majority of which affects blacks from deep rural communities (Pellino: 2007; Dube, 2005:12). Many teenagers are influenced by their male partners to become pregnant as a way of proving their love for them (Jewkes et al., 2001:734). Jewkes et al. (2001:734) argue that some teen mothers are encouraged by their grandmothers to become pregnant, and the baby is accepted at home and looked after by the granny while the mother returns to school. Dube (2005:13) concludes that having too many children is regarded as a cause of poverty by grandparents and other family members who have to assume responsibility for the care of the infants. The effects of poverty compel teenage girls into coerced sexual relationships with older men with the intention to receive gifts and subsistence cash (Bhana, Clowes, Morrell & Shefer, 2008:85; Panday, Makiwane, Ranchod & Letsoalo, 2009:39). Teen mothers regard having a boyfriend as a survival mechanism to escape hopeless poverty. School dropout teen mothers find it difficult to be employed as every job position demands certain skills that are markedly lacking because of not having a proper education (De Villiers & Kekesi, 2004:23; Bhana et al., 2008:89; Odu & Christian, 2007:160). Poverty in South Africa is perceived by Panday et al. (2009:39) and UNISEF (2009:34) as a mechanism that teen mothers pass down from generation to generation. Although education is the primary investment strategy to escape poverty (Grant & Hallman, 2006:16) it is reported that teen mothers are bullied by fellow

learners and humiliated by educators; this treatment eventually results in teen mothers dropping out of school (UNISEF, 2009:96; Onyeka et al., 2011:113).

2.3.2. Teen mothers heading families

According to Bush, Joubert, Kiggudu and Van Rooyen (2009:5) teenage pregnancy in rural communities is exacerbated by the situation where some learners have no parents and their families are headed by grandparents or an older sibling. *“The death of one or both parents may force children to assume responsibility not only for themselves but also for their younger siblings or to place them in the care of older siblings who are themselves children”* (UNISEF, 2009:104). Burton in SmithBattle (2007:349) argues that poor girls often experience difficulties in life as they assume family responsibilities for their siblings from economic margins. Some teen mothers dropout in order to care for their siblings so that their low-income parents can work (SmithBattle, 2006:131).

“In certain cultures, teenage pregnancy is accepted and welcomed” (Kirby & Melby in Panday et al., 2009:38) whereas a child born outside marriage is termed illegitimate and regarded as a social problem in many countries (De Villiers & Kekesi, 2004:23). Kaufman et al. (2001:149) and Jewkes et al. (2001:734) argue that although unmarried daughters may be severely reprimanded for becoming pregnant, they are accepted in the household once the baby is born and the mother returns to school. In Malawi, *“teen mothers are expected to devote themselves wholly to their children and husbands, and this includes dropping out of school and ceasing to socialize with their peers”* (USAID: s.a:2). Traditional cultural parents in Sub-Saharan Africa encourage early marriage and parenting which results in teen mothers having a baby to escape an oppressive home environment (Odu & Christian, 2007:157). The education of the girls influences bride wealth (lobola) during marriage, and if the girl to be married has a child with another man, the amount of bride wealth is usually reduced (Kaufman et al., 2001:152). Gustafsson and Worku (2007:4) argue that although teenage pregnancy is likely an unplanned event the decision to give a birth is a choice. The research conducted by Jewkes et al. (2001:734) has revealed that many teenagers are advised by their grandmothers to have a baby for the home. Kaufman et al. (2001:149) indicate that

although teen mothers may be reprimanded for becoming pregnant, once the child is born is welcomed into the household with joy.

2.3.3. Challenges of Child care

The right to family care or parental care recognises “*that children need to be cared for by adults to enable their survival and development*” (UNISEF, 2009:104). Becoming a mother and continuing with schooling depends to a large extent on the social and financial support available in the household of the teen mother (Madhavan & Thomas, 2005:454). SmithBattle (2006:132) argues that a lack of reliable child care often represents an insurmountable barrier to teen mothers to complete their high school education. This is confirmed by Madhavan and Thomas (2005:455) saying that teen mothers can succeed in completing high school if they are provided with child care centres for their babies. San Antonio (USA) initiated the Project Mothers and Schools (MAS) Homebound programme in 1998 to provide childcare for teen mothers’ children where these children are nurtured by trained child care providers in a nursery while their parents are in class (MAS, 1998). In Britain the government has launched a full-time childcare policy where teen mothers are allowed to leave their babies with registered child-minders (<http://www.independent.co.uk/cews/uk/this-britain/teenage-mothers-offered-fulltime>).

Kenya’s Return to School Policy encourages the establishment of childcare centres where teen mothers could continue with their formal education while breast-feeding their children (USAID, s.a). “*The existence of family support structures and gendered traditions of care do, however, provide some African girls with the ability to return to school*”; hence teen mothers are often regarded too immature to care for their children properly (Bhana et al., 2008:85). Many teen mothers rely on their parents or relatives to take care of their children during school hours, but family members may not be available due to workloads or may not be willing to babysit and may also oppose placing the young baby in daycare due to poverty (SmithBattle, 2006:132; Ladner, 2011:61; Chigona & Chetty, 2007:12).

According to the Canada Ministry of Education (1998:13) pregnancy marks the end of the love relationship between the teen parents of the child. Although the research shows that schoolgirls enter into relationships with older people who are working in order to get money (Bhana & Pattman, 2011:964) it is quite common that teenage pregnancy is the result of same school or even same class relationships. Kaufman et al. (2001:155) claim that nowadays many women are educated and they decide not to marry because they are working and they have everything they desire; therefore there is no need for living with a man.

2.3.4. Late-coming

“The distance that children travel to school, the condition of roads and pedestrian paths, and the unavailability of safe, reliable transport also affect school attendance” (UNISEF, 2009:94). In Limpopo children living more than 30 minutes from secondary schools were 191 000 in 2008 which constitutes 32, 5 percent of all secondary school children in the province (Yezingane Networks October, 2010). This is supported by UNISEF (2009:94) saying *“that most children in South Africa walk to school for distances of over 5 kilometres”*. Zondo (2006:74) argues that raising a child requires parental involvement throughout day and night and the following morning teen mothers wake up late because of a sleepless night.

2.4. The ability of principals to meet managerial imperatives

In order for the school to run smoothly, principal must be in a position to deal with the day-to-day challenges.

2.4.1. School attendance by teen mothers

The right of learners to basic education (s29,) (RSA, 1996a) places the obligation on learners to attend school regularly everyday during school hours. The policy on learner pregnancy states that teen mothers who wish to return to school after giving birth are entitled to demonstrate that the proper child care arrangements have been made (DoBE, 2007). Bhana et al. (2010: 876) state that teen mothers indicate that childcare,

child-related illness and financial strains are most significant barriers to attending school, particularly in poor school communities. According to Shaningwa (2007:15) teen mothers take their children to clinics now and again and at times if the child is sick; when there is no one to look after the child the mother has to stay at home to care for the sick child. SmithBattle (2006:134) argues that teen mothers' situation should be considered regarding excused absence for pregnancy complications or a child's illness. SmithBattle (2006:134) continues to say *"teens with pregnancy complications, breastfeeding mothers, or parents with chronically ill children should be given the option of home schooling, which is available to students with health conditions to decrease school absence"*. In the Policy on Learner Attendance (DoBE, 2010) the Minister has stated in terms of the National Education Policy Act 27 of 1996, that *"a learner is deemed to be absent from school when the learner is not present in class or not participating in a school activity or when the register is marked"*. According to Grant and Hallman (2006:6), and Chigona and Chetty (2008:264) schoolgirl pregnancy is a more common cause of interrupted education than any other reasons not related to pregnancy.

The South African Policy on Learner Pregnancy states that the learner should provide the school with a record of health clinic or centre attendance on a regular basis (DoBE, 2007). It is clear that absenteeism starts in the pregnancy period when these learners have to visit a health clinic on a monthly basis for check-ups (Mpanza, 2006:13). Shaningwa (2007:15) and Chigona and Chetty (2007:7) reveal that teen mothers do absent themselves from school due to taking their children to hospital. Teen mothers face challenges of missing classes when their children are ill because they are forced to be with the babies in hospital (Chigona & Chetty, 2008:276). Teen mothers are also expected to attend to their babies if there is a need for taking them to a clinic if there is nobody at home to help them.

2.4.2. School dropout due to motherhood

Bhana et al. (2008:89), Grant and Hallman (2006:3), Kaufman et al. (2001:148), Zondo (2006:20) and Odu and Christian (2007:160) agree that having a baby brings an end to teen mothers' schooling and reduces work opportunities. Teen mothers become aware of their responsibilities and the need to want the best for their children becomes a great motivator for them to continue with schooling (Canada Ministry of Education, 1998:17). According to Grant and Hallman (2006:3) a girl who becomes pregnant is more likely to drop out of school than her peers who delay childbearing. Ladner (2011:57) estimates that about 50 percent of teen mothers drop out of school due to pregnancy. The challenges that teen mothers face after giving birth to a child vary depending on the background of the learner (Madhavan & Thomas, 2005:454). Although education is acknowledged by many researchers as a guarantee to a better future for teen mothers, many cannot go back to school. Apart from being mocked by educators and their peer group (Mpanza, 2006:15) they often have no-one to remain with the infant and their financial status cannot afford a childminder. Nkani and Bhana (2012:107) argue that *“teenage pregnancy hinders school progress, leads to drop-out and shatters the feminist agenda striving to improve young women’s life chances”*. Teen mothers choose to continue with education after giving birth because they regard an academic qualification as their ticket to a better job position (Chigona & Chetty, 2008; 276).

2.4.3. Early release from school

In terms of the common law educators have a legal duty to protect the learners (Joubert & Prinsloo, 2008:144). Educators are expected to act *in loco parentis* throughout the school day to guarantee the safety of learners on the school premises. Joubert and Prinsloo advise that schools should design an early release procedure that allows the right parents or designated person to collect learners at the school.

In some schools there are girls under the age of eighteen who are entitled to enjoy the rights of having children in terms of s28 of the Constitution (RSA, 1996a). Within the three months of pregnancy teen mothers are required to undergo the ante-natal programme in a clinic for the sake of the well-being of the unborn baby (Mpanza, 2006:13). Yezingane Networks (October, 2010) released statistics that show that the

number of children who have to travel more than 30 minutes to get to the nearest clinic in Limpopo is about 1169000 which constitutes 48,9% of all children in the province. Macleod and Tracey (2009:66) recommend that the Department of Education has to ameliorate barriers in schools to allow teen mothers with children to get a chance or times in a day to breastfeed their babies.

2.5. Kinds of support principals give teen mothers

Teen mothers who return to school after giving birth need encouragement, acceptance and moral support from the principal to complete their studies.

2.5.1. Academic performance

According to Richter and Mlambo (2005:62) teenage pregnancy can lead to depression due to isolation from friends, poor school performance and emotional instability. *“Teenage pregnancy hinders school progress, leads to drop-out and shatters the feminist agenda striving to improve young women’s life”* (Nkani & Bhana, 2011:107). The policy insists that pregnant learners must do their school work during classes, complete the assigned homework and catch-up on work missed due to their valid absence (DoBE, 2007). *“Returning to school after giving birth is not easy for teen mothers, because of the difficulty of organizing time for studying and parenthood”* (Kaufman et al., 2001:158). In Kenya girls with poor school performance become the victims of pregnancy as compared to the best students in class (Grant & Hallman, 2006:5). Teens that already have a low level of school performance are more likely than those with high performance to become teen parents (Ladner, 2011:57). Chigona and Chetty (2007:6) indicate that when teen mothers return from school, their child minders want to be relieved from childcare because the mother of the child is back from school. It is difficult to study and do homework with the baby. Macleod and Tracey (2009:66), and SmithBattle (2006:132) point out that a lack of reliable child care often creates another serious barrier to young mothers’ high school completion, because many teen mothers rely on their parents or other kin to care for their children during school hours.

The policy on measures for the prevention and management of learner pregnancy stipulates that “*no learner may be re-admitted in the same year that she left school due to pregnancy*” (DoBE, 2007). It means that when those pregnant learners return to school the following year, they are to repeat the same grade that they left as advocated by Grant and Hallman (2006:14). Theron and Dunn (2006:492) argue that “*if learners feel that their parents do not support their education and do not attend meetings when called to school, they are less likely to perform well*”. Theron and Dunn (2006:493) go on to say “*learner performance is enhanced by constructive homework, assignments and quality interaction with motivating educators*”.

2.5.2. Stigma and discrimination

The literature defines stigma as a “*social reaction that picks out a particular characteristic and uses it to devalue a person as less important*” (Fulcher in Zondo, 2006:16). Discrimination in this study refers “*to unjustifiable differentiation of treating persons differently in a way which impairs their fundamental dignity*” (Joubert & Prinsloo, 2008:46). South Africa attempts to provide meaningful access to education (UNISEF, 2009:89) but Davidow in Mpanza (2006:15) states that pregnant girls are mocked and ill-treated by educators in school to such an extent that they drop out without giving any notice. Teen mothers feel stigmatised through the attitudes educators display that pregnancy sets a bad example to other learners as it encourages other girls to become pregnant (Macleod & Tracey, 2009:44; Chigona & Chetty, 2007:4; 2008:265; Nkani & Bhana, 2011:110). The stigmatisation attached to teen pregnancy tends to be a reason for school dropouts in most learners (Chigona & Chetty, 2007:11). This is why the Teenage Pregnancy Policy in Namibia advocates counselling and support for teen pregnant learners (Shanigwa, 2007:14). Some teen pregnant learners experience isolation and rejection from their peers that leaves them with no option but to dropout from the school (Odu & Christian, 2007:159; Shanigwa, 2007:11). According to Onyeka et al. (2011:113), Mpanza (2006:15) and UNISEF (2009:96), when teen mothers return to school, they are mocked and bullied by their fellow students and humiliated by their teachers. “*Bullying by fellow learners and humiliating remarks by educators may both impair meaningful access to education and eventually result in*

children dropping out of school" (UNISEF, 2009:96). The negative comments of educators in class may demoralise teen mothers, especially when such learners have failed to do something right (Chigona & Chetty, 2008:270). Some teen mothers are laughed at by their peers for being pregnant. Others face discrimination from teachers who believe that getting pregnant is a disciplinary issue. Teen mothers at school are misunderstood and pressurised by their fellow learners (Chigona & Chetty, 2008:271). Educators fail to understand the teen mothers' situation as learners and expect them to perform and behave just like other learners in their respective classes.

2.5.3. Moral support

The Policy on Learner Pregnancy expects schools to offer support to child-bearing learners in the form of advice and counselling on motherhood and child rearing (DoBE, 2008). Chigona and Chetty (2008:268) conclude that teen mothers receive no support from the school; hence educators are not willing to repeat the lesson the teen mother missed due to motherhood. The Policy on Learner Pregnancy is framed within the right to equality, the right to education, and the rights of the child (Macleod & Tracey, 2009:6). A teen mother experiences problems in raising the child alone because once she becomes pregnant the love relationship with the father of the child usually ends (Shaningwa, 2007:82; Canada Ministry of Education, 1998:13). It appears that teen mothers who decide to drop out of school find it difficult to get decent employment which results in a tough life in raising their children. Modern technologies in the current industries in the world labour market prioritise skilful people in the employment sectors (Mangino, 2008:8). Zondo (2006:1) argues that at the time when these teenage mothers return to school, they face many social factors and the solutions to these barriers to learning become minimal. These barriers begin in the pregnancy state when there are some prevailing discomforts and sicknesses. The barriers create a situation in teen mothers, especially during pregnancy when they are learners with special needs. Pillow (2006:77) posits that pregnant learners in schools are at risk of being bumped in the hallways or tripped into falling down stairs. Pillow further argues that pregnant learners must be separated from the regular school environment because there are times when they feel uncomfortable and restless in the classroom.

2.5.4. School-based sex education

Mpanza (2006:11) and Jewkes et al (2001:735) conclude that parents do not talk to their children on matters pertaining to sex and the use of contraceptives. Sweden has established a compulsory sex education curriculum for all grade levels that gives special attention to contraception and the discussion of human and sexual relationships (Jones, Forrest, Goldman, Henshaw, Lincoln, Rosoff, Westhoff & Wulf, 1985:53). Canada's compulsory sex education curriculum in secondary schools aims at complementing the information received at home (Canada Ministry of Education, 1998:7). Jones et al. (1985:60) argue that countries that have introduced sex education have a lower rate of teenage pregnancy. In South Africa the Department of Basic Education has introduced Life Orientation and Life Skills as one of the learning areas in which the curriculum aims at reducing teenage pregnancy (Macleod & Tracey, 2009:45). The content of the Life Orientation curriculum touches on crucial issues concerning adolescent learners, such as changes associated with growing towards adulthood and to values and strategies relating to making responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential (Macleod & Tracey, 2009:45). "*Sexual health education in the form of life skills has recently been introduced as a compulsory part of the school curriculum in primary schools but implementation is slow*" (Jewkes et al., 2001:735). Communication about sexual matters between parents and children is very limited and teenage girls' sources of information are peers, boyfriends and teachers. Ladner (2011:60) argues that sex education in the schools is an especially controversial issue today because of the view that parents have the exclusive right to determine the proper forum in which their children should receive such information. In a review of 56 curriculum-based programmes in the United States of America, it was reported that sex education can both delay sex and promote safe sex (Kirby in Panday et al., 2009:44).

2.6. Challenges of principals dealing with pregnancy

This study has found that principals are faced with the challenge to manage the current upsurge in teen mothers in public secondary schools and their fundamental rights. In

order to plan effectively, a manager has to apply decision-making skills. Dealing with teen mothers entails confronting different problems daily that a manager has to solve without unfair discrimination. Olum (2004) argues that “*principles in management are fundamental truths, explaining relationships between two or more sets of variables, usually an independent variable and a dependent variable*”. Good results at the end of the year in secondary schools depend on the good management of the school, in particular the way the principal manages his/her own learners. Producing good results forms the core business of the school. The situation of teen mothers in school comprises three stages for the sake of this study: Pregnancy stage, maternity stage, and motherhood stage.

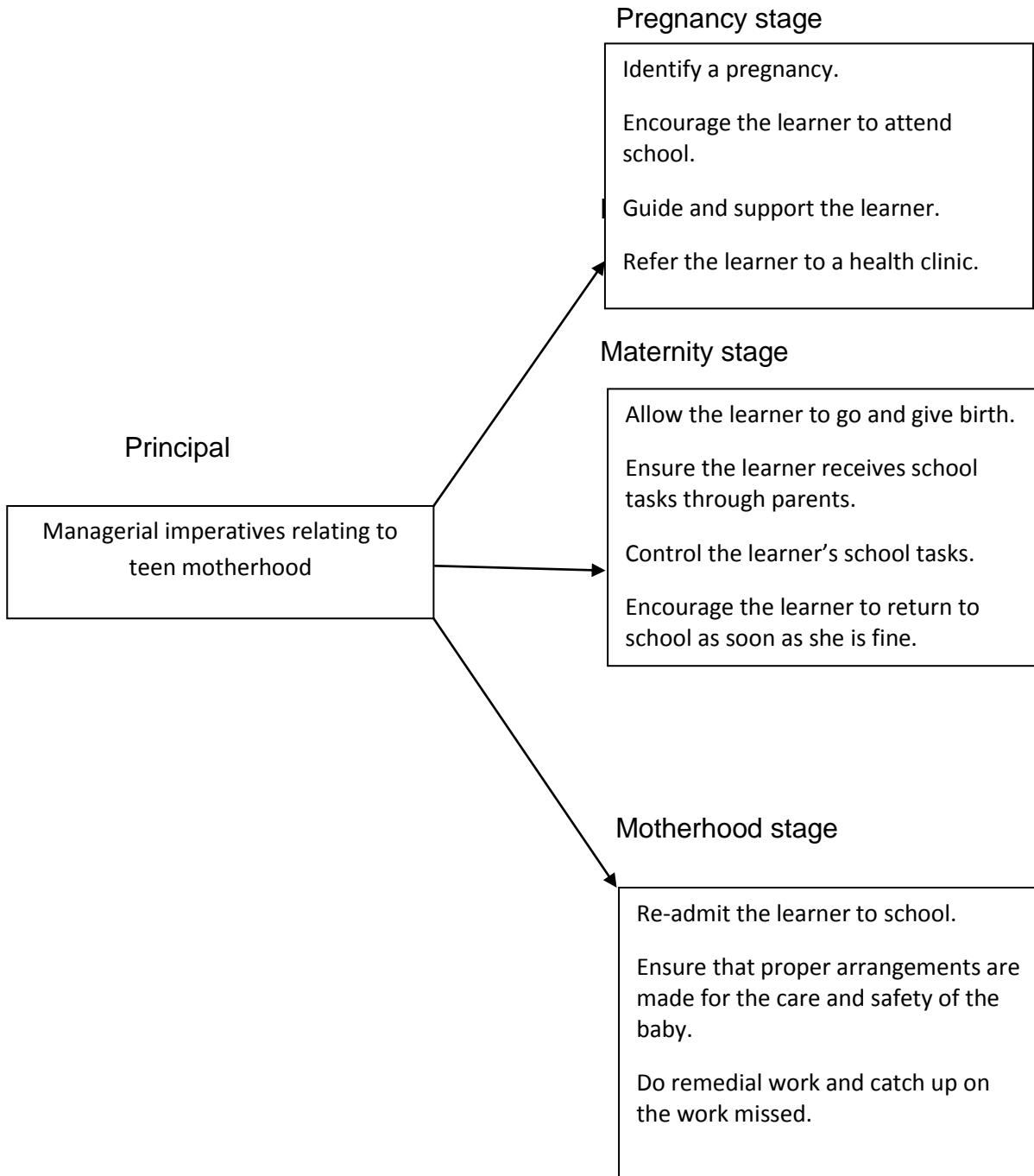


Figure 2.1. Managerial Imperatives

2.6.1. Pregnancy stage

The pregnancy stage is a crucial stage for management. The policy on learner pregnancy states it clearly that “a learner who is pregnant, should inform somebody in the school, preferably a senior educator designated by the principal” (DoBE, 2007). The

problem is that a teenage pregnancy is a shock to most of the learners who fall pregnant for the first time. How can such a learner notify anyone else when she is not aware that she is pregnant? Some deny that they are pregnant until they are diagnosed by a doctor. These learners are novices regarding the symptoms of pregnancy and are shy to disclose them. The school relies on parents to communicate the situation of the learner. The most challenging is where learners are heading families while their parents are out to work in Gauteng or have passed away. In general the school has to diagnose those learners that are pregnant. Pregnant learners attend school for a certain period before a learner goes on maternity leave.

Teenage pregnancy in school is perceived as a crucial issue currently by some school principals and they argue that it needs urgent attention. It is the responsibility of the management of the school to help and support the learner who is pregnant so that she will not drop out, but gain confidence and work out her future through education (DoBE, 2007). The school should refer the learner to the health clinic or health centre for regular attendance of ante-natal programmes and to receive the necessary information (DoBE, 2007).

2.6.2. Maternity stage

According to the Policy on Learner Pregnancy a pregnant learner may be required to take leave of absence from school to address pre-and post-natal health concerns as well as initial caring for the child (DoBe, 2007). During maternity leave it is essential that the education of the learner should continue with as little disruption as possible. The Policy on Learner Pregnancy (DoBE, 2007) requires schools to make alternative suitable arrangements with the learner to cover the curriculum. The school must ensure that pregnant learners who are at home for the delivery of the baby receive school tasks, lesson notes and assignments; the learner has the responsibility to complete and return these for continuous assessment (CASS). This is a crucial stage in the life of a teen mother with the likelihood of dropping out completely. It is school management's responsibility to maintain constant contact with the learner as a way of encouraging her to return to school after the delivery of the child.

2.6.3. Motherhood stage

The re-admission of teen mothers to school after giving birth poses challenges that school principal must address. Though the pregnancy policy suggests two years before the teen mother can be re-admitted after giving birth (DoBE, 2007) this suggestion was challenged in the Constitutional Court (Concourt) in the case of *Free State HOD v school governing body (SGB)*. The Concourt held that a school governing body has no legal right to exclude pregnant learners, and that preventing a birth at school would be a justifiable limitation of a right in terms of s36 (limitations of rights) of the Constitution. Principals are to re-admit teen mothers coming from maternity leave without unfair discrimination. The Policy on Learner Pregnancy advocates that “*before returning to school the learner must produce a medical report stating that she is fit to resume schooling*” (DoBE, 2007).

2.7. Definition of keywords

2.7.1 Managerial Imperatives

For the purpose of this study, managerial imperatives are referred to those exigency issues that need urgent attention from the management of the school.

2.7.2 Adolescence

According to Batten (1996:3) “*adolescence is a dynamic stage of human development full of physical, cognitive, social and emotional changes coupled with the need for a teen to become more independent*”.

2.7.3 Stigma

The literature defines stigma as a “*social reaction that picks out a particular characteristic and uses it to devalue a person as less important*” (Fulcher in Zondo, 2006:16).

2.7.4 Teenage Pregnancy

For the purpose of this study, teenage pregnancy refers to when a schoolgirl below the age of 18 falls pregnant while she is still at school.

2.8 Conclusion

This chapter highlights different views from different authors on principals' managerial imperatives regarding teen mothers; experiences of principals having teen mothers; the ability of principals to manage the managerial imperatives; and the kind of support principals give to teen mothers. It is clear from the literature that teen mothers' schooling can be fraught with many afflictions but it is their right to continue with their studies in order to care better for their children.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the methodology applied in this study. The research design and approach, together with the paradigm used in this study were determined by the purpose of this study, which is to determine the managerial imperatives of principals regarding teen motherhood in public secondary schools. The study is informed by the legal framework from the fundamental rights of pregnant learners and the professional management of principals of public schools from SASA, s16 (A) (See Chapter 1). This chapter also deals with data collection tools and strategies including interviews, and document analysis, and provides a short description of how data was collected and recorded. The last issue discussed in this chapter is ethical considerations.

3.2. Research paradigm

A paradigm is the researcher's frame of reference for looking at life or understanding reality (De Vos, Strydom, Fouche & Delpont, 2005: 261; Maree & Van der Westhuizen, 2007:32). It is through paradigms that the scientific activity is shaped; they are general ways of thinking about how the world works and how we gain knowledge of the world. This study focuses on the interpretation and understanding of the phenomenon of teen mothers in rural schools, and how principals manage them. According to interpretivists multi-realities are assumed to exist, but they are imperfectly grasped because they are constructed by individuals who experience the world from their own vantage points (Henning, Van Rensburg & Smit, 2004:20; Hatch, 2002:15). Social evidence becomes a single objective reality, which separates the feelings and beliefs of individuals. Burton, Brundrett and Jones (2008:60) posit that the interpretive paradigm is used to explore perspectives and shared meanings and to create insights and a deeper understanding of qualitative data. According to Creswell (2007:16), when researchers conduct qualitative research, they are embracing the idea of multiple realities because the

ontological perspectives depend on the construction of the truth by individuals; hence there is no truth. People have multiple realities in describing any phenomenon and these realities live within individuals; as a result different individuals give different constructions of the same phenomenon. Epistemology assumes that we cannot separate ourselves from what we know. When the researcher is engaged with the participants during the interviews, reality is constructed on the phenomenon under investigation and the truth depends on the agreement of the participants engaged in the setting. Creswell (2007:8) argues that epistemological assumption means that the researcher tries to get as close as possible to the participants being studied.

3.3. Research approach

As the study is located within the interpretive paradigm, the researcher used a qualitative research approach because it investigates the phenomenon holistically in its entirety. Qualitative research is interested in the quality of a particular activity rather than how often it occurs (Fraenkel & Wallen, 2006:430). The approach puts more emphasis on holistic description than on comparing the effects of a particular activity. Qualitative researchers go to the scene of an activity to observe and collect data. The kinds of data collected are in the form of words, not in numbers. Becker and Bryman (2004:248) posit two important features that distinguish qualitative from quantitative research. Qualitative researchers involve an induction approach in relating a theory and research that guides the collection of data. Qualitative research is mostly associated with interviews and document analysis as data sources. Hypotheses in qualitative research emerge as the study unfolds.

3.4. Research design

De Vos et al. (2005: 268) and Gray (2009:131) define Research Design “as *all those decisions a researcher makes in planning the study for the collection, measurement and analysis of data*”. A research design also describes the purpose of the study and the kinds of question the researcher wants to address, the method used for data collection,

approaches to selecting samples and how the data is analysed. De Vos et al. (2005) and Gray (2009) consider terms such as “*strategies, methods, traditions of inquiry and approaches*” to be related to the term *design*. Babie (in De Vos et al, 2005) talks about paradigms when referring to basically the same thing. In this case, the approach the researcher selects to study a particular phenomenon and all the decisions he or she makes in planning the study are referred to as design. In this study I used a case study of six secondary public schools to collect data.

I chose to utilise a case study as one of the methods in qualitative research. A case study is described as the study of an instance in action that provides a real situation that deals with the chronological narrative, rich and vivid description of events relevant to the case (Cohen et al., 2000:181). Fraenkel and Wallen (2006:438) describe a case as something that comprises just one individual, classroom, school or programme. Maree (2007:75) argues that the term *case study* can be used to describe a unit of analysis or to describe a research method depending on philosophical assumptions. Case studies involve the investigation and analysis of social phenomena bound by time and place (Thorkildsen, 2005:423). According to De Vos et al. (2005:272) and Henning et al. (2004:41) the exploration and description of the case takes place through detailed, deeper understanding of the phenomenon and data collection methods that involve multiple sources of information that are rich in context.

I used a case study in order to gain a deeper understanding of the situation and the meaning of those involved with teen mothers. A case study implies the collection of unstructured data, and qualitative analysis of the data (Becker & Bryman, 2004:255). My aim in using a case study was to capture cases in their uniqueness, rather than to use them as a basis for wider empirical or theoretical conclusions as argued by Becker and Bryman (2004:258). I used six secondary schools in Mamaila Circuit as my case study to investigate the managerial imperatives of principals relating to teen motherhood in secondary public schools.

3.5. Legal framework

This study is guided by a legal framework from the Constitution of South Africa. Joubert and Prinsloo (2009:34) argue that the Bill of Rights contained in Chapter 2 of the Constitution guarantees protection to the individual against abuse. The purpose of my study is to investigate principals' managerial imperatives relating to teen motherhood in public secondary schools. School principals are expected to manage and support policy that allows pregnant teenagers to remain at school and even re-admit them after they have given birth as advocated by Nkani and Bhana (2012:107). According to Bush et al. (2009:3) some of the responsibilities of principals include setting the framework for effective teaching and learning, developing policies to address issues and ensuring that curriculum delivery is being implemented successfully. School principals, especially in secondary schools, are caught up in a situation where the teen mothers and their counterpart female learners must attend the same school. In the school situation learners have the following rights:

Section 9 states that 9 (3) *“The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”*. Therefore pregnant girls should be allowed to return to school after giving birth to the child (Kaufman et al, 2001:147).

In terms of section 10 of the Constitution *“everyone has inherent dignity and the right to have their dignity respected and protected”*. Joubert and Prinsloo (2009:49) explain that educators who use violent and gruesome discipline methods, sexual harassment, sexual abuse, intimidation and victimisation of female learners constitute an infringement of human dignity. School principals have the obligation to ensure the availability of an acceptable climate of understanding and respect with regard to unplanned pregnancies, and must create appropriate mechanisms to tackle complaints of unfair discrimination, hate speech or harassment (DoBE, 2007).

Section 12(1) states that *everyone has the right to freedom and security of the person, which includes the right:*

- (c) *to be free from all forms of violence from either public or private sources;*
- (d) *not to be tortured in any way;*
- (e) *not to be treated or punished in a cruel, inhuman or degrading way.*

12(2) *Everyone has the right to bodily and psychological integrity, which includes the right:*

- (a) *to make decisions concerning reproduction;*
- (b) *to security in and control over their body.*

This sections has an impact on how the principal has to handle punishment or correction while avoiding cruelty and degrading

Section 24 of the Constitution states that “*everyone has the right – (a) to an environment that is not harmful to their health or wellbeing*”. In striking the balance of powers of fundamental rights, safety of the learner in a school situation comes first. Pillow (2006:77) raises the concern that pregnant learners maybe bumped into in the hallways or may trip and fall down the stairs. He further argues that pregnant learners must be separated from the regular school environment because there are times when they feel uncomfortable and restless in classrooms. In the education situation, especially in this study, this section 24 means pregnant learners have “*the right to a safe school environment that is not harmful to their health or wellbeing*”.

Section 28 of the Constitution states that:

- (a) *“everyone has the right to family care or parental care, or to appropriate alternative care when removed from the family environment;*
- (b) *the child’s best interests are of paramount importance in every matter concerning the child;*
- (3) *‘child’ means a person under the age of 18 years.”*

Once the babies are separated from their mothers it becomes infringement that must be justifiable. Appropriate alternative care must be put in place; the principal must advise the learner on the right of the newly born baby and ensure that proper arrangements are made for the care and safety of the child (DoBE, 2007). This study focuses on teen mothers who irrespective of the number of babies they have borne, as long as they are still under the age of 18, are referred to as children in terms of this section. Therefore they are still entitled to the right to basic healthcare services that schools are to provide through *in loco parentis*.

Section 29 of the Constitution states that “(1) *everyone has the right:*

- (a) to a basic education, including adult basic education;*
- (b) to further education, which the state must take reasonable measures to make progressively available and accessible”.*

In this study pregnant learners have the right to basic education and are compelled to attend school by law and any form of expulsion due to pregnancy is an infringement of this right and regarded as unconstitutional.

Moreover, the principal as a professional manager of a public school must adhere prescribed functions and responsibilities. The South African Schools Act (hereafter SASA) 16(A) states that:

(2) *“the principal must:*

(a) in undertaking the professional management of a public school as contemplated in section 16 (3), carry out duties which include, but are not limited to:

(i) the implementation of all educational programmes and curriculum activities;

(ii) the management of all educators and support staff;

(iii) the management of the use of learning support material and other

equipment;

(iv) the performance of functions delegated to him or her by the Head of Department in terms of this Act;

(v) the safekeeping of all school records; and

(vi) the implementation of policy and legislation”.

The responsibility of school principals as school managers “*is to manage learning and teaching which consist of management tasks or activities known as planning, problem solving, decision making, policy making, organizing, coordinating, delegating, leading, and control of school and educational events*” (Van Deventer & Kruger, 2003:66). In short, the responsibility of a principal is to oversee the overall management of the school, including managing all learners as entrenched in SASA (RSA, 1996b). The Constitutional Court (Concourt) (*HOD Free State v Welkom High SGB, CCT 103/12 [2013] ZACC 25*) held that “*No governing body may adopt and enforce a policy that undermines, among others, the fundamental rights of pregnant learners to freedom from unfair discrimination and to receive an education*”.

The South African Department of Education in 2007 introduced the Policy on Learner Pregnancy for the prevention and management of learner pregnancy (Macleod & Tracey, 2009:43). The policy constitutes the following points:

- *“A learner should immediately inform a designated educator in the case of pregnancy.*
- *The school should refer such learners to a health clinic or centre, with the learner providing to the school a record of attendance on a regular basis.*
- *Sensitising learners that medical staff cannot handle the delivery of babies at school. Learners may be required to take leave of absence from school to address pre- or post-natal health concerns and to carry out initial child care duties. No pre-determined time is given, but it is suggested that a period of absence of up to two*

years may be necessary. No learner may be re-admitted in the same year that she left school due to pregnancy.

- *Before returning to school the learner must produce a medical report stating that she is fit to resume schooling; she must also demonstrate that proper child care arrangements have been made.*
- *Parents/Guardians should inform the school concerning the health condition of the learner.*
- *Parents/Guardians should attempt to ensure that the learner receives class tasks and assignments during any period of absence from school.*
- *Schools should encourage learners to continue with their education prior to and after delivery.*
- *Schools should put into place mechanisms to deal with complaints by pregnant learners of unfair discrimination, hate speech or harassment.*
- *Schools should offer child-bearing learners advice and counselling on motherhood and child rearing, should assist the learner in registering for child support grants and should refer them to appropriate social support services”.*

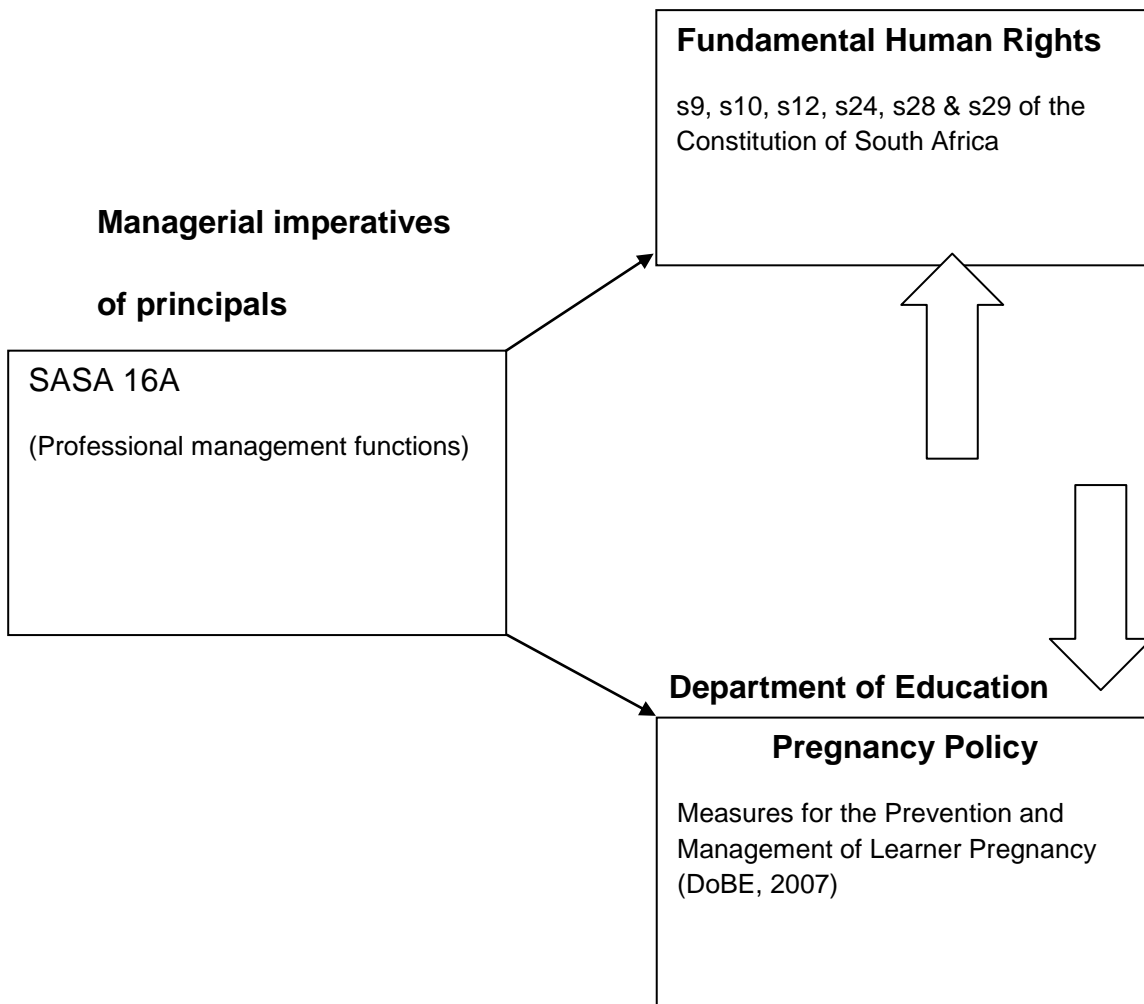


Figure 3.1. Legal Framework

In this figure 3.1 illustrate how principals are supposed to carry out their managerial responsibilities as outlined in SASA 16(A) (RSA, 1996b). The Policy on Learner Pregnancy (DoBE, 2007) relates to the management the fundamental rights of pregnant learners. This policy states that *“no pre-determined time is given for leave, but it is suggested that a period of absence of up to two years may be necessary”* (DoBE, 2007). The policy further states that *“no learner may be re-admitted in the same year that she left school due to pregnancy”* (DoBE, 2007).The policy violates the learners’ constitutional rights to “equality”, “basic education”, “human dignity” and “bodily and

psychological integrity” (RSA, 1996a). This action is tantamount to depriving the learners’ right to basic education, unfair discrimination and impairment of human dignity.

3.6. Data collection methods

I used documents analysis and semi-structured interviews to answer the research questions. In qualitative research the researcher is the key instrument to observe and collect data, interviewing individuals, taking notes or recording using audio and videotaping equipment (Fraenkel & Wallen, 2006:112). The purpose of my study is to investigate principals’ managerial imperatives regarding teen motherhood in public secondary schools.

3.7. Sampling

Seaberg (in De Vos et al, 2005:195) defines sampling as a small portion of the total set of objects, events or persons which together comprise the subject of study. One of the reasons for sampling may be that the population itself is too large to study. Gray (2009:148) argues that a researcher should choose a sample on the basis that it represent a sample of the population as a whole. Since teen mothers multiply in Limpopo public secondary schools, I used purposive sampling as one of the non-probability sampling methods. I purposely selected school principals of public secondary schools because there are more pregnancy cases in secondary schools than in primary schools based on my experience as an educator and also in order to address my research question. I chose six public secondary schools in the Mamaila circuit of Mopani District because they are all in rural villages and they are all in quintile 1 which indicate that their level of poverty is the same. Five male principals and one female principal were interviewed using semi-structured interview questions.

3.7.1. Interviews

Another method of data collection in qualitative research is to interview selected individuals (Fraenkel & Wallen, 2006: 455). By interviewing participants I wanted to find

out what is the opinion of principals on managerial imperatives of teen motherhood. Nieuwenhuis (2007:87) defines an interview as “a two-way conversation in which the interviewer asks the participant questions to collect data”. I used interviews to collect the data because interviewing is a dominant mode of data collection or information collection in qualitative research (Becker & Bryman, 2004:268; De Vos, 2005:287). I interviewed six principals in each sampled school in order to obtain rich descriptive data. The interviews were conducted at the schools at the respondent’s convenient time on the date agreed upon. I used semi-structured interviews because they allow probing and clarification (Nieuwenhuis, 2007:87); and they may be conducted on a one-time basis or repeated over time. The advantages of semi-structured interviews are that they can be conducted with only one person at a time or with couples and the researcher can be face-to-face with the participants (Becker & Bryman, 2004:268).

The information generated through semi-structured interviews is generally rich, in-depth material that gives the researcher a fuller understanding of the informant’s perspective on the topic under investigation (Becker & Bryman, 2004:265). As a new researcher I employed semi-structured interviews because they utilise an interview guide organised around key areas of interest, even though there is freedom to make ongoing adjustments to the guide in response to the way the interview is progressing (Becker & Bryman, 2004). It is customary in the semi-structured interview for interviewers to probe and prompt for more detailed responses, specific examples, and clarification. The interviews were audio-taped and transcribed verbatim.

3.7.1. (a) Interview process

The interviews were arranged in such a way that principals had to determine the time and place to avoid disrupting their daily school activities. I prepared a voice recorder prior to my face-to-face interviews to ensure that it was functioning well. I handed the participants a consent form to complete and sign that allowed me to proceed with the data gathering. I assured the participants that the interviews would be used to gain their trust and to establish rapport. I reminded the participants before the interviews started that they were free to withdraw from the study or not to answer questions

without penalty, risk or loss that they felt they were not comfortable with. After each interview I thanked the participants and asked if there was anything to be added.

Below is a table to indicate the sub-question themes and their purpose.

Table 3.1 Sub-question themes and purpose

Themes	Purpose
(a) Managerial imperatives of principals.	To determine principals' role in the delivery of their functions and responsibilities in terms of SASA 16 (A).
(b) Experiences of principals having teen mothers.	To understand the principals' situation when dealing with teen mothers.
(c) The ability of principals to meet the managerial imperatives	To determine the powers of the principals to enforce rules.
(d) Kinds of support given by principals to teen mothers.	To understand the readiness of the school to help teen mothers.

3.7.2. Document analysis (See Annexure E)

Meriam (1998:112) states that “*documents are fact-based, ready-made sources of data easily accessible to the imaginative and resourceful investigator*”. The documents that I checked with schools are permission books, permission slips, acts, the learner pregnancy policy, and the learner code of conduct documents. The reason why I checked these documents was that I wanted to answer the question on the ability of principals to meet their managerial imperatives. I requested to see these documents on the day of the interviews. I asked the principals if the school had a learner pregnancy policy, learner code of conduct, permission slips and permission book in which they recorded the data of pregnant learners allowed to leave the school early. The people involved in document analysis were the principals and I as the researcher

3.8. Data analysis

According to McMillan and Schumacher (2002:462) “*qualitative analysis is a relatively systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest*”. Cohen et al. (2000:283) indicate that the tension in data analysis is between maintaining the interview and fragmentation of data. Neuwman (2006:420) indicates that a qualitative researcher analyses data through organising categories on the basis of themes, concepts or similar features. Coding is the translation of question responses to specific categories for the purpose of analysis. In coding I went through the data line by line and indicated a descriptive code in the margin (Cohen et al., 2000:283).

After collecting data I analysed it; this was done in the early stage of the research where patterns were looked for. The field notes taken during the interviews were analysed. Similar responses were grouped as one category. The participants’ responses and body language were noted and they contributed to the meaning and determinations made. The body language helped me to assess the participants’ level of comfort with the question being asked as well as the flow of the response.

After the interviews I transcribed the data from the audio tapes into a note book and then typed it. I obtained an overall impression by reading through all the transcripts. I then jotted down the ideas about possible categories in the margins as they came to mind. I clustered similar topics, returned a list of the topics to the data and abbreviated them as codes. I wrote the codes next to the appropriate segments of text. The most descriptive wording I found was turned into categories. I grouped related topics together to reduce the number of categories. I then identified inter-relationships between categories and finally decided to utilise the abbreviation for each category.

3.9. Trustworthiness

Cohen et al. (2000:112) define triangulation as the use of two or more methods of data collection in the study to obtain more information of some aspect of human behaviour.

Cohen et al. (2000: 129) posit that in essence trustworthiness replaces more conventional views of reliability and validity in qualitative research. And this notion is devolved on issues of credibility, confirmability, transferability and dependability.

3.9.1. Credibility

Mertens (in Smit 2003:130) maintains that the credibility test is trying to find out if there is correspondence between the way in which the participants perceive a social construct and how the researcher portrays their view points. Smit (2003:131) further argues that the most important method of striving after credibility is triangulation, which checks information that the researcher collected from different sources or methods for consistency of evidence across sources of data. I used interviews and documents analysis to ascertain the trustworthiness of the findings in this study.

According to Becker and Bryman (2004:251) credibility is concerned with the question of whether a set of findings is believable. Credibility maybe be attained by using triangulation and member checks. After the transcription of data I took the draft reports to the participants for comments (Becker & Bryman, 2004). I completed this “Member Checking” with four participants, while the other two were unreachable. During the process of member checking each participant reviewed a draft report of data transcription and provided comments. The purpose was to make the research findings more credible by being verified by the participants by whom the research was conducted.

3.9.2. Transferability

Transferability is concerned with the issue of whether a set of findings is relevant to settings other than the one or ones in which it was conducted. In order to enhance transferability, there must be rich descriptions that are detailed accounts of research settings. These accounts allow other researchers to establish whether findings hold up in other contexts. What the qualitative researcher can do is to provide someone wishing to consider the generalisability of findings with the materials that are required to determine whether findings apply to another context (Becker & Bryman, 2004:253). In

chapter 1 I provide the background of the sampled schools as well as the interview schedule (See annexure D) to address transferability. This study is a qualitative research report, based on six sample school; therefore the findings are not generalisable.

3.9.3. Dependability

Dependability is concerned with the question of how far one can rely on a set of findings. Becker and Bryman (2004:253) suggest that records must be kept of all stages of the research process. I kept the transcripts of interviews, field notes, minutes of meetings, draft reports, and a copy of voice interviews with my supervisor in order to establish dependability.

3.9.4. Confirmability

Confirmability is concerned with issues such as whether the researcher allowed personal values to intrude excessively or in an unwarranted way (Becker & Bryman, 2004:253). Mertens (in Smit, 2003) describes confirmability as the explicitness in the way data is collected, categorised, reconstructed and interpreted. After data collection I listened to the tape and transcribed the voices into text; then I used themes to categorise the data following my interpretation.

3.10. Ethical considerations

Fraenkel and Wallen (2006:53) define ethics as questions of right and wrong. Sometimes the doing of a social good can involve harming others in order to achieve that good (Creswell, 2005:183). I considered the following procedure as required by the University of Pretoria Ethics Committee of the Faculty of Education:-

- Applied for ethics clearance from the Ethics Committee of the University to conduct research. (See Annexure A).

- Obtained an approval letter from the Head of Department in Limpopo Province to conduct research in their schools (See Annexure B).
- Obtained informed consent form the principals, explaining that they were free to withdraw from the study at anytime if they so desired. (See Annexure C).

I also adhered to ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation as discussed below.

3.10.1. Informed consent

I handed a consent form to each participant to explain clearly that the participation was absolutely voluntary (Cohen et al., 2000:50). In the consent letter I explained the purpose of the research study. I informed the participants about their benefits and rights, and that there was no risks and danger involved as a result of participating in this research.

3.10.2. Privacy

I respected the privacy of participants by assuring them not divulge the personal information to a third party (Cohen et al., 2000:60). In this study the names of the institutions and the names of the participants are not disclosed.

3.10.3. Anonymity

According to Cohen et al. (2000:61) and Henning et al. (2004:13) the importance of anonymity cannot be over-emphasised. I used pseudonyms to guarantee and ensure anonymity of the participants, e.g. participant A.

3.10.4. Confidentiality

I protected the participants' right to privacy as confidential by avoiding publicising participant's information even if I might happen to know them. I used pseudonyms as

supported by Fraenkel and Wallen (2006) to remove the names of the participants from all data collection forms.

3.11. Conclusion

This chapter outlines the research methodology used, including the paradigm and the qualitative research approach that guided this study and the reasons why they were preferred. The case study method is described as one of the research designs that underpin this study. The legal framework that informed this study is also discussed. I also describe the data collection techniques – interviews, and document analysis as used in this study. Ethical clearance was obtained for conducting the research. The next chapter deals with the data analysis, interpretation and findings.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1. Introduction

This chapter outlines how the data was analysed and interpreted. Findings are presented later in this chapter. Nieuwenhuis (2007:111) describes interpretation of data as “*descriptive summaries of what participants have said or done*”. In this study the researcher has put together a summary of what six principal participants have said in connection with questions asked.

4.2. Managerial imperatives of principals

The responsibilities of principals of public schools, among others, are to ensure the effectiveness of learning and teaching, maintain discipline and order in school; and to ensure the safety and well-being of the learners.

4.2.1. Identification of pregnant girls

The media reports mentioned in Chapter 1 show that pregnancies in South African schools are escalating. The questions asked require analysis of the statistics of the teen mothers in secondary schools.

(a) Data analysis and findings

The study has revealed that schools do not keep records of learners who are pregnant. The data shows that schools do have teen mothers in their schools but are not certain of the exact figures. Participant A responded as follows: *We have teen mothers in our school, but we don't count the number. The number may be four or five this year.* The total estimated number of pregnant learners in the six sampled schools at the time of data collection was 79 in the Mamaila circuit.

The South African Schools Administration and Management System (SA SAMS) is *an electronic integrated application that offers many varied uses and advantages to schools* (<http://www.thutong.doe.gov>). Participant C said: *Today as we completed SA SAMS forms, we found that we have 15 pregnant learners.* SA SAMS records learner unit record information relating to the age, grade, class, gender and the pregnancy status of the learner.

This study has found that the identification of pregnant learners in schools by male educators is problematic. Most schools rely on female educators to inform them about pregnant learners. The moment a school's uniform becomes tight and the stomach bulges male educators may suspect that such a learner may be pregnant. Participant D said: *Well, the only sign that will make us convinced that a particular learner is pregnant is the protruding belly once we see it protruding. To us it is an indication that she is pregnant.* Principals also agree that parents notify them only when their children are absent to give birth. It has also been found in this study that learners are advised to inform lady educators about pregnancy in school. In some schools Life Orientation (LO) educators are the ones to spot pregnant learners first during physical activity sessions.

(b) Interpretation

It is rare to find public secondary schools without teen mothers in rural Limpopo. Schools do not have the exact numbers of learners with infants, which suggests that there may be many. Some learners fall pregnant in Grade 8 at a very tender age while others are admitted as teen mothers from other schools, due to the fact that during the admission process the learner is not asked whether she has a baby or not. The school ends up not knowing because teen mothers do not differ from other learners, and it is difficult to guess. Though schools apparently do not have reliable records of teenage pregnancies the Policy on Learner Pregnancy compels schools to have a record of all learners who are pregnant, and to submit this information to the provincial department of education (DoBE, 2007).

This study has found that the identification of learner pregnancy at school is a difficult process and therefore the bulging stomach of girls in school uniform becomes the only reliable criterion of detection. Most male principals indicated that they rely on female educators to tell them about pregnant learners.

The Policy on Learner Pregnancy states that “*a learner who is pregnant should immediately inform a designated educator in the school about her case of pregnancy*” (DoBE, 2007:20). It is a serious problem to identify pregnancy in learners, because the girls often cannot tell when they are pregnant. Many hear their parents or relatives telling them that they are pregnant. Only those who have been taught the symptoms of pregnancy realise that they are pregnant but the majority of pregnant learners do not. It is not easy for a pregnant learner to disclose her pregnancy to other people.

The relationship of the school and parents is of paramount importance in the effective education of the learner. Parents are supposed to be the first people that know that their children are pregnant, especially the mother of the learner. Parents are the ones to communicate the situation of the learner to the school. The Pregnant Learner Policy states that the pregnant learner should report to the designated educator; this stipulation in reality interferes with the privacy of individuals (DoBE, 2007:20).

4.2.2. Social grants

The Child Support Grant that was introduced in South Africa in 1998 was aimed at replacing an earlier State Maintenance Grant intending to protect the poorest children in their most vulnerable younger years (Leatt & Budlender, 2005). De Villiers and Kekesi (2004:23) argue that most children of teen mothers are regarded as poor and vulnerable due to living apart from the father of the children. The villages where this study was conducted are poverty stricken communities where some family members depend on social grants for survival. I asked during the interviews whether schools permit teen mothers to go and collect the social grant during school hours.

Data analysis and findings

Principals responded as follows about whether they allow their teen mothers to go and collect the social grant on payday:

Participant A: *Female educators know that, and then we usually compile a list. We have a list of those learners who have babies. And then we give them permission to go and receive the Child Support Grant. After that they come back to school. Regarding the availability of pay points, he said: There is a local pay point here. But we have advised them to get those cards. Many are responding saying they will do it, because even on Saturdays they can withdraw the money. About absenteeism on grant payday, he said: Yes, there are those who absent themselves, but let me tell you, they are few. Two schools have a list of those who get a grant and they give those learners permission.*

The Policy on Learner Pregnancy (DoBE, 2007:29) states that *the schools should assist these teen mothers in registering for child support grants and should refer them to appropriate social support services.*

(a) Interpretation

It is a fact in South Africa that any learner born in poor families, especially out of wedlock to teen mothers, is registered to receive a Child Support Grant. Grant and Hallman (2006:6) argue that the money of the state child-support grant is considered to be an important source of poverty relief for the entire family at home. This study has found that on social grant payday, teen mothers who are entitled to receive a Child Support Grant are given permission by schools to go and queue at the local pay points. This fact was not cited in previous studies. The challenges that schools encounter with the Child Support Grant is the method of payment in rural areas where teen mothers who are learners have to queue at pay points. Most schools have decided to allow the early release of learners on grant payday to allow their learners who are parents to go to the local pay points. They are still busy developing a method of letting their learners collect their grant payments at the banks, but currently teen mothers receive their grant payments at the local pay point. However, this process is going to create more absenteeism than before because there are no ATMs in the rural villages. Zondo (2006:

64) believes that the Child Support Grant tends to ease the pressure and financial predicament teen mothers confront and offers them the opportunity to return to school.

4.2.3. Teen mothers and extra-curricular activities

What challenges do principals encounter in connection with extra classes for teen mothers?

(a) Data analysis and findings

The study has revealed that teen mothers find it difficult to attend afternoon and evening classes because immediately when the bell goes after school, teen mothers rush home to relieve their child-minders. A participant said: *We have evening classes. It is difficult for teen mothers to come in the evening. She will tell you that she is supposed to take care of the baby.*

(b) Interpretation

From this study it has been found that teen mothers rarely attend extra-mural activities, especially those that are organised after school. Their excuse is that they want to relieve their relatives and child-minders of baby care. This is confirmed by Chigona and Chetty (2007:6) stating that when teen mothers return from school their child-minders want to be relieved from the care of children.

4.2.4. School disruption

Schools tend to be disrupted when the school programme is not run and followed as planned. The question I asked is whether learners are given maternity leave for the delivery of the child.

(a) Data analysis and findings

It has been revealed that teen mothers do not inform the schools or request permission to go and give birth to their children. Instead teen mothers who are about to give birth just disappear for some days and come back to school when they have delivered the

child. It is difficult to differentiate a learner who absents herself for some days due to reasons of delivering the child and the ones who absent themselves for reasons other than pregnancy. Participant B said: *They just don't come to school and wait the period when they are giving birth and then they come back. And when they come back, you cannot deny such a learner access to examination or to the lessons because children have the right to education.*

(b) Interpretation

SmithBattle (2006:134) argues that teen mothers' situation should be considered when absent because of pregnancy complications. The Policy on Learner Pregnancy states that *"earners may be required to take leave of absence from school to attend to all pre- and post- natal programmes as well as baby care responsibilities"* (DoBE, 2007:22).

4.3. Experiences of principals managing teen mothers

The socio-economic status of teen mothers contributes to their return to school after giving birth to the child.

4.3.1. Poverty

(a) Data analysis and findings

The communities in which this study was conducted are comprised of poor people where most teen mothers live on social grants. This poverty is perceived to be a cause of teenage pregnancy. Participant E said: *The level of poverty I should think is the root cause of teenage pregnancy. The issue that I have just raised is that the majority of them are heading their families, families are child-headed families. So they don't have any authority home; hence they come up, and they end up being victims of teenage pregnancy".*

(b) Interpretation

This study has found that poverty is one of the factors causing teenage pregnancy. This was confirmed by Bhana and Pattman (2011:964) who claim that beside the racialisation of African women in terms of unemployment and poverty in South Africa, African men still dominate economic positions. Bhana and Pattman (2011:964) continue

to say girls' ideals of love are to seek money from men. Poverty is perceived as one of the factors causing teenage pregnancies in South Africa, the majority of which affect blacks from deep rural communities (Pellino: 2007; Dube, 2005:12). It appears that most learners engage themselves in early sexual activity because of their poor family background and they need money to sustain themselves.

4.3.2. Child-headed families and teen mothers

Some teen mothers are faced with the responsibilities of taking care of their siblings when they return to school.

(a) Data analysis and findings

The issue of child-headed families is regarded as one of the challenges schools with teen mothers encounter. Teen mothers who do not have parents are supposed to carry all the responsibilities of taking care of their babies alone. Participant C said: *We have a lot of challenges, because some teen mothers are heading families at home while their parents are working in Gauteng.* Moreover, these teen mothers who head families are supposed to shoulder the responsibilities of parenthood at home and are accountable for their schooling in primary school.

(b) Interpretation

A child-headed family in this study is one of the challenges in schools that contribute much to late-coming and absenteeism. According to Bush et al. (2009:5) teenage pregnancy in rural communities is exacerbated by the situation where some learners do not have parents and are supposed to take care of their siblings. It is alleged that those who head families are engaged in sexual activities freely in the houses.

4.3.3. Challenges of Child care

The Policy on Learner Pregnancy of the DoBE states that before the learner returns to school, she must demonstrate that proper child care arrangements have been made (DoBE, 2007:23). The question posed was whether principals do check with teen mothers to ensure that someone is taking care of their babies.

(a) Data analysis and findings

Schools do ensure that teen mothers who come back from giving birth have made proper arrangements for child care. It has been found in this study that children of teen mothers are cared for by the grannies of these children. Other teen mothers take their children to child care centres where they have to pay at the end of month. Participants said: *We do check with teen mothers to find out who is caring for their children when they come to school.*

(b) Interpretation

Teen mothers' children are cared for by their relatives, especially their mothers. Only a few can afford child minders who have to be paid at the end of each month. Macleod and Tracey (2009:66) and SmithBattle (2006:132) confirm that a lack of reliable child care often creates another serious barrier to young mothers' high school completion because many teen mothers rely on their parents or other kin to care for their children during school hours.

4.3.4. Relationship of parents and school

Schools have to build a harmonious relationship with parents in order maintain discipline. The question was how parents help the school.

(a) Data analysis and findings

The study has determined that parental involvement in the education of their children is of paramount importance, especially when coming to discipline. Parents can assist the school by helping teen mothers to return to school after giving birth. Participant C said: *Parents help us with the issues of discipline if specific behaviour occurs time and again, we normally invite parents to come.*

(b) Interpretation

It has been determined that parental involvement is of great importance when dealing with learners. Van Deventer and Kruger (2003:10) confirms that parental involvement is an important aspect of education, where principals and all staff members should create

an inviting school climate conveying warmth and sincerity, and parents should feel welcome and comfortable when they visit the school. In cases where learners' behaviour is unbecoming the principal contact parents.

4.3.5. Late-coming

I wanted to find out how schools control late coming, particularly of teen mothers and to understand the main reasons for late coming.

(a) Data analysis and findings

The data analysis has revealed that teen mothers are caught up mostly by household chores that become a daily routine in preparing their babies every morning before they go to school. This routine causes them to be late for school in the morning. The principals at public secondary schools experience that pregnant learners walk slowly and cannot run due to their condition. Schools manage late coming by using period registers, locking the gate, registering those learners who come late, punishing the late comers by letting them clean classrooms, detaining the late comers after school, giving late comers extra work to do or calling parents if a learner does not improve. Participant A said: *Those that are pregnant walk slowly. The reason that they give is that they are still caring for their babies. And they cannot run because we understand their situation. These are some of the reasons teen mothers give.*

(b) Interpretation

In Limpopo, especially in the villages, there are still learners who walk a kilometer or two to school every day. Late coming is inevitable, especially in rural villages where there are no school buses in the morning to carry learners to school. Teen mothers, particularly those who are heavily pregnant, are guilty of coming late. Having to walk long distances endangers their health, which may result in miscarriage when giving birth.

From the responses of principals in this study it has been found that late coming, especially by teen mothers, is still a challenge. According to Chigona and Chetty

(2007:6), when teen mothers return from school, their relatives who take care of the children want to be released from child care chores, and the babies want the attention of the mother. The time to sleep for teen mothers with children is determined by the time when the child sleeps. Their daily routine every morning is to start preparing for the baby before going to school. Walking a long distance contributes to late coming. Principals find it difficult to manage teen mothers who arrive late, and they do get help from the parents of the teen mothers. Participants said: *Parents assist us a lot in terms of late coming. So, we beg them that they should see to it their learners are here at a particular time. So, parent involvement assists us a lot in terms of late coming.*

4.4. The ability of the principals to meet managerial imperatives

Teen mothers' fundamental rights need to be respected throughout their state of pregnancy.

4.4.1. School absenteeism

Teen mothers resume the responsibilities of adulthood before their actual time. An infant child is subjected to a post-natal programme, where, among other activities, the child has to be immunised. The result is that a teen mother will time and again absent herself from school for taking the baby to the clinic.

(a) Data analysis and findings

This study has revealed that teen mothers frequently absent themselves from school due to reasons pertaining to child care. There are times when the child is ill and the teen mother has to take it to clinic. If the illness of the child is serious to the extent that child should be admitted to hospital the mother often has to be with the child. Some of the needs of children require the biological mother, not a child-minder, to intervene. And in this study it has been found that if a teen mother's child is ill there is no way the mother (as a learner) can concentrate in the class. Therefore it is better for her to attend to her child until the child gets better and then come back to school.

The Policy on Learner Attendance (DoBE, 2010:12) clearly states that *"a learner is deemed to be absent from school when the learner is not present in class or not*

participating in a school activity or when the register is marked". The learner pregnancy policy states that *"before returning to school the learner must produce a medical report stating that she is fit to resume schooling; she must also demonstrate that proper child care arrangements have been made"* (DoBE, 2007:23). Maternity leave of ten days as advocated by the majority of participants' principals cannot guarantee the medical fitness of the teen mother who has just given birth. Participants said: *We normally give teen mothers a week or two weeks maternity leave for to recover. After recovering they come back and we engage them in academic activities.*

It is also too early to believe that the teen mother has made proper child care arrangements, especially in rural areas where the child caregiver has to volunteer to do this without remuneration. As long as teen mothers are expected by their principals to return to school in two weeks' time, absenteeism is inevitable. The teen mother is either not well because she has just given birth or the baby suffers some complication and needs to be attended to or taken to the doctor.

(b) Interpretation

Teen mothers time and again absent themselves from school due to baby care responsibilities. This is confirmed by literature when Bhana et al. (2010:876) state that teen mothers raise excuses of child care, children's illness and funds as obstacles to attending school. Shaningwa (2007:15) confirms that teen mothers do absent themselves from the school due to taking their children to hospital. Chigona and Chetty (2008:276) affirm that teen mothers face challenges of missing classes when their children are ill, because they are forced to be with the babies in hospital. Collecting the social grant as mentioned by many respondents in this study, is also related to child care responsibilities.

According to the South African School Act (SASA, 1996b) *"if a learner is absent, his or her parent or legal guardian must notify the school to explain the absence"*. The policy on learner attendance Notice 361 of 2010 stipulates that a learner is deemed to be absent from the school when the learner is not present in class or not participating in a

school activity when the register is marked (Government Gazette 33150, 2010:12). According to McGaha-Garnett as cited by Runhare and Vandeyar (2012:52), in the USA, teen mothers are mandated to attend school despite circumstances and they are prosecuted and fined when unexpected absence becomes problematic.

SmithBattle (2006:134) argues that teen mothers' situation should be considered for excused absence for pregnancy complications or child's illness. The Policy on Learner Pregnancy states that "*learners may be required to take leave of absence from school to attend to all pre-and post-natal programmes as well as baby care responsibilities*" (DoBE, 2007:22).

4.4.2. Teen mothers' maternity leave

Since it is illegal to expel pregnant learners from school, how long are they given maternity leave to give birth and care for their babies?

(a) Data analysis and findings

Schools do not have a consistent period for teen mothers to stay at home and give birth. This study has found that teen mothers are given a week or two maternity leave. Schools are concerned that a long period of maternity leave will affect the studies of teen mothers negatively. It is easier to catch up the work missed for some weeks than for some months. Shorter maternity leave interrupts teen mothers' education minimally. Participant C said: *We advise them not to take long periods of leave because they will fall behind in terms of the syllabus coverage. We do not give teen mothers a month maternity leave; sometimes they are given just a week and come back.*

(b) Interpretation

The time teen mothers spend at home for giving birth varies from one school to the next, depending on the condition of the new mother. Although this study advocates two weeks maternity leave for teen mothers to give birth the researcher does not think that it is in the best interest of both the mother and the baby in terms of section 28 of the Constitution. There are some exceptional situations where a teen mother can be given a longer period of maternity leave, depending on the birth complications that should be

prescribed by a doctor. The Policy on Learner Pregnancy states that no pre-determined time is given, but it is suggested that “*a period of absence of up to two years may be necessary. No learner may be re-admitted in the same year that she left school due to pregnancy*” (DoBE, 2007:22). Absence from school for two years again is tantamount to drop out, because the chances of continuing after extensive interrupted schooling are minimised.

Ermish and Prevalin (in Gustafsson & Worku, 2005) argue that while teenage pregnancy is likely to be an unplanned event, the decision to give birth is a choice. Female educators are given four months maternity leave compared to two years for pregnant learners. One could then ask whether it is in the best interest of the teen mothers if they are required to stay home for two years.

4.4.3. Early release from school

In the course of the day some emergencies may arise when learners need to be excused, such as not feeling well or a child is sick or the teen mother has to collect the social grant. The question is how schools manage the early release of learners.

(a) Data analysis and findings

The study has found that in case of emergency learners are permitted to leave school early. These cases include when a learner is not feeling well and has to go to the clinic. Participant F said: *We have a release letter for when a learner is not feeling well and wants to go to the clinic or home. The class teacher will take the completed letter to the responsible member of the SMT to sign the form and release the learner. There is a provision regarding the place where the learner is going. If, for example, it is a clinic, the clinic officials will have to fill in, sign and stamp the form. The learner has to bring the form back the following day to be filed.*

The learner is advised to inform the class teacher who would refer her to the office for a permission slip depending on the validity of the excuse. The principal records in the note book the names of learners who have requested permission together with the

reason given. The data in this study shows that learners are usually released early for reasons associated with pregnancy and child care. Most teen mothers are released early on grant payday. Schools regard grant payday as a problem because on this day teen mothers are released in large numbers to go to the local pay point to collect the grant.

Joubert and Prinsloo (2008:138) argue that quality education is meaningless unless learners are able to pursue their educational rights in an environment that is both safe and secure. It is the responsibility of the principal to ensure that all learners at school are safe including those that are permitted to go home early. Joubert and Prinsloo (2008:142) posit that schools must have an early release procedure that allows parents or designated persons to collect learners from school early. But in secondary schools, especially in the case of this study where we deal with teen mothers who perceive themselves as adult by virtue of having a baby, they come forward with their excuses to be released early for reasons pertaining them. Most of the early releases are not known by their parents or their guardians. Here schools must design their own criteria that will ensure their accountability in releasing these teen mothers. Even though they look like adults in terms of their age they are regarded as children (s28 of RSA, 1996a).

(b) Interpretation

One of the most important responsibilities of education managers and educators activities as advocated by Joubert and Prinsloo (2008:139) is the supervision of learners while they are at school or taking part in school activities. A public school must inform the parents in advance if the learners are going to be released from school early according to the Safety Measures at Public Schools (DoBE, 2006:8(4)). In this study it has been found that early release of teen mothers is negotiated between the school and the learner concerned without the consent of the parents in most schools. Although teen mothers seem to be adult most of them are children in terms of their age, hence their parents' voice is of utmost importance for the sake of safety of their children. Most teen mothers are still adolescents, and are often irresponsible to such an extent that they

may use school permission to be absent for other activities other than the ones that are mentioned in their permission.

4.4.4. Re-admission of teen mothers

The question relates to the challenges principals face in re-admitting teen mothers to school after delivering the baby.

(a) Data analysis and findings

This study has found re-admission to be challenging because teen mothers take a long time to return to school after giving birth. Participant F said: *The challenges we usually face are that after giving birth teen mothers take time or some days not coming to school after delivery of the child. Usually we used to tell the parents that they must not be away for ten days or more. And five days is enough. Then the challenge we have is that some will not come as we indicated. But we try our best to fight it with their parents.* Schools engage parents to ensure that teen mothers return in time to school after giving birth. Some principals responded that *there are a lot of problems that we face, because teen mothers take a long time to return to school. Some take two months; some take three months, even longer than that. They take a long time to come back to school.* It is not uncommon for learners to take two to three months before they return to school after giving birth, because both the school and the Department of Basic Education do not state a clear period of maternity leave. This study points out that the re-admission of teen mothers to school is also compelled by age where some teen mothers are 15 years and below and are still of compulsory school going age (s 5 of RSA, 1996b).

School principals together with the school governing body (SGB) are required by law in terms of SASA (s5) to admit learners (including re-admitting teen mothers) and to fulfil their educational requirements without unfairly discriminating against them (RSA, 1996b). In re-admitting teen mothers to school after giving birth, principals face the following challenges:

- Some teen mothers head families and this responsibility adds a burden to their school work.

- Teen mothers give excuses relating to house-hold chores for not doing school work.
- Teen mothers miss classes due to the illness of their babies.

(b) Interpretation

This study has revealed that schools do not have re-admission policies for dealing with teen mothers who go home to give birth and come back to school. The findings are that teen mothers, after delivering their babies come back to school like any learner who has been absent from school for other reasons. In fact, when their time to give birth comes, they just disappear and come back after giving birth. This point offers new insight as it has not been confirmed by previous literature. Learners who return to schools face enormous challenges of finding a balance between caring for their children and devoting time to their academic work (Onyeka et al., 2011:113).

4.4.5. Implementation of the Policy on Learner Pregnancy

The question endeavours to determine whether schools have copies of the Policy on Learner Pregnancy from the DoBE, and how it helps them in managing teen mothers.

(a) Data analysis and findings

This study has revealed that schools are not familiar with the Policy on Learner Pregnancy from the DoBE. As a result they do not develop their own policy on learner pregnancy. Participant A said: *We don't have a policy, unfortunately.* Participant F added: *So far we haven't developed any policy. Or let me say we didn't review it, we had it. But we used it for quite a long time.*

(b) Interpretation

The Department of Basic Education published a policy that directs schools to allow pregnant learners to continue with their education (DoBE, 2007:27). The policy explains that school responsibilities include encouraging pregnant learners to continue with schooling, preventing any discrimination against pregnant learners, taking measures against any hate speech against pregnant learners, and providing counselling services

and academic support during the period of break from school for delivery (DoBE, 2007:8). Runhare and Vandeyar (2012:51) argue that, while formal policy measures are in place, the extent to which they are effectively implemented to benefit the affected learners is still subject to speculation.

4.5. Kinds of support principals give to teen mothers

Schools should encourage learners to continue with their education prior to and after delivery (DoBE, 2007:27).

4.5.1. Moral support

The question is how schools support teen girls who are pregnant.

(a) Data analysis and findings

This study has found that schools do not give moral support to pregnant girls. This can also result in schools that are not aware of pregnancies among the learners. In the case of a desperate need for help where pregnant girls come from poor families, schools refer them to the ward-counsellor. Participant A said: *We refer pregnant learners from poor backgrounds to the ward counsellor, ward committee; they are the people who usually monitor these families. They know where there are no parents; the ward counsellor takes care of them and she helps them to register with SASSA for the child support grant.*

(b) Interpretation

The DoBE Policy on Learner Pregnancy advocates that “*schools should offer child-bearing learners advice and counselling on motherhood and child rearing, should assist the learner in registering for child support grants and should refer them to appropriate social support services*” (DoBE, 2007:29).

4.5.2. Stigma and discrimination

(a) Data analysis and findings

This study has found that schools are aware that pregnant learners are not supposed to be stigmatised and discriminated against on the ground of pregnancy in terms of s9(3) of the Constitution (RSA, 1996a). Participants agree that they are bound by the law of the country not to expel pregnant learners.

4.5.3. Educational support

(a) Data analysis and findings

Pregnant learners and their parents are tasked to ensure that all school work is done and submitted for marking (DoBE, 2007:26). The researcher wanted to check if those learners who are permitted to go on maternity leave are later given remedial work to catch up with. This study has found that when pregnant learners are at home to give birth, their contact with the school is cut off. Participant B said: *It is difficult to go and tell a learner who is at home that there is this assignment that has been given today, homework was given today, a case study was given today, and investigation was given today. While a person is away, it is difficult to keep in touch.* Learners do not inquire from their class mates what has been done at school. Schools do not take the initiative to send tasks such as assignments, projects and other written work to the pregnant learners at home. The parents, on the other hand, are also silent about the schoolwork of the pregnant learner. The only time the school starts to react is when the teen mother returns to school; teachers give her the assignments she missed when she presents proof that she was at home for the delivery of a child. Participant A said: *We normally give them the work that they missed the time they were absent so that they are not left with many tasks.* When teen mothers go on maternity leave, they do not inform the school. They just disappear for some weeks and come back when they have had the baby. The school would only know about her baby when she has to account for her absenteeism. Therefore schools do not send school assignments to the pregnant learners that are at home. The school indicates that the alternative tasks such as missed tests, assignments, investigations, projects and experiments are given to teen mothers who have been on maternity in order to have Continuous Assessment (CASS) at the end of year. Participant C said: *We provide them with the re-test of that particular task, so that learners don't miss CASS.*

The study has also found that in cases of pregnant learners who inform the school before they go on maternity leave, the school advises them to check with their classmates on what has been done at school so that they find themselves keeping up with the others. Participant D *stated: What we normally do, we encourage them to check with their classmate as to what is being given to them, so that they must keep themselves on par with other learners in terms of the academic activities so that they will not be left behind.*

When a pregnant learner goes home to give birth, she loses total contact with educational activities. The moment she returns to school, she finds that other learners are far ahead in terms of curriculum coverage. Much schoolwork, homework and numerous assignments, tests and even examinations are written during her absence. At the end of the year schools compile CASS (Continuous Assessments) work that enables a learner to sit for an examination and to progress to another class. If a learner's portfolio is incomplete, that learner must fill in a form in which she has to indicate whether she is reluctant to do those tasks or provide a reason for the incomplete portfolio. The Policy on Learner Pregnancy places the responsibility on parents or guardians to assist their pregnant learners in collecting their tasks from the school. In this study the majority of principals find it difficult to have contact with the learner while she is on maternity leave.

(b) Interpretation

According to the Policy on Learner Pregnancy pregnant learners and their parents are tasked to ensure that all school work is done and submitted for marking (DoBE, 2007:26). In this study it has been found that once a pregnant learner disappears to go and give birth, her contact with the school ends until she returns to school. This finding could not be confirmed in previous studies. I suggest that because schools are not aware of this policy, the parents and learners are not informed about its content the school. This study has revealed that little or no support is given to pregnant learners. Schools seem to be having no communication with the pregnant learners.

4.5.4. Intervention strategies

I wanted to determine the kinds of intervention strategy that schools use to minimise teenage pregnancy.

(a) Data analysis and findings

The study has found that schools do engage the Department of Health, and nurses to come and do pregnancy and HIV/AIDS awareness at schools with all learners. Participant A said: *Nurses come once a year. Sometimes they come and educate learners about teenage pregnancy, HIV/AIDS, but I don't think it is very effective.* Schools also engage some pastors to come and preach to learners. Participant B said: *We even engage services of religion pastors from different congregations to come and advise learners through the word of God.* The data shows that in some instances schools engage non-government organisations (NGOs) in the village to present campaigns in terms of safe sex. Moreover, Life Orientation educators give guidance to learners about issues of pregnancy and HIV/AIDS. Participant D said: *According to statistics last year, we were number 1 in the circuit in terms of teenage pregnancy, to the extent that we have engaged the NGO in the village to come and present campaigns in terms of protection. We have been engaging health officials from our local clinic to come and talk to our kids, and we have USAID organizations.*

The intervention strategies are regarded to be ineffective by five participants when they look at the increasing numbers of teenage pregnancies in their schools. Only one participant agreed that the intervention strategies were effective. Participant E said: *I want to believe that the strategy is effective because it has reduced the number of pregnancies. The previous years we used to have the majority. I think we indicated them in the Grade 12 APIP (Academic Performance Improvement Plan).*

(b) Interpretation

The Department of Basic Education accepts that schoolgirl pregnancy is a reality, and is concerned about the high levels of unplanned teen pregnancies occurring in many of our schools (DoBE, 2007:15). Most schools in this study agree to engage the

Department of Health to conduct workshops for learners as a way of minimising teenage pregnancy. Schools are not allowed to distribute condoms to learners as it is argued that it will promote sexual activities in learners. This is confirmed by Macleod and Tracey (2009:45) stating that although Life Orientation touches crucial issues concerning adolescent learners like changes associated with growing towards adulthood and to describe values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.

4.6. Document analysis and findings

On the day of the interviews I requested the following documents from the principals: Learner pregnancy policy, code of conduct for learners, permission book, permission slips and any legal documents that principals use to manage learners at school in order to address the question about their managerial imperatives. The followings findings were recorded during the document analysis:

- I found that most schools do not have a code of conduct for learners. Some principals do not know what kind of document a code of conduct for learners is.
- Most schools are not aware of the Policy on Learner Pregnancy from the Department of Basic Education.
- All schools have copies of the SASA (South African Schools Act) documents which they use.
- Two schools do not have a record book of all learners who are permitted to leave the school premises early; they just give them permission slips. Four schools do not have a security guard at the gate to check the learners' permission slips before allowing the learners to leave the school grounds. Therefore there is the likelihood of learners leaving the school grounds without permission.
- Four schools do use permission slips and keep a record of all learners that are permitted to leave the school grounds during school hours.

The lack of security guards at schools poses a threat to the safety of learners at school. Schools are unable to monitor the entry and exit of learners and strangers on their premises. Learners also leave the school grounds as they wish.

4.7. Synthesis of research results

In this case I wanted to check the facts in this study that are confirmed by the literature, and those facts in this study that differ in the literature review.

4.7.1. Similarities

Similarities in this study are those facts that are confirmed by previous researchers on the topic. This study has revealed the following similarities affirmed by previous researchers:

- The issues related to child-headed families raised in this study that are confirmed by Bush et al (2009) claiming that it accelerates teenage pregnancy. This study has found that teen mothers are heading families which exacerbate their household chores. These child-headed families are the result of parents working in Gauteng, leaving teens alone as well as cases where parents have died. Apart from teen mothers' overloaded responsibilities of caring for their children and doing and school work, they are supposed to take care of siblings.
- It is stated in this study that teen mothers perform poorly when they return to school after giving birth. This point is confirmed by Macleod and Tracey (2009:66), Kaufman et al. (2001:158), SmithBattle (2006:132), Chigona and Chetty (2007:6) and Ladner (2011:57) stating that teen mothers perform poorly because in the afternoon their childminders want to be relieved which results in teen mothers failing to study and do homework.
- Frequent absenteeism from school by teen mothers is confirmed by Chigona and Chetty (2008: 276), Bhana et al. (2010: 876), SmithBattle (2006:134), Grant and Hallman, and Shaningwa (2007:15) stating that teen mothers miss classes as they take their babies to a clinic or hospital when children are ill. This study has found that teen mothers absent themselves from school when they attend to their children during illness.

- This study has found that schools do not have a policy on learner pregnancy from the DoBE, which means that they cannot develop their own policy that should be in line with that of the DoBE. Most schools do not implement a policy on learner pregnancy. Policy implementation was raised by Runhare and Vandeyar (2012:51), saying that formal policy measures are rarely implemented. Though the government uses much money to develop policies, ultimately the implementation of these policies is not monitored.
- This study has found that socio-economic problems are causal factors of teenage pregnancy. Therefore the Child Support Grant contributes to the upsurge in teenage pregnancy at schools. The social grants that teen mothers receive entice their counterpart girls to admire them and they are tempted to conceive in order to receive this social grant. Pellino (2007), Dube (2005:12) and the Parliamentary Monitoring Group (2009) confirm that poverty causes teenage pregnancy in South Africa.

4.7.2. Differences

Some of the facts mentioned by the previous researchers differ or are not confirmed by the findings in this study:

- Nkani and Bhana (2012:107) state that teen mothers dropout of school due to pregnancy. This fact was not confirmed in this study.
- The fact raised by Pillow (2006:77) that pregnant girls need to be separated from the regular school environment is not confirmed in this study. This study found that it is not a “disease” as portrayed by Pillow.
- The negative attitudes of staff, mocking and bullying of teen mothers by fellow students as outlined by Macleod and Tracey (2009:44) Chigona and Chetty (2007:4 and 2008) Shaningwa (2007:14) and Onyeka et al. (2011:113) are not confirmed in this study.
- The issue that teenage pregnancy is a problem that causes violence and lack of discipline as stated by Macleod and Tracey (2009:15) and Jewkes et al (2001:735) is not confirmed in this study.

This study has found the following issues to be new insights that previous researchers did not mention:

- There is no formal re-admission of teen mothers when they come back to school from giving birth. In some schools it was found that when a pregnant learner is about to give birth, she just disappears for some days and comes back after giving birth without notifying the school.
- On grant payday schools issue permission slips to teen mothers who are entitled to receive the grant to go and collect the money at the local pay point for their babies and come back to school and continue with lessons.
- According to SA SAMs, the electronically integrated application requires schools to document all information of the learners, including the pregnancy state of the learner in terms of girls as well as how many girls have given birth during the academic year (<http://www.thutong.doe.gov>). The new insight in this case is that schools are supposed to identify pregnant learners in their schools.
- The study has found that teen mothers are late in the morning because they prepare their babies to be taken to the child centres.
- It has also been found that teen mothers are unable to attend extra lessons as they rush home after school to relieve their child caregivers.

4.8. Conclusion

It is clear from this study that how principals manage teen mothers' cases in public secondary schools depends on the attitude of the principal and his/her understanding of managerial imperatives and educational law and policy. This chapter outlines the similarities, differences and the new insight found in the research study. The chapter that follows deals with the conclusion and recommendations of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This study focuses on the managerial imperatives of principals regarding teen motherhood in public secondary schools and the way in which principals manage them. In this chapter I present an overview of the research design, research process, legal framework and recommendations.

5.2. Research design

I used an interpretive paradigm research to contribute to the success of finding out the managerial imperatives relating to teen motherhood in secondary public schools by interacting with the participants. The views and the experiences of the participants enhanced the richness of the data I collected.

I selected a small, easy to manage sample of participants to enable me to probe until I was saturated with the perceptions, experiences and the views of my participants.

5.3. Research process

The participants comprised six principals of public secondary schools of which five were males and one female. Since the participants were principals, the interviews were conducted in English which made it easy for data transcription. I respected all research participants and ensured that they understood their rights regarding, privacy, anonymity, confidentiality, research responsibility and betrayal of participants. Pseudonyms were employed, such as Participant A – F to protect their anonymity in all transcripts and reports. At the beginning of every interview I reminded the participants that their participation was absolutely voluntary and participants were free to discontinue at anytime. Participants were reminded that it was their right not to answer questions they were not comfortable with, without penalty, risk or loss.

I used convenient sampling where the participants selected were from schools of the same circuit. Therefore travelling was not a problem even though schools were far from one another.

5.4. Legal framework

The purpose of this study is to find out principal's managerial imperatives relating to teen motherhood in public secondary schools. In chapter 2 I address some of the managerial imperatives of principals regarding teen pregnancies; the experiences of principals who have teen mothers in their schools; the extent to which principals are able to manage the identified managerial imperatives and the kind of support schools give to teen mothers. I investigated managerial imperatives relating to teen motherhood through the lens of a legal framework based on the fundamental human rights of teen mothers.

5.4.1. Section 9(3): Equality

Section 9(3) states *that "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth"*. This study has revealed that principals do not unfairly discriminate against learners on grounds of pregnancy. Pregnant learners are not expelled from the schools because of pregnancy. The study has also found that pregnant learners are not forbidden to go and deliver their babies. Teen mothers are also re-admitted unconditionally after the delivery of their babies. Managerial imperatives are that principals must develop their learner pregnant policy and continue not to discriminate against learners on the ground of their pregnancy. Principals have to indicate in their learners' code of conduct that no unfair discrimination against pregnant learners has taken place.

5.4.2. Section 10: Dignity

The section states that *"everyone has inherent dignity and the right to have their dignity respected and protected"*. This study has found that it is not clear how long a pregnant

learner should attend school or when stop attending classes. Some of these pregnant learners do not know when they became pregnant; In such cases prolonging their stay at school may impair their dignity. Managerial imperatives are that principals must protect the dignity of pregnant learners by allowing them to leave early for delivery.

5.4.3. Section 12: Freedom and security of the person

Section 12(1) states that “*everyone has the right to freedom and security of the person, which includes the right –*

(h) to be free from all forms of violence from either public or private sources;

(i) not to be tortured in any way;

(j) not to be treated or punished in a cruel, inhuman or degrading way.

12(2) *Everyone has the right to bodily and psychological integrity, which includes the right –*

(c) to make decisions concerning reproduction;

(d) to security in and control over their body”.

In this study it has been found that late coming is controlled by a time book and period register. Schools use registers to record the names of learners who come late in order to make a follow up with parents. Principals manage late coming by locking the gate. Learners that are late are detained after school to study or given punishment of cleaning classes. Learners are not treated or punished in a cruel and inhuman manner when they are late. Managerial imperatives are that principals have to continue respecting the freedom and security of the person.

5.4.4. Section 24: Environment

Section 24 of the Constitution states that “*everyone has the right – (a) to an environment that is not harmful to their health or well-being*”. This study has found that learners are given permission to leave the school premises early on grounds of illness. On the social grant payday teen mothers who are entitled to receive the grant are allowed to go and collect the grant from the local pay point. According to common law,

in loco parentis the principal has a legal duty delegated by parents to protect the learner from danger during school hours. The principal would be held liable in case when learners that are given permission to leave the premises are injured outside the school. The duty of care of principals in protecting learners from danger begins on the arrival of learners in the morning before school starts and ends in the afternoon when school is out. Therefore managerial imperatives in terms of the safe environment are that principals must ensure the safety of learners, including the safety of those who are given permission to leave the school premises.

5.4.5. Section 28: Children

Section 28 of the Constitution states that “(1) *everyone has the right:*

(e) To family care or parental care, or to appropriate alternative care when removed from the family environment;

(f) to basic nutrition, shelter, basic health-care services and social services.

(2) The child’s best interests are of paramount importance in every matter concerning the child”.

In this study it has been found that teen mothers are given a week or two maternity leave. Working women are given three to four months maternity leave. Is it in best interest of both the mother and the baby when the teen mother is given a week or two maternity leave? The health of both the mother and the baby are put at risk if the teen mother is expected to return to school after two weeks of delivery. Managerial imperatives are that principals must ensure that the best interests of both the mother and the baby and their health are considered when giving teen mothers maternity leave.

5.4.6. Section 29: Education

Section 29 of the Constitution states that “(1) *everyone has the right:*

(a) to basic education, including adult basic education;

(b) to further education, which the state must take reasonable measures to make progressively available and accessible”.

This study has determined that principals respect and consider the right to basic education by re-admitting teen mothers to school after they have given birth. Furthermore, these teen mothers are given the assignments to complete that they missed during their time of giving birth in order to have equal tasks with other learners. Managerial imperatives are that principals have to continue re-admitting teen mothers to school unconditionally.

5.4.7. DoBE Policy on Learner Pregnancy

The Policy on Learner Pregnancy expects principals to assist teen mothers in registering for a Child Support Grant and also to refer teen mothers to appropriate social support services (DoBE, 2007). It is a fact in South Africa that any learner who is born in poor families, especially out of wedlock to teen mothers, is registered to receive a Child Support Grant. Other children born to married teen mothers who are still learners, due to their conditions of poverty, are also entitled to receive the Child Support Grant. Grant and Hallman (2006:6) argue that the money of the state Child-Support Grant helps poverty stricken communities to survive. Secondary school principals complain that on the social grant payday, teen mothers absent themselves to go and queue for the grant. Zondo (2006: 64) believes that the Child Support Grant tends to ease the pressure and financial predicament teen mothers face and offers them an opportunity to return to school. It is illustrated in this study that teen mothers who receive a Child Support Grant are entitled to be given early release permission on the grant payday to collect the grant at the local pay point. This study has revealed that principals compile a list of those who receive the Child Support Grant, and that they are given permission. It has been found that some teen mothers have banks accounts into which their grant is deposited electronically and they can withdraw the money at any time after school, whereas others get their relatives to get the grant on their behalf from the local pay point. Participant E said: *We do not allow teen mothers to go and collect the grant during school hours. Instead, their mothers collect the grant on behalf of teen mothers. For those who do not have parents we arrange with the banks to come and assist learners in opening accounts and therefore they go and get their grant after school.*

According to the Policy on Learner Pregnancy a teen mother must also demonstrate that proper child care arrangements have been made before she is re-admitted. In this study it has been determined that teen mothers rarely attend extra-curricular activities, especially those that are organised after school. After school teen mothers rush home to relieve their relatives and child minders of baby care. This study has revealed that teen mothers' children are cared for by their relatives, especially the grandmothers of the baby. Only a few teen mothers can afford child minders who have to be paid at the end of the month. Macleod and Tracey (2009:66), and SmithBattle (2006:132) confirm that a lack of reliable child care often creates another serious barrier to young mothers' high school completion, because many teen mothers rely on their parents or other kin to care for their children during school hours.

Table 5.1 Summary of managerial imperatives relating to teen motherhood in public secondary schools

Dimensions	Managerial imperatives
Managerial imperatives of principals	Ensure safety and security of learners collecting the grant. Identify pregnant learners and encourage them to attend school regularly. Keep record of pregnant learners and monitor them. Allow pregnant learners to go on maternity leave and come back as soon as they are fine. Admit teen mothers to school after giving birth. Advise teen mothers on child care arrangements.
Experiences of principals having teen mothers	Acknowledge teen mothers' excuses and encourage them to improve in resolving them, e.g. late-coming because of child care; absenteeism because of taking the baby to hospital.

<p>The ability of the principals to meet managerial imperatives</p>	<p>Principals must be acquainted with the Bill of Rights relating to learners. Implement SASA. Have the Pregnant Learner Policy of the Department in order to draw up their school pregnant policy. Have learners' code of conduct adopted by SGB and implement it. Draw up class rules.</p>
<p>Kinds of support principals give to teen mothers</p>	<p>Schools must have a designated teacher who deals with teen mothers affairs. Organise health officials to conduct pregnancy awareness. Organise counselling and moral support sessions to pregnant learners. Ensure that teen mothers on maternity leave receive school assignments. Arrange remedial exercises for teen mothers coming from maternity leave.</p>

5.5. Recommendations

The recommendations are primarily for the Department of Education and school principals.

5.5.1. Recommendations for the Department of Education

1. San Antonio (USA) initiated the Project Mothers and Schools (MAS) Homebound programme in 1998 to help young teen mothers during maternity leave to receive instructional services in a group setting with certified teachers. The programme allows learners to remain current in schoolwork and attendance and facilitates their return to school. The researcher therefore recommends that the Department

of Education provide support for teen mothers and make further study possible by organising teen pregnancy specialised education. The teen mothers should be directed to special classes.

2. Policy guidelines about the re-admission of teen mothers need to be re-visited and clarified. The Policy on Learner Pregnancy states that learners may be required to take leave of absence from school to address pre- or post-natal health concerns and to carry out initial child care duties. No pre-determined time is given, but it is suggested that a period of absence of up to two years may be necessary. No learner may be re-admitted in the same year that she left school due to pregnancy. The point that learners may take two years maternity leave and that no learner may be re-admitted in the same year that she left due to pregnancy, has resulted in controversy in *Concourt of HOF Free State v Welkom High SGB*. This study has determined that schools advocate a week or two of maternity leave. Two weeks maternity leave is not in the best interest of both the mother and the baby in terms of s28 of the Constitution. I recommend that maternity leave be a period of one month, taking into consideration the complications of pregnancy and the importance of education. The current policy on learner pregnancy causes confusion in South African schools.
3. The Department of Education must arrange with the South African Social Security Agency (SASSA) to ensure that all learners do have bank cards to access their grant locally at any time to enable learners to receive the grant after school and weekends.
4. This study has revealed that common reasons teen mothers give when coming late are that they are still attending their babies at home, still preparing their babies, waiting for their child minders or preparing their babies to be taken to somewhere for care. The Mother and Schools (MAS) Homebound Programme provides childcare for learners' infants where they are nurtured by trained child care providers in a nursery while the learner is in class. In Britain the government has launched a full-time childcare facility where teen mothers are allowed to leave their babies with registered child minders. Kenya also has a Return to

School Policy that encourages the establishment of centres where teen mothers can continue with their formal education while breast-feeding their children. The researcher recommends that free child care centres be established closer to each and every secondary school. By so doing the Department of Education would be solving problems of late coming, child care and extra-curricular class attendance.

5.5.2. Recommendations for principals

1. It is imperative that school principals ensure that the rights and development of female learners are not curtailed and that special measures are taken in respect of pregnant schoolgirls. A school management plan for learner pregnancy must be designed to draw on a support network involving parents or guardians, as well as expertise of professionals such as social workers and those in the health sector.
2. I suggest that schools ensure that an accurate record of learner pregnancies and learner parents, which includes the information on the support the learner receives, be kept.
3. I recommend that school principals develop their Policy on Learner Pregnancy, which must be in line with that of Department of Basic Education in the province, and should include the period of maternity leave and the exemption of pregnant learners from sporting activities for safety's sake.
4. Schools should ensure that pregnant learners who go on maternity leave do receive school assignments and return them to school with the help of their mothers or guardians for marking.
5. Principals must ensure that teen mothers do receive counselling and moral support in schools.
6. Principals must ensure the safety of learners who are early released in terms of the duty of care.

7. In connection with teen mothers collecting the Child Support Grant during lessons, principals must ensure that learners obtain bank cards so that they can access their grant after school or during weekends.

5.6. Recommendations for further research

The focus of this study is the managerial imperatives of principals relating to teen motherhood in public secondary schools in Limpopo Province. Educators, parents and learners were not interviewed. I therefore recommend that further research be conducted on parental support to teen mothers. This study is limited to Mamaila circuit; similar studies should be conducted at district level, provincial level, and even national level.

The research study has raised many issues, such the influence of child-headed families in teenage pregnancy, poverty and other factors that deserve further research.

5.7. Limitations of the study

The principals may view the research as a way of exposing them for mismanagement. Request for documents may be viewed as a fault finding mission and therefore could be refused. In this research I explained clearly the exact intention of the study and also ensured principals that the findings of the research would help them ease the obstacles principals face in dealing with teen mothers. As a human being I might have made some mistakes or have been biased. The study is limited to a small sample of principals in Mamaila circuit, Mopani district in Limpopo Province; therefore the findings may not be generalised.

5.8. Conclusion

This study has helped me to change my perception of teen mothers in schools. I have learnt that teen mothers need to be respected and understood in the context of being parents and learners at the same time.

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ANNEXURE A – Ethics Clearance Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE
CLEARANCE CERTIFICATE

CLEARANCE NUMBER : EM

11/11/03

DEGREE AND PROJECT

M.Ed.

Managerial imperatives of teen
motherhood in public schools

INVESTIGATOR(S)

Seshoka Joseph Rapeta

DEPARTMENT

Education Management and Policy
Studies

DATE CONSIDERED

26 August 2013

DECISION OF THE COMMITTEE

APPROVED

Please note:

For Master's applications, ethical clearance is valid for two years

For PhD applications, ethical clearance is valid for three years.

CHAIRPERSON OF ETHICS
COMMITTEE

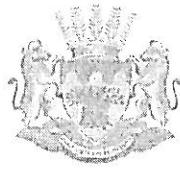
Prof.LieselEbersöhn

DATE 26 August 2013
CC Jeannie Beukes
LieselEbersöhn
Prof HJ Joubert

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



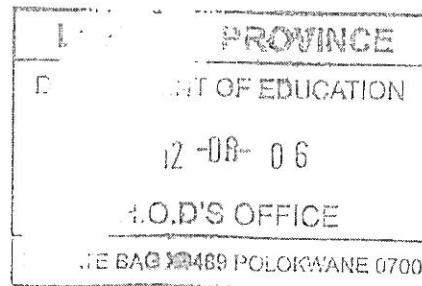
DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za.

P O Box 217

Duiwelskloof

0835



Dear Rapeta S.J

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- Title: MANAGERIAL IMPERATIVES OF TEEN MOTHERHOOD IN PUBLIC SECONDARY SCHOOLS, i.e. Mamaila circuit .
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

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- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
 5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Thamaga MJ

Head of Department



Date

Annexure C – Consent letter to the principals



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Principal

Invitation to participate in research study

I am doing a master's degree in the Faculty of Education at the University of Pretoria and busy with my dissertation titled "principals' managerial imperatives regarding teen motherhood in public secondary schools".

Since it is forbidden to expel a pregnant learner teen mothers are placed in the same class with their counterpart learners. The research is aimed at investigating the managerial imperatives of principal regarding teen mothers who struggle with their dual responsibilities of being a learner and a parent.

I invite you to share with me your experience as you re-admit these teen mothers to school. Your participation is absolutely voluntary, and you are free to discontinue at any time.

I assure you of confidentiality by not divulging any information to a third party. Your name and the name of the school will be kept anonymous through the study.

The interviews will be conducted at the venue and time decided by you to avoid disturbing the school's normal routine. I also request to record the interviews.

If you are willing to participate in this study, you are requested to sign the consent form below.

CONSENT FORM

I.....agree to participate in the study conducted by Joseph Rapeta titled “Managerial imperatives of teen motherhood in public secondary schools”. I understand the purpose of the study as explained to me. I am aware that I am free to withdraw at any time without losing anything.

I also understand that my name and information will remain anonymous and confidential. I give permission that the interviews be recorded for the sake of this study.

.....

.....

Signature of the participant

Date

Annexure D. Interview Schedule

REFERENCE: EM 11/11/03

INTERVIEW SCHEDULES

Interview Questions	Participants					
1. Managerial imperatives of teen mother principals. (a) How do you identify learners that are pregnant? (b) How do you ensure that they remain at school till they are about to give birth?	A	B	C	D	E	F
2. Experiences of principals having teen mothers. (a) What challenges do you experience when re-admitting teen mothers after giving birth? (b) How long do teen mothers stay at home after giving birth?	A	B	C	D	E	F
3. The ability of the principals to meet the managerial imperatives. (a) How do you manage teen mothers who are entitled to receive a child support grant on the social grant payday? (b) What legal documents do you use to manage pregnancy in your school?	A	B	C	D	E	F
4. Kinds of support given by principals to teen mothers. (a) How do you ensure that learners who come from maternity leave are up to date with school tasks that they have missed? (b) How do you deal with teen mothers who are hopeless and discouraged by the unplanned baby?	A	B	C	D	E	F

ANNEXURE –E. Document Analysis Schedule



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Reference: EM 11/11/03

Document Analysis Schedule

After the interviews I requested the legal documents from school.

Questions	Documents	Findings
<ul style="list-style-type: none"> • Managerial imperatives. • Experiences of principals. • Abilities of principals. • Kind of support. 	<ul style="list-style-type: none"> • Learner Code of Conduct • Learner Pregnancy Policy. • Permission book/ Slips. • Acts. 	<ul style="list-style-type: none"> • Most schools do not have a Learner Code of Conduct. • Most schools do not have a Learner Pregnancy Policy • Schools use SASA to manage teen mothers. • Most schools use permission slips for the early release of learners.