UNIVERSITY OF KWAZULU NATAL

EMOTIONAL GEOGRAPHIES OF FOUR PREGNANT SCHOOL TEENAGERS: A NARRATIVE INQUIRY

BY

AUDREY SIBONGILE MKHATHINI

A dissertation submitted in partial fulfilment of the requirement for the degree of

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Supervisor: Professor Pholoho Morojele

Durban (Edgewood Campus)

DECLARATION

I, Audrey Sibongile Mkhathini, declare that this dissertation entitled:

Emotional geographies of four pregnant school teenagers: A narrative inquiry

is my work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references and citations. It has not been submitted before for any degree or examination at any other university.

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Audrey Sibongile Mkhathini

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Professor Pholoho Morojele (Supervisor)

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ABSTRACT

The focus of this study was to explore the experiences of pregnant teenagers within the schooling spaces and places of a high school in Pinetown. The study incorporated a social constructionist paradigm, children's geographies and new sociology of childhood studies to shed insight into the ways in which pregnant teenagers experience schooling, their views about the support they needed and how they negotiate these schooling spaces. A qualitative methodology was adopted in which semi-structured interviews and a participatory research method, photo voice were utilized with the participants.

The study found that pregnant teenagers' were confronted with complex and often contradictory demands of having to balance schooling, pregnancy and the associated disruptions. These were found to have adverse effects on the quality of schooling experiences of the participants, as they had to go an extra mile to navigate the challenges of stigma, loss of time and lack of support. The study also revealed that pregnant teenagers valued their education and enjoyed schooling, factors which bolstered their commitment to overcome resistances that prevented them from attending school. Such obstacles included their lack of participation in class decision making, ignorance displayed by teachers during lessons and often being ridiculed and dominated by their peers.

These barriers were found to have relegated the participants to an environment of loneliness and lack of friendships with peers. The findings revealed that pregnant teenagers had a tendency to develop negative attitudes about themselves, which impeded their assertiveness to seek the help and support they required.

Notwithstanding, the study found that pregnant teenagers used various mechanisms to cope with schooling and pregnancy demands. These included seeking friendly relationships with other girls in order to secure peer support, listening attentively in class as they are aware that their schooling might soon be disrupted when they went to give birth, being more respectful to their parents (and relatives) to solicit parental care and support.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study sought to understand the experiences of pregnant teenagers at a public high school in Pinetown, with a focus on their daily lives. Teenage pregnancy is regarded as a social problem as it affects the economy of a country, the social values and education of young people. However, few really care about the 'lived lives' of young teen mothers, instead they are labelled and judged and these accusations can pose a hindrance to pregnant girls as they endure a schooling experience in stark contrast to that of their peers. Often, these students internalise labels and accusations, acquainting the places and spaces of school contexts with feelings of guilt and inferiority.

This chapter is arranged in a manner that presents the aims and rationale for the study, the research questions, background and significance of the study as well as an outline of the structure of the dissertation.

1.2 Aims and rationale for the study

The purpose of the study was to explore the experiences of pregnant teenage girls, to examine emotional support and acquire a deep insight on how they negotiate the school setting as studies have shown that pregnancy is disruptive to teenage girls who are still keen to recur with their schooling (Marteleto, Lam & Ranchhod. 2009). Moreover, the Department of Education (DoE, 1996) regulates the support of pregnant teenage girls during pregnancy and after giving

birth to ensure that they are able to remain in school. Therefore, pregnant girls grab the second opportunity of attaining education to get a better future for themselves and their unborn babies, irrespective of obstacles that surround the furnished opportunity.

What enthused me to acquire more insight about the topic was the escalating rate of teenage girls who fell pregnant and then returned to school. This was in spite of opposition i.e. the negative comments, staring and bad mouthing from community members in public places, homes as well as teachers in the staffroom; a fact that stimulated my curiosity. Furthermore, gender equity reports to the South African Ministry of Education about the ill treatment that pregnant teenagers and teen mothers suffer in schools, from discrimination to suspension from classes (Panday, 2009), spurred my determination to explore their experiences. Observing the negative actions and being privy the comments etc., I became curious and wondered as to how are they treated at school by fellow learners and teachers and how are they coping at school I wished to hear their views about the discourse.

As a mother, educator and social justice student, I felt that pregnant teenage girls were denied their right to freedom because of their errors in judgement; an idea supported by Chetty & Chigona (2007) as they assert that girls are denied access to education when they fall pregnant and become mothers. In the light of the above, I perceived the mocking and judgements as injustices directed to teenage girls thus, the inspiration of the topic; motivated by the understanding of social inequalities that encourage discrimination amongst social groups. Furthermore, there was found to be a lack of literature on the subject of teen pregnancy within the African context and in South Africa in particular, which deals with the experiences of young girls as narrated by their stories.

Quantitative scholars have done various studies about pregnancy which focus on the 'rate in numbers' of the phenomenon, while qualitative researchers have looked at contributing factors, means to curb it and the disruptions to teenager's future as well as the impact it has in the economy and in society. However, few have given attention to the real 'lived experiences' of pregnant teenagers, the support they get, how they cope in school contexts and their views. Conducting the study gave me an in-depth understanding of the discourse and the experiences of pregnant girls at school and in their societies. Therefore, the study aimed to listen to the stories of teen mothers as told in their voices and how they navigate the spaces and places of schooling.

1.3 Research questions

The study was directed by the following three research questions:

1. What stories do pregnant teenage girls have told about their schooling experiences?
2. What are the geographies of pregnant girls in schools?
3. How do pregnant teenage girls negotiate spaces and places of their schooling?

1.4 Background to the study

Teenage pregnancy is viewed as a social problem across the globe and in most countries, has been a cause for concern for years. According to Francis (2008) of the National Bureau in Britain, teenagers are not given enough information about sexuality but provided mixed messages about sex and relationships. Francis (2008) further identifies social deprivation as a factor that contributes to the confusion of teenagers as they're in that perplexing stage of adolescence, that encourages them to engage in sexual experimentation with the guidance of peers (Richter, Norris & Ginsburg, 2006).

Research conducted by Marteleto et al. (2009) depicts adolescents as those who lack knowledge as they are locked into silence and fear; they don't let potential positive role models i.e. parents, teachers and health workers who are willing to help, assist them. Therefore, support and useful strategies of dealing with sexuality, social, personal problems and decision making tactics are impeded. As such, teenage pregnancy is a major issue in every health system due to its impact on the physical, psychological economic and social status of teenagers (Tsai and Wong, 2003).

This study was conducted at one of the high schools in the Pinetown area, KwaZulu Natal. The school is located in a semi- rural area surrounded by farms, a short distance away from a few suburbs. The school enrols learners from the same area and learners also travel from nearby places. However, the social-economic status is very diverse. The area is demarcated into sections; these sections imply different socio- economic statuses in the community. Those living in the first section seem stable and enjoy high status while the second section for the newcomers is affected by high rate of alcohol consumption and sexual licentiousness, hence the high rate of pregnancy, and the third section has less family structure and social and family values and is stricken by high rate of unemployment.

This study focused on girls between the age of sixteen and eighteen years old who are pregnant and still at school. The structural condition of the school is not conducive enough in terms of resources and safety and security. There are number of learners, who are young mothers that attend the school and some have more than one child. There is a high rate of unemployment within the community; some families rely on social grants, some parents are working, others are self-employed running small businesses and the taxi industry is dominant. Men work in nearby factories and some women are domestic workers in nearby suburbs. Three

of the four participants have parents that are employed, while the fourth's family rely on social grants as their source of income.

The study is located within the social constructionist paradigm and informed by children's geographies. As the study is framed by children geographies and new sociology of childhood, it supplied me with a deep insight of the lived experiences of pregnant teenagers at school, participants were active in the study, narrating their experiences of pregnancy, motherhood and schooling as the theoretical framework recognises the importance of place and the spatial diversity encountered by teenagers (Sibley, 1998). Qualitative methodology was suitable for the study and a narrative inquiry was fruitful in providing in- depth information about pregnant young girl's acquaintance of the school context and strategies they have formulated to negotiate their faced realities.

Each data generation technique and tool implemented was targeted to answer the research questions of the study in order to present lucid meaning to the study. The study used a narrative inquiry which included semi-structured interviews and a participatory research method photo voice as the chosen methods of data generation. Four pregnant teenagers participated in the interviews and the production of images to illustrate the key spaces and places in which their experiences were transpired.

1.5 Significance of the study

The study used thematic and content analysis during the data analysis process which uncovered deep rooted issues that underpins the discourse. Therefore, the findings supplied the study with a broader understanding of pregnancy in the schooling context. The study strived to answer the

research questions, addressing research question one enriched the study with findings unfolded pregnant teenage girls' real lived experiences, also factors and key issues that affect young girls' positive encounter of the schooling spaces and places.

Dealing with research question number two uncovered the support dynamics and dilemmas that girls acquaint in the schooling setting during pregnancy. In addressing research question three, findings revealed navigation techniques that pregnant teenagers apply to negotiate schooling spaces and places. Addressing descriptively to the three research questions enabled the study to uncover new relevant data as pregnant young girls narrate their pregnancy and schooling stories.

The value of the study initiates interaction and dialogue, and encourages the engagement of young participants in the research. The study is generated through the original views of young pregnant girls as Barker and Weller (2001) admit that young people are competent actors that can contribute effectively to their environment. The study is essential because it highlights the challenges, dilemmas and agency within the school environment and further highlights the resilience that girls developed to achieve in their education and conquer challenges. The study is lavished with teenagers ideas and the taken for granted aspects about the phenomenon which is the emotional aspect. Through the above stated facts, the study could be useful for further studies that are eager to explore real life world of young people**.**

1.6 Structure of the dissertation

Chapter 1 presents a broad overview of the study. The chapter further directs the reader by offering the reasoning and motivation behind the conduction of the research study. The chapter also attempts to provide background information that may be useful in drawing conclusion during data analysis process.

Chapter 2 presents a review of relevant literature linked to the study. The screened literature aims to address international and local perspectives pertaining pregnancy and schooling for young girls' experiences. The chapter concludes by discussing empirical studies that investigates the issues of spaces and places that are essential to the lives and impact that geographies of schooling has in the emotions of young pregnant girls.

Chapter 3 illustrates the research design and methodology used. The chapter further provides the conceptual and theoretical framework that directed the research study.

Chapter 4 presents the synthesised data based on the findings which were analysed using thematic and content analysis. The presentation is done through my understanding of children geographies and conceptualisation of their places and spaces. The findings are in line with the surveyed literature for the study.

Chapter 5 is the concluding chapter hence it provides the implications of the study for present and prospective research. The chapter supply reflection on the researcher, research design and methodology. Furthermore, the chapter provides challenges and limitations of the study and recommendations for future studies of same nature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Internationally as well locally, teenage pregnancy is viewed by many as a social problem or 'catastrophe' (Macloed, 2002). According to Sarantaki & Koutelekos (2007), teenage pregnancy happens in all societies; the level however, is contextual to each country. Most studies conducted in Europe focus on the contributing factors and consequences of teenage pregnancy and interventions and one finds that the focal points of most studies is based on the negative effects of teenage pregnancy which are destructive to education enrolment, contributes to girls dropping out of school, causes a decline in the socio-economic status of teenage mothers and infants, accounts to high mortalities in sub-Saharan Africa and results in social violence (Ayuba & Gani, 2012; Mchunu, Peltzer, Tutshana & Seutlwadi, 2012). Early childbearing is a trajectory to a life time of financial dependency for young mother and the child (Makiwane, 2010).

Local studies highlight the motivating factors i.e. a teenager's curiosity to explore their sexuality without thinking of the outcome, reproductive ignorance and giving in to peer pressure (Macloed, 2001). International scholars identify contributing factors viz. substance abuse, the underuse of contraception due to lack of availability and fear of adult attitude towards contraceptives, numerous partners, poor academic performance as well as substance use and rape (Ehlers,2003; Tsai and Wong, 2003).

Contrastingly, few studies have focused on the experiences of pregnant teenage girls and teenage mothers in their schooling; therefore, it is crucial to understand the 'lived lives' of pregnant teenage girls within school contexts. The focal purpose of the study was to explore pregnant teenage girls' experiences within the school environment and to gain a deep understanding of pregnant teenage girls' encounters in key schooling spaces and spaces, including the manner in which they persevere in the presented situation. This chapter will examine international and national perspectives related to pregnant teenagers and their schooling which include their vulnerabilities, resistances, resiliencies and agencies. The chapter is presented to locate and outline brief discussion on debates on children's geographies and define important concepts and discuss essential aspects which are education attainment, gender dynamics and culture and support structures with sub-topics.

2.2 Understanding children's geographies

The study is informed by children geographies which can be defined as the study of human geography that experientially adventures the places and spaces of young people's lives (Sibley, 1998). Space can be viewed as the platform which involves power dynamics, where socially constructed actions take place, and are experienced in multiple ways (Barker and Weller, 2003). Holloway & Valentine (2000) further grant those children's geographies focuses on the spaces where identities are formed and structured.

As the study is informed by childhood geographies, it aimed to offer pregnant teenage girls and young mothers a chance to produce their own culture and challenge exclusion by creating their sense of belonging at school and within their societies. Van der Beck and Dunkley (2004) admit that it is important to include young people in decision making

processes and most geographers acknowledge that children are active and capable to influence their own lives and the space they live in (Holloway & Valentine, 2000; Smith and Barker, 2000).

According to Moss & Petrie (2002), researchers need to understand the different ways in which young people recognize their spaces as well as their perceived context. New childhood studies suggest that researchers should acknowledge the multiple perspectives of children's lives and the multiplicity of their spaces and places and understand that their perspective is detailed and explicit; it focuses on daily experiences of young people (Barker and Weller, 2003). Halloway and Valentine (2000) and Van der Beck & Dunkley (2004) concur, stating that the multiple realities of childhood should be acknowledged while Young (2000), asserts that issues that affect young people go unchallenged globally if it's questioned by adults and the views and emotions of young people are left out.

As this study was informed by the concept of children's geographies, the aim was to understand the experiences of pregnant teenage girls from their own perspectives, through their voices, by providing them with the opportunity to express how they experience and negotiate schooling spaces and places as voice and agency are crucial in new childhood studies to understand real world of young people (Morojele & Muthukrishna, 2011).

Researchers often comment on the power issues that are involved when including children in research and when one engages in research with young people, the process involves a number of gatekeepers and procedures for authorisation hence difficulties can arise for researchers (Barker & Weller, 2003). However, Morojele & Muthukrishna (2011) state that children are self-governing and independent actors who are capable of improving their lives,

statement supported by the fact that participation is a fundamental right of children as regulated by the United Nations Convention on the Rights of Children (Morojele & Muthukrishna, 2011; Skelton, 2007).

Geographers interested in childhood analysed the exclusion of children and young people from full participation in activities, spaces and everyday practice (Van der Beck & Dunkley, 2004). Scholars like Barker & Weller (2003) and Van der Beck & Dunkley (2004) further assert that young people depict competence and capability in challenging exclusionary discourse and produce their complex system of belonging.

Giving young people opportunities to express the views that represent their lives increases their latitude in life (Van der Beck & Dunkley, 2004). It can therefore be said that involving pregnant young women to be active participants will furnish them with a platform to share their views about experiences and navigation processes that could provide fruitful information about the phenomenon (Van der Beck & Dunkley, 2004). Cahill (2007), in his collective work afforded young people opportunity to voice their views about issues like pregnancy in their environment; he identified a sense of agency in their ability to foster transformation in their environment (Van der Beck & Dunkley, 2004). Young people do have the capabilities and abilities to unfold hidden aspects surrounding their spaces if they could be trusted with opportunities and listened to by researchers.

2.3 Teenage pregnancy and schooling

Teenage pregnancy and its' escalation is viewed as a social problem (Macleod and Tracy, 2010; Mchunu et al., 2012). In many developing countries, teenage pregnancy is a major

disturbance to teenager's schooling and career achievement (Chetty & Chigona, 2007) and teenage pregnancy incidents and disruptions to schooling are counted internationally (Chevalier & Viitanen, 2003; Olivier, 1996 cited Chetty & Chigona, 2007; Pillow, 2004).

Teenage pregnancy can be defined an act whereby a female aged between 13-18 years old becomes pregnant (Wikipedia, 2014) while Haywood (2001) states that the term refers to a young women who becomes pregnant before having reached legal adulthood. The revisionist school of thought refers to pregnancy as a result of a choice made by immature disadvantaged teenagers who couldn't delay childbearing (Mkhwanazi, 2006).

Revisionists further argue that teenage pregnancy occurs due to a collapse of socio-economic status, values and moral but it is an adaptive strategy that a group of teenagers adopt (Furstenberg, 1991; Mkhwanazi, 2008). These scholars state that in developing countries, teenage pregnancy is related to social issues associated with high rates of poverty, long term dependency and low education and are known to constitute medical and physical concerns for young parents and their infants (Furstenberg, 1991; Mkhwanazi, 2008). Teenage pregnancy predicaments emanate from individual, familial and social factors which involve culture, religion, moral values, belief, low education, economic constrains and lack of support structures thus teenage pregnancy is influenced by various factors for each society (Furstenberg, 1991; Mkhwanazi, 2008).

Studies show that young women fall pregnant due to factors that include: lack of knowledge, access to preventive measures that they are too ashamed to seek, drug abuse and rape. Studies show that in the U.S and in most countries, teenage pregnancy emanates from lack of education on safe sex; either parents or schools don't supply teenagers with proficient

knowledge about sex practice. Therefore, they lack cognition of sexuality and its central facts (Wikipedia, 2014). Most studies show that teenage pregnancy increases the risks of low birth weight, premature babies and it accounts for a number of maternal deaths. Teenage pregnancy carries a social stigma in many cultures, especially in developed countries and it happens out of wedlock (Marteleto et al., 2009).

Pregnancy and schooling have been an outstanding predicament to policy makers, education departments, schools and society at large, from third to first world countries including South Africa. Pregnancy is viewed as a disturbance to school going teenagers, the problem ranges from ignorance, moral collapse to gender violence (Macloed, 2001). Responsibilities that accompany pregnancy and parenting impact negatively on a young woman's schooling, which have its own burdens i.e. peer pressure, school work and school spaces. Chetty & Chigona (2007) and Macleod (2003) concur that pregnancy is disruptive to teenage girl's education process. Moreover, teenage pregnancy and teen motherhood are the main grounds for young girls' dropping out of school (Mchunu et al., 2012).

Chetty & Chigona (2007) further emphasised the challenges faced by pregnant teenagers at school, their study highlighted parental and peer pressures which are more dominant than support and understanding. Additionally, dealing with pregnancy and its complications, relationships, adult decision making and school work, seem to be burdens to young girls hence, some opt to leave school. In most cases in South Africa, the birth of a child means the end of schooling for the young mother (Grant & Hallman, 2006). Kaufman, Clark, Manzini & May (2004) state that it all depend on the girls' ability to manage finances, pregnancy and schooling and the school of thought vested teenagers with agency as conscious and rational decision makers (Mkhwanazi, 2006). The conceptual framework, within which

this study is located, recognises the same sentiment in honouring teenagers 'capabilities' and their decision making abilities.

2.3.1 Pregnancy, motherhood and education attainment

The South African Constitution (1996) provides for the basic right to education for every child and South African laws are against the exclusion of pregnant girls and teenage mothers. However, the policies don't ensure that teenagers experience normal schooling without disruptions as studies show that early motherhood is associated with low education achievement (Bhana, Morrell, Shefer and Ngabaza, 2010). Most international and local studies show that pregnancy interrupts a young woman's education and that early childbearing impedes school enrolment and schooling (Madhavan & Thomas, 2005). Teenage pregnancy is one of the social ills that impacts world societies due to its outcome on a woman's education and the phenomena is viewed as a social problem because of its' negative effect on young people's education attainment **(**Cherrington & Breheny, 2005).

Additionally, pregnancy frustrates the ideal education pathway for teenage girls (Heilborn, Bradao, Da Silva & Cobral, 2007). Local scholars like Mchunu et al. (2012) and other international scholars agree that pregnancy interferes with education attainment of young girls. Makgalobone (1999 cited in Chetty & Chigona, 2007) further speculates that pregnancy is one of the major causes of school disruptions for school going teenagers. Varga (2003) concurs with Mchunu et al. (2012) and Macleod & Tracy (2010) and regards pregnancy as the main obstruction which is associated with school disruption. Research conducted by Richter et. al. (2006) exhibits that pregnancy and schooling is the leading reasons as to why female learners leave school, too often pregnancy in high school symbolises school failure or the end

of the schooling journey for young people and family abandonment. Grant & Hallman (2006) posit that becoming pregnant in school increases the risks to academic success.

Furthermore, Bhana et al. (2010) state that teenage mothers face challenges with regards to managing and negotiating the demands of schooling, parenting and pregnancy itself as some young mothers have no one to look after their children; they take them to day care every morning and pick them up after school. Young mothers often struggle with domestic chores in addition to their school work and all these become a burden to young mothers who are still growing and they eventually become too stressed to cope with educational expectations. Bhana et al. (2010) illustrate that young mothers are seen as threat to collective academic performance and class harmony and that teenage pregnancy is a predictive factor of school dropout and disruption (Chetty & Chigona, 2007). Gyan's (2013) findings concur, stating that girls leave school after delivery because of shyness but likewise, being a young mother reduces a learners study hours. Gyan's (2013) findings further share the sentiments of Macleod (2003) who states that pregnancy disturbs the attention span of the young women. Studies also depicted that teenagers return to school without receiving any counselling to cope with parenting and schoolwork simultaneously thus leaving school because of pressure (Chetty & Chigona, 2007).

Most studies, including Bhana et al. (2010) maintain the inability of young mothers to cope with academic school demands and further comment that pregnancy produces poor results and higher incidences of school dropouts. Chetty & Chigona (2007) add that learners find it difficult to balance motherhood and childhood and this could be, according to Bhana et al. (2010) as a result of the attitudes and practices of teachers, who negatively influence the experiences of teenage mothers as they are in a vulnerable state; the manner in which teachers

receive them is important to attain education. It is crucial for every girl to get education so as to unlock the future doors that are ahead of her. Therefore, girls need support from all structures of society to achieve and make it to the career path of their choice.

2.4 Experiences of pregnant teenagers

The concept of experience can be defined as an individual's significant incidents or occurrences that hold meaning to that particular person; it is accumulated through holistic engagement from time to time (Cele, 2006; Osman, 2009). Individuals encounter realities in different ways, hence their expressions, behaviour and interpretation varies. Therefore, experience differs for each person as does the meaning attached to the experience (Osman, 2009). The environment where the incidents take place to create memorable experiences are important for the individual to deduce meaning; the position and environment decide the kind of experience i.e. whether it's negative or positive. Young people usually accumulate their experiences from different contexts which are school, home and society (Collins & Coleman, 2007). In my study, I sought to investigate the experiences of pregnant teenagers and explore their critical acquaintance of schooling spaces, events and emotions that hold vital meaning for them.

2.5 Dynamics of adolescence stage

Adolescence is the development stage which is a path way from childhood to adulthood; every person has to pass through (Haywood, 2011). Macleod (2003) posits that it represents the transitional stage between childhood and adulthood and that it is the time when teenagers experiment with adult behaviours. Macleod (2003) further suggests that it must be

acknowledged as a discrete stage of development as it is a developmental period where the body goes through physical transformation, transition and identity creation; it is during this stage where teenagers demonstrate their upcoming independency while displaying a vulnerability to peers' pressure and risk taking behaviour (Macleod, 2003). Moreover, adolescence is a crucial and confusing period where young people are in the stage of identity formation, constructive journey to adulthood (Jones & Deutsch, 2009). It is during this period that the choice to make sound decisions that will shape and reflect on their lives is presented. Teenagers in this stage are neither children nor adults, rather they are in the immaturity period and have to detach from their childhood relationships to develop a sense of self in formed relationships (Jones & Deutsch, 2009). The newly formed relationship has a great influence on the teenager's decision making; it could either constructive or destructive.

2.6 Support structures for pregnant teenagers

In South Africa, the School's Act no.84 (Department of Education, 1996) provides a policy that permits pregnant teenagers and young mothers to continue with their schooling and provides guidelines which promote supportive rights and an inclusive approach to early pregnancy strategies. Chetty & Chigona (2007) in their findings highlighted the three spheres that teen mothers and pregnant teenagers lacked support viz. school, home and community. Scholars like Pillows (2004 cited in Chetty & Chigona, 2007) argue that pregnant girls and teenage mothers need help and support in their situations. Chigona & Chetty (2007) and Ingram (2014) agree and add that girls are in need of tremendous support which includes emotional, family and academic support as well as social and psychological support (Ayuba & Gani, 2012).

2.6.1 Family and community

Family, the smallest unit of society, has a vital input in community building; what a family fails to provide to a person, manifests in a negative way by contributing to social ills. In the case of pregnancy and schooling, most studies have shown that girls who are supported by their families are not disturbed by pregnancy and are able to finish school. Ingram (2014) agrees that teenagers who have family to lean on for emotional, financial and child- care support normally manage to finish school and go far with their lives. Nevertheless, pregnancy interferes with girls' schooling and academic performances and Chetty & Chigona (2007) speculate that lack of family support portrays itself in pregnant girl's behaviour by girls skipping school days and hiding pregnancy.

Parents distance themselves without knowing what is happening to their daughters as they feel ashamed (Ingram, 2014). Chetty & Chigona (2007) further narrate that girls are unable to do their homework because of the lack of assistance with child care as they couldn't afford babysitters. In some cases, paternity is denied resulting in no financial or social support for their children thereby multiplying the challenges encountered by pregnant teenage girls hence; they skip classes to care for the baby (Chetty & Chigona, 2007). Bhana et al. (2010) further comment on the importance of support from the baby's fathers. Ingram (2014) suggests that support from any adult could be useful i.e. teacher, parent or counsellor; he also suggests that schools are often the only institutions that pregnant teenage girls trust and feel comfortable to work within.

Pillows (2004) comments on the mounting pressure faced by pregnant teenagers to pursue education as it is not just a right but an obligation to conform even in their situation to

ease guilt. Studies show however, that young mothers who receive support in their environment are less disrupted by parenting and pregnancy. According to Bhana et al. (2010), social context and support structures are important in and out of school for young girls to negotiate schooling and statistics show that teenage girls with strong support structures survive pregnancy hardship and negotiate schooling context with success (Ingram, 2014).

Worldwide, teenage pregnancy is associated with risk factors visible in the family, school and neighbourhood context (Mchunu, et al., 2012). Influenced behaviour which is prescribed by global system make teenagers struggle to match theory and practice (Macleod, 2002) and support from stakeholders can ease frustrations, whereas denying support restrains them from pursuing education that will break the chains of ignorance and poverty (Bhana et al., 2010). Therefore, the key to empower pregnant teenagers is support (Jewkes, Morrell & Christofides, 2009).

Haywood (2011) concurs with Bhana et al. (2010) in stating that teenagers need to be supported and recommended support services for those who are struggling to cope with unexpected pregnancy. According to Prinsloo (2005 cited in Macloed, 2002), families play an important role as they produce human personalities. Sideman (2004) agrees in that he states that social structures make action practical and further pronounced that social practice is modelled to social systems and institutions thus, the support needs to emanate from the society, family and thereafter spreads to the institutions. According to Chigona & Chetty (2007), a teacher's ability to be responsive to young mothers or pregnant girls has long term implication. Moreover, most South African girls return to and complete school after birth with the support of their families (Kaufman et al., 2001). According to Bhana et al. (2010), teachers do support learners however, their support is not acknowledged. Lynch, Baker & Lyons (2009) posit that

teachers show sympathetic emotions in dealing with pregnancy, they further grant that teachers exhibit a sensitive understanding to teenage mothers as they negotiate schooling and parenting. However, research does show that most teachers don't know how to support young mothers as they are not equipped with the skills set to assist aptly; they do what they think it is appropriate and they have no policy (Bhana et al. 2010). Chetty & Chigona (2007) suggest that pregnant girls be declared as learners with special needs so that they can get professional support.

2.6.2 School

Studies show that it is an immense challenge for teenage girls to balance pregnancy, parenting demands and to attend to schooling needs (Chetty & Chigona, 2007). In most schools, few support mechanisms are available for pregnant girls and teenage mothers and without support structures in and out of school, young mothers and pregnant teenagers are restricted in exploring the areas of learning and pregnancy (Bhana et. al., 2010). Nevertheless, some provinces make provision of specialised support in their policies to assist teachers and pregnant learners (Chetty & Chigona, 2007). In some schools, the support of pregnant teenagers is contained by teachers who are intertwined by their beliefs and gendered social environment and locked them in believing that pregnancy shouldn't be accommodated in school (Bhana et al., 2010).

Several scholars like Jewkes et al. (2009) and Marteleto et al. (2008) assert that pregnant girls are struggling to negotiate school and the situation they found themselves. Bhana et al. (2010) further state that pregnant teenagers don't receive sufficient support from school, community and family. support that could enable them to navigate their schooling efficiently. Moreover, teachers don't comprehend pregnant teenagers' situation, they expect them to

achieve and behave like fellow learners (Chetty & Chigona, 2007). Furthermore, pregnant girls face overwhelming hardships with the lack of support and unbearable pressure from peers and teachers when dealing with pregnancy and school work (Chetty & Chigona, 2007). Ingram (2014) suggests that support from any adult could be useful either teacher, parent or counsellor, he also suggests that schools are often the only institutions that pregnant teenage girls trust and feel comfortable to work with.

2.7 Culture, sexuality and pregnancy

Research shows that it's hard for parents to educate their children about sex and contradictions of sexuality have been noted in the late modernity (Ritcher et al, 2006). Even in liberal communities, there is a lack of communication with children about sexuality (Ritcher et al., 2006). Research conducted by Macleod (2010) showed peers to be frequent source of information which is seen to be destructive. Furthermore, parents are provided with variety of sources to communicate openly with their children about sexuality (Macloed, 2002). However, the reality of the situation is that parents struggle to speak to their children about sex (Epstein & Johnson, 1998).

Pregnancy can result in a breakdown of communication between parents and their daughters; pregnant teenagers feel left out with no one to share the school experiences and challenges of life in general with, which contributes to a non-conducive learning environment as they are in a way, segregated (Chetty & Chigona, 2007). Sexuality is embraced with stigmatisation and associated with immorality in many societies and is produced and silenced both in schools, and in society because of social construction and cultural beliefs that are purported by social members, parents and teachers (Bhana, 2010; Richter et al., 2006).

2.7.1 Culture, gender and teenage pregnancy

In 1996, the Constitution of South Africa guaranteed gender equality and the reproductive rights of women. In our communities, ideas of the acceptable norms are rooted in social customs including sexuality (Bhana et al., 2010). These ideas are therefore entrenched in the hierarchical relationship between males and females and flows down to boys and girls (Bhana et al., 2010). Religion and social status have an impact on the decisions young people make about sexuality (Richter et al., 2006) and most scholars agree that the cultural and social background of young people is vital in making life decisions and making decisions regarding sexual choices is of no exception. Girls are culturally socialised to be passive and innocent when it's comes to sexual activities (Sowden, 2013) and there are cultural roots that deny girls the opportunity to explore their sexuality without stigmatisation (Bhana et. al., 2010).

Young women are therefore known to engage in sexual activities to please their partners (boys) so that they could marry them. Most girls have internalised this cultural domination hence, sex is viewed as an essential aspect of love. Macleod (2002) adds that coercion is exercised in different forms which are verbal, emotional and assault, male partners use manipulative words like 'if you love me you will sleep with me', those words are confusing to teenagers who are in the stage of uncertainty where they are not sure of what love is all about. Research reveals that with a number of women in RSA who fall pregnant, half of them aged between 15 to 30 years old had been forced to have sex by their male partners (Macloed, 2002). According to Jewkes et al. (2009), women negotiate sexuality under the condition of patriarchal inequality. Varga (2000) laments that gender ideology and roles interfere with girl's ability to negotiate sexuality and safe sex with their partners.

Pregnancy and motherhood is gendered as the mothers' family usually carries the burden of taking care of the baby and it is the mother's education that becomes disrupted (Macleod & Tracey, 2010). Moreover, girls are the ones who delay school attendance due to recovering from giving birth whereas the father continues without any repercussions (Macleod & Tracey, 2010). Research shows that gender inequality may impact negatively on a young woman's vulnerability (Van Staden & Badenhorst, 2009) and that gender inequality has a huge influence in restricting girl's sexual choices, impeding teenagers communicating condom use and exposing young women to male pressure (Jewkes et al., 2009). Jewkes et al. (2009) further speculate on the impact of gender inequalities that restrict young people in making sexual choices. They assert that in most cases, pregnancy results from coercive sex due to defencelessness of young females.

Young women are unable to make decisions with regard to sexual behaviour because of the cultural socialisation that emphasis adult superiority (Macloed, 2002). Moreover, they are controlled by sub-culture, values and norms and in our society; women are sexually dominated by men in sexual relation as they have sexual entitlement (Jewkes et al., 2009). Women deserve mutual respect in a relationship and well established, balanced gender roles that combine traditional and modern ideas that could provide equality and power to make decisions with regard to daily challenges and intimate relationship (Jewkes et al., 2009).

2.7.2 Pregnancy, schooling and exclusion

Social exclusion does not only encompass material deprivation but it includes the inability to participate effectively to social, economic, political and cultural life (Van der Beck & Dunkley, 2004). Broader formulation of exclusion analyses different forms of exclusion in society and its implications in the process so as to fill in the gap to include everyone in the mainstream (Sibley, 1998; Van der Beck, & Dunkley, 2004).

Children's geographies provide undivided attention to the inclusion of children and young people in every form of participation and exclusion. The concept of exclusion has dominated academic and social policy discourse around the world and is practiced in various forms and in different areas of societies; in the school context young people are denied social participation from the mainstream. Traditional geographers emphasize identity and social differences and how space and place has become a platform of exclusion (Van der Beck & Dunkley, 2004). Hall (2011) believes that young people are excluded in mainstream society as their experiences are to a degree, shaped by adult's understanding of reality. Hall (2011) further states that teachers in schools insist on normality and abnormality; those who don't meet the expectation of what is viewed as normal forfeit the opportunity of partaking in the school environment. In many western societies, teenage pregnancy results from social exclusion and exclusion intensifies at the teenager's pregnant state or after birth (Hall, 2011).

The Bill of Rights as enshrined in the Constitution of South Africa Act 108(1996), affords young people with the basic right to basic education. However, pregnant girls and teenage mothers complain about ill treatment they endure in schools and expulsion from classes (Ministry of Education, 2004). Moreover, pregnant young women are blamed for contaminating fellow innocent learners which Pillows describe it as a discourse of contamination (2004). Chetty & Chigona (2007) further add that pregnant girls are 'othered'

because they are accused of being bad examples to peers. Pregnant girls and young mothers are marginalised by teachers who don't understand their condition and expect them to perform like others without giving them extra assistance and by parents who feel embarrassed by their girls who fell pregnant in their communities (Chetty & Chigona, 2007).

Furthermore, teachers give up on them due to their inability to do projects and other school work that should have been done at home, instead labelling them as incompetent (Chetty & Chigona, 2007). Macleod (2010) illustrates the concept used to describe pregnancy with regard to teenagers, which is associated with inadequate parenting and includes neglect, maltreatment and abuse. Additionally, Mkhwanazi (2006) and Bhana (2010) comment in relation to vocational failure and cycles of pathology attached to pregnant girls where they are classified as bad mothers and are stigmatised and discriminated; they are called incapable, immorally and irresponsible badly behaved girls (Ministry of Education, 2000). Due to the discourse of contamination, communities stepped in to force schools to exclude pregnant teens from attending school.

2.8 Conclusion

The chapter reviewed local and international literature that contains different perspectives about teenage pregnancy and girl's experiences and the way they navigate the schooling. The chapter further defined the theoretical framework that informed the study and defined concepts used in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter defines the methodology utilized in the study; it outlines the design of the study, including the sampling and data collection process, researcher positionality and further discusses the geographical and social economic context, data analysis, validity and trustworthiness, ethical considerations and limitations of the study.

Methodology is the approach that informs the fundamentals of the comprehensive research approach which is supported by evidence (Cohen, Manion & Morrison, 2007) as such, the research design used in the study revealed the positive experiences, challenges and different dynamics that pregnant teenage girls encounter in their schooling process. A qualitative approach informed by narrative inquiry i.e. semi-structured interviews and participant observation, which allowed meaningful insight about the topic. Miles & Huberman (1994) define qualitative approach as interpretive and its focal point is to understand meaning and building concepts. McMillan & Schumacher (2006), further define qualitative research as an inquiry that requires face to face data generation by interacting with the sample group in their natural setting. Qualitative research is therefore useful in generating theory, expanding policy, enriching educational practice, defining social issues and stimulating achievement (Maree & van der Westhuizen, 2007).

Qualitative methodology attempts to get in-depth perceptions from participants (Baxter & Jack, 2008; Loader, 2010) consequently, individual and focus group interviews were used to gain in-depth perceptions from the participants about the phenomenon. In my study, I selected only four participants who were rich informants since the study focuses on gaining deeper understanding on pregnant teenage participants' experiences in their schooling process. Therefore the sample group with rich information were teenage girls who are still at school or just left school for maternal reasons.

Selecting rich informants enabled me to pick up on the unnoticed aspects surrounding pregnancy which are myths and the emotional, physical, psychological and economic constraints that affect pregnant young girls and teenage mothers in their schooling. As I was garnering normal and sensitive encounters of place and space of schooling and pregnancy, I needed rich descriptions of the participants' experiences and emotions. Direct synergy with participants provided me with an in-depth understanding of what participants go through when they are in the situation. Qualitative methodology is content- free and allows complete immersion of participants (Baxter & Jack, 2008) and is conducted in the real world without researcher's manipulation (Cohen et al., 2007). The information and ideas that were provided by pregnant teenage learners were listened to, and I did not manipulate or coerce any narrative. A qualitative approach is useful in enhancing researchers' understanding of experiences, practice and interpretations (Springer, 2010**).** According to Miles & Huberman (1994), the researcher becomes an insider during the research process and within this study; young participants were allowed to tell their stories about their schooling experiences during pregnancy.

The participants were offered a chance to contribute their ideas about the phenomenon and on what needs to be done to normalise their experience, as qualitative methodology enables verbal and textual data generation (Cohen et.al 2007). Likewise, Henning (2004) contents that a qualitative approach is used if the researcher wants to draw out a deep understanding of the experiences of participants. Qualitative research is the best approach for my study since I was working with unpredictable and emotional participants; some of them are still pregnant they have hormonal problems and mood swings. During the fieldwork, I had to be very flexible in my data generation process as according to Silverman (2000), a qualitative researcher remains open to unpredictable and unexpected shift of direction.

The study was a narrative inquiry which is defined as a way of understanding experiences by inquiring within the specific setting (Connelly & Cladinin, 1990). Additionally, a narrative is a story ... accounts of connected events or experiences presented in a sequence of spoken or written words (Wikipedia, 2014). It is an ideal approach for researchers who aim to understand a phenomenon or experiences. Narrative inquiry as a broader field of qualitative research is the interdisciplinary study of the activities involved in generating and analysing stories of life therefore; the aim of this study was to provide participants with the platform to tell their stories about schooling experiences during and after pregnancy. According to Clough (2002), narratives allow for a deeper view of the context and the report of experiences that might go unnoticed as it allows for the researcher to pull out needed information from the participants.

Narrative inquiry, as a research approach bestows potent ways to handle the systematic study of personal experiences and meaning of the manner in which participants constructed events (Denzin & Lincoln, 2000). The inquiry focuses on the life story of individuals which is

oral or written story telling (Andrews Squire & Tamboukou ,2008) and in this study, pregnant teenage learners were allowed to tell their stories and the fieldwork process were very flexible letting those who want to narrate in writing, do so. Narratives enable participants to narrate their unique stories about themselves (Pavlish, 2007).

In this study, participants were able to tell different stories about their experiences in and out of school during pregnancy and motherhood. Stories serve as vital function in justifying and securing hope (Atkinson, 2002). Pavlish (2007) indicates that narratives motivate participants to recall, reflect and relive their life experience. For my study, narrative inquiry was an advantageous as my topic involved different experience for each individual; some had to reflect and not dwell on the social constructed assumptions. Narratives help researchers to understand more about individuals, social change and be able to explain important aspects and data collected, deeply meaningful and used to imply acute understanding (Andrews et al., 2008). Narratives show a sense of being accountable to others on the side of the narrator, narrating actions and experience is socially understandable (Pavlish, 2007). As the study uses narrative inquiry to generate useful data from the participants, told stories were constructed into sequential events that created meaning on the experiences of pregnant girls. This method was useful for my study as I was able analyse and interpreted connected events which furnished me with profound meaning and acute understanding of the phenomenon.

3.2 Researcher positionality

My study is located in the social constructionism, children's geographies and new sociology of childhood studies, which claim that truth is virtual and dependent on the individual's perspective of reality (Baxter & Jack, 2008). My view as I begin the study was to construct my

participants as independent, mature and competent human beings, fully capable of making decisions and contributions about issues that take place around them. I concur with Holloway & Valentine (2000), who assert that young people are competent social actors capable of expressing themselves and their experiences. I diverted from traditional research which conceptualise young people as incomplete and unreliable objects to be studied (Sbarouni &Oakley, 1994).

Childhood is socially constructed; therefore young people should be regarded as competent subjects who are capable of making meaning in their own right (Halloway & Valentine, 2000). Young people are entitled to partake in research that intends to examine their experiences; likewise the narratives of pregnant participants serve as a fundamental source of knowledge of how teenagers cope with pregnancy and schooling dynamics. Gratification, challenges and resistance are publicised by investigating young people's schooling spaces and places; socially and experientially. Engaging intimately with young participants was prolific; it enabled participants express themselves freely thus enabling me to gain subtle understanding of their experiences what they go through and what they do to survive.

The study is informed by sociology of new childhood studies and children's geographies hence; my ontological view is that all truth is sense which is constructed by each individual, in a particular setting in a specific moment and experience (Andrew, 2012). All data collected were valued and treated with reverence as the narratives gave a clear perspective into the lives of the participants. I viewed the participants as co-partners in the research and respected their individuality and their experiences within the place and spaces that affected their lives by allowing them to share their perceptions and experiences without interruption. There was a shared ownership of the investigative process.

3.3 Research design

3.3.1 Procedures for selecting research participants

In qualitative research, sampling is informed by ultimate goal of gaining a rich description of people and experiences (Springer, 2010).To generates data for my study, I needed informants who have rich experiences and something to say about the topic. Therefore, to select my participants, I used purposive sampling where the aim is to identify individuals who are informative (Springer, 2010). Sampling is carried out to increase the usefulness of information obtained from individuals or groups (McMillan & Schumacher, 2006).

My sample group included four teenage girls under the age of 18, who had been pregnant or are currently pregnant and attending school. Two girls are pregnant for the first time while two have children and are expecting their second children. All participants were still attending school. I selected participants from a high school around Pinetown who reside in the same semi- rural area. I chose participants from the same educational settings so that I would be able to gain deeper understanding of their perceptions and views about the phenomenon and be able to identify common perception. Being a primary school educator, I approached the principal of a high school that was found to have a moderate number of pregnant teens thus, being able to access the targeted participants. Participants were told about research procedures, that they are free to withdraw at any time if they want to; permission was asked before they were audio- taped or pictures taken of them as well as before notes were taken.

Although my research was about a confidential and sensitive topic, the participants volunteered to participate…they were excited to receive the attention. I first went to their school and spoke to the principal, took their names down and made an appointment with them

and later returned for the photo voice a discussion which was done at school. I couldn't use their school as I wanted them to feel free to narrate their stories. Therefore, I chose an environment which I thought would be a relaxed setting and which would enable young girls to open up freely. Interviews were conducted in a park, a relaxed atmosphere which allowed the participants to tell their stories without any disruptions. I received consent from the principal. Pseudonyms were used in the study to protect the confidentiality and anonymity of the participants (Cresswell, 2007). Participants were informed about voluntary participation and that they were not forced and could withdraw from the study if they so wished (Cohen et al., 2007). The utilisation of audiotape and cameras was discussed and participants permitted.

3.3.2 Methods of data generation

3.3.2.1 Individual interviews

The main focus of the study was to explore experiences of pregnant teenage learners and their emotions within the school environment, and how they navigate through and make meaning from it. Cohen et al. (2007) agree that interviews serve as specific tool to collect information that has an effect on the research objective as interviews are social encounters. As the study is informed by children's geographies, a child -centred approach was used to address the power dynamics between the researcher and participants (Young & Barrett, 2002), resulting in the formation of mutual relationship in the process (Gallagher & Gallagher, 2008).

The data generation method used for the study is individual semi-structured interviews to gain understanding on how pregnant learners connect and navigate schooling and pregnancy. Springer (2010) recommends the flexible use of interview schedule. Cohen et al. (2007), insist that interviews allow for flexibility and freedom. Since the study is constituted by participants

who were teenagers from different backgrounds, the sensitivity of the topic and the secretive nature of their stage made influenced the decision to opt for individual interview as the best method to use. During the interview, I engaged in face to face sessions with each participant who got a chance to narrate her experiences at school. Open- ended questions were used in order to coax the participants to share without disruptions.

Probes to direct the responses to the research objective were used as Springer (2010), concedes that the interviewer's task is to guide the interview to the topic. Probing questions enabled participants to extend their views about the topic (Loader, 2010). I encouraged the participants to talk and express their views about the topic within the framework of the research question. The study aimed to understand a pregnant teenagers' perception on what should be done to assist other learners who find themselves in a pregnant state to access schooling with a much ease as fellow non pregnant learners. Participants were given an opportunity to contribute their ideas on what needs to be done to balance educational demands and pregnancy in order to maintain academic performance at a high standard. The young women were given a chance to provide new ideas of what they think could be done by the stakeholders to support pregnant teenage girls and young mothers who are still at school.

Interviews were conducted on a weekend at a park in Pinetown. I transported participants from their area on a Saturday morning; they waited patiently at a bus stop near their school from where I collected them and they were very punctual, which impressed me. Only one participant was a little late, not more than five minutes. In the car they were very open, talking about their school work, how lucky they are to be in quintile one[1] school and comparing gender. By the time we arrived in the research setting, the sense of trust and the

[1] Quintile one is the 'poorest' quintile, while quintile five is the 'least poor'

relationship was developed between the participants and me, as the researcher. The interview was conducted in IsiZulu to allow them to express themselves freely.

I first explained to them as a group, the purpose of the study and the confidentiality of the information as well as the research procedure. I let them decide if they wanted to narrate verbally or in writing; they all opted for oral narration. I then started interviewing them as individuals and let others go play in the park, thereafter calling them one by one. Each interview session took about twenty minutes, which is considered a standard time for individual interviews. I audio- taped participants' narratives with their consent and they became very excited to hear their voices when I replayed the tapes to ensure that the interview was not interfered with or distorted (Baxter & Jack, 2008).The interview was successfully conducted due to the mutual trust that developed and respect between the researcher and the participants (Niewenhuis, 2007).

3.3.2.2 Focus group interviews

The focus group interview was conducted using semi- structured interview principles. I selected semi-structured schedule as its reveals the participants' social interactions (Niewenhuis, 2007). Moreover, semi- structured interviews are dynamic data generation process (Cohen, et al., 2007). Focus groups create a social environment where group members are anchored to engage in open discussion about schooling experience. My focus group was originally the four participants that were interviewed individually, due to unforeseen circumstances, only three participants were available on the day of the interview.

I conducted the focus group interview at their school during the lunch break to discuss photos that were captured. The purpose of the focus group was to let each participant communicate, share their experiences and ideas, and remind each other about the forgotten incidents that are relevant to the topic that could enrich the study, which concurs with Springer (2010) as he asserts that members stimulate each other's perceptions and ideas to remember forgotten details of experiences. I used the interviews to ensure that rich information about the pregnant teenagers and emotional support are drawn from participants. As the technique explored the experiences of pregnant teenagers, I was able to attach meaning and makes sense of their experiences (Denzin & Lincoln, 2001; Morojele & Muthukrishna, 2011).

Discussion in a focus group enabled participants to remember what they didn't mention during individual interviews and during the focus group interviews; they were more relaxed while talking about the photos and stating the reasons why they took pictures in those scenes. When they were doing these discussions, the participants preferred to narrate in writing due to the noise levels, limited time and the curiosity of other learners. Participants wrote their narratives in isiZulu so that they won't be impeded by the language barrier as they narrated the physical encounter of the school places and spaces and the emotional experiences that goes with it as well as the meaning they create. The participants managed to supply sound reasons as why they had taken most of photos.

3.3.2.3 Participatory research techniques

The study used photo voice as a participatory research method that sought to engage the participants more fully. Springer (2010) states that interviews may have given rise to nonverbal communications, like facial expressions and observation will give the researcher a chance to

note those nonverbal gestures. Denzin & Lincoln (2000) defines observation as a field strategy that simultaneously combines interviewing and direct observation of participants and introspection.

In addition, the observation of the participants allowed the interaction between participants and I, which created a better cognition of the participants on my side. As I was in the field with teenage girls, I observed them, took notes, pictures and did the recording. I used field notes which were useful for recording and guarding against information distortion towards the end of the data generation process. I focused on the findings and further evidence that was useful in the research process. I made handwritten notes, used audiotapes and a camera.

Participatory techniques i.e. photo voice, were conducive for young people who are in a pregnant state as their temperament can be unpredictable. Participants were enthusiastic to participate in the participatory activity as it provided them with a platform to share their experience and be heard whilst having fun. According to de Lange & Stuart (2007), fun activities are non- intimidating thus allowing participants to enjoy the activity. Through participatory techniques, the participants created their own realities and make meaning from their experiences.

In this study, I used a participatory technique, photo voice which is a method that uses photographs to visually document a story (Jacobs & Harley, 2008; Morojele & Muthukrishna, 2012) and this method was enjoyed by the participants. This form of data generation has been used in different studies which research issues around children in their spaces and places in their lives (Cele, 2006; Morojele & Muthukrishna, 2012). Photo voice enables participants to

represent their lived realities and promote analytic dialogue and knowledge about personal and community strength and concerns (Cele, 2006; Morojele & Muthukrishna, 2012). It was explained to the participants that after the individual interviews were concluded, they will have to go to school and take some pictures that will make sense to them and relate to the topic so as to complement their narratives.

Participants were given one week to take pictures of scenarios that connected with their emotions and have influenced their experiences in the school context. As I was working with teenagers in a technologically advanced era, I asked them to use their phones to take pictures which I would then print. However due to examinations being written, the one week was extended to two weeks after the holidays. As they were not able to use their phones, I brought a camera for them and they captured ten pictures.

After the pictures were printed, the participants in a discussion in a form of a dialogue where they spread photos in front of them and they stated what each picture mean to them and their schooling experience. The central aim of using photographs was to render participants with opportunity to illustrate their experiences and platform of conversation (Young & Barrett., 2001). I focused on concrete aspects that are vital to the study. Participants interpreted their physical and social realities through the photo shoot (Morojele & Muthkrishna, 2012) as pictures are the best tool for discussion (Young & Barrett, 2001).

3.3.4 Data analysis

Data analysis means breaking down information into smaller pieces (Cresswell, 2007).The main purpose of qualitative data analysis is to examine meanings and contents of qualitatively

generated data (Nieuwenhuis, 2007). Data analysis involves generated data that are arranged in order to provide meaning to it (Osman, 2009). Furthermore, data analysis is a process that demands creativity, discipline and systematic approach on the part of the researcher (Taylor-Powell & Renner, 2003). As Cohen et al. (2007) assert analysis should be presented in a way that guides the study and provides lucid understandings about the purpose of the study. The study used qualitative content analysis based on individual and focus group interviews and the photo graphs that were taken during data generation process.

Generated data were interpreted, transcribed and classified into themes. For participatory technique, participants did photo voice where participants were requested to furnish captured photos. Participants discussed the supplied images, shared ideas and explained what each photo implies to their schooling experiences. They discussed verbally and later put everything in writing as their preferred method. Observation was done during the dialogues on the photos and notes taken. These were then transcribed as were the interviews and written responses. The individual and focus group transcripts were classified into categories and themes relations and patterns in categories were noted (Cohen et al., 2007). As the interview procedures was completed, all generated data which are participants' audio- taped and written narratives, images and notes were analysed to generate recurring themes (Newman et al., 2006).

The main point of the qualitative data analysis is to eliminate duplicated amount of data in an easily controllable and systematic section (Cohen et al., 2007). Analysis and interpretation of data allow for the possibility of discovering categories and themes that emerge from data (Springer, 2010). I used thematic and content analysis techniques to analyse data which were guided by the research questions. Furthermore, the whole process of data analysis

was in accordance with the umbrella threshold of the study (Taylor- Powell & Renner, 1997). Therefore, data was categorised in themes with a purpose of answering the research questions of the study (Taylor- Powell & Renner, 2003). Content analysis is an unobtrusive technique (Cohen et al., 2007) and thick descriptions and analysis of narratives using thematic and content analysis can be formulated into a whole new data (Henning, 2007).

3.3.5 Validity and trustworthiness

Validity is concerned with integrity of the conclusion that is generated from a piece of research (Maree & Van der Wethuizen, 2007; Shenton, 2004) assert that validity and trustworthy are the basis of the qualitative research consequently, to establish trustworthiness for my study, I ensured credibility by using member checking which took place during photo voice session, participants were asked to give reasons for each photo taken and I observed specific patterns (Miles & Huberman, 1994). I spent enough time interacting with the participants to ensure that trust between us was developed during stages of participant's observation. I visited their school several times and I used mobile communication.

Upon translating and transcribing all data, I took the transcripts back to the participants to ensure validity and allow them to review translated data so as to avoid researcher bias. Likewise, I used a triangulated method of data generation i.e. individual and focus group interviews and participatory technique. I further exercised reflexivity in the study by not allowing my beliefs and assumptions to affect the research process as researchers should avoid being influenced by their social world but should acknowledge and disclose themselves during research (Cohen et al., 2007).

3.3.6 Limitations and challenges of the study

My participants were from another school which is quite a distance from my locality hence; it was hard to have full access to them. It was difficult to find the sample group due to the confidentiality of the study and as my participants were grade 12, when the data generation process was about to commence, they had to start their trial exams. Therefore, my data generation process was delayed and I fell a little behind the schedule. During the individual interviews, our research field was in the public park and it was on Saturday, this meant a constant stream of people visiting the park. I was very concerned about other three girls while I was busy interviewing one participant.

Noise levels were a problem in both research fields; at school and in the park. Another hindrance was that as photo voice was done at school during break time, other learners were very curious wanting to know what was happening. Moreover, the participants promised to use their phones, from which they then backed out saying that their phones are not in a usable state. When I returned for photo voice discussion, I found only three participants, the fourth was absent from school. Therefore, my focus group interview ended up consisting of three participants.

3.3.7 Ethical issues

Educational research deals with people therefore researchers need to understand legal responsibilities they have when conducting research (McMillan & Schumacher, 2006). Additionally, researchers need to be up front about legalities that need to be followed to protect

participants from exploitation. That being said, the participants of this study were informed about the procedures of the interview and made aware of their rights. These rights included:

- Participation is voluntary; they were free not to answer questions if they don't feel like answering
- they were free to respond to questions with ideas that are genuinely reflecting their opinion and they were free to withdraw from the study at any time

According to Neumann (2000), a researcher has a moral obligation to defend the confidentiality of data to ensure that participant's real names are never used. Therefore, participants' anonymity and confidentiality was guaranteed and carried as priority throughout the whole research process. Participants were not obliged to expose that which they had no wish to. To ensure that ethical issues are taken into account before beginning the research, ethical clearance was obtained from the University of KwaZulu- Natal and as was permission from consent from the Department of Education. Permission was received from the principal of school that the participants attend. The principal was assured that his school will be protected in any form of publicity. The school and participants were informed that they won't receive any financial gifts as a reward of participation in the study. Permission was obtained from the participants as they were the main source of the study and the researcher assured the participants that their responses would not be tampered with in any way. Lastly, permission was also requested from participants to use audio tape and picture capturing devices.

3.4 Conclusion

In conclusion, the intention of this chapter was to localise the study within the guiding conceptual framework and present an overview of the research methodology and design of the study. The subsequent chapters discuss the findings of my research study.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1 Introduction

The purpose of this study was to gain an insight of the experiences and emotions of pregnant teenage learners in their schooling context by assembling narratives about their emotions and experience, contextual dynamics and how they navigate the varied complex spaces in the school. Pregnancy is portrayed as a social problem (Macloed, 2001) mostly because it is associated with the disruption to schooling that potentially coexists with pregnancy (Adams, Adams-Tylor & Pittman, 1989. Moss & Petrie (2002) content that to understand young people's schooling experience, researchers should talk and listen to them…guidelines that were followed in this study.

In this chapter, I present data generated from the participants' responses that correlate to three research questions. In order to simplify the content, I present data within themes that are connected but presented separately for clarity. The initial theme deals with schooling experiences and emotions, the subsequent one addresses dynamics affecting schooling and the final theme looks at the negotiation of schooling space. To comply with confidentiality clause, I used pseudonyms to protect the identities of the participants as indicated in chapter three. The chapter begins with a brief profile of participants.

4.2 Profile of participants

Pearl[2]: She is 18 years old. She is in grade 12. She lives with her parents, one brother and two sisters. Her father is the only person who is working in the family. He is working in one of the factories in Westmead. He leaves home before six in the morning and comes back the same time in the afternoon.

Sisi: She is 18 years old. She is in grade 12. She lives with her mother, grandmother, three brothers who are older than her and two sisters. No one is working in the family.

Zipho: She is 19 years old. She lives with her mother, grandmother, one older brother, one younger sister, two cousins and her first child. She is pregnant with her second child.

S'ne: She is 19 years old. She lives with her father, her step-mother two brothers and one sister. Her father is the only one who is working. He works in New Germany from six in the morning to six in the afternoon.

4.3 Schooling experiences and emotions of pregnant teenagers

Schooling is experienced in varied ways by pregnant teenage girls however, they all depicted by a common goal which is enjoyment through their schooling. Relationships and participation at school are important aspects that contribute to a great school experience (Chigona & Chetty, 2008). This section discusses various aspects of pregnant teenagers schooling experiences.

[2] Pseudonyms were used

4.3.1 Experiences and emotions related to academic lives

Pregnant teenage girls seem to enjoy being at school. They value the friendship they have at school and find it as a relief from their family and daily worries. Moreover, school to them is taken as a place where they feel a sense of belonging. They appreciate and value the teaching they get from school. Most of them enjoy similar things; one participant appreciates everything about the school, in and out of the classroom and people working in the school and outside the classroom. They all stated that they love to learn and being with their friends. Participants state in their narratives, what they liked about school.

Interviewer: *What you do like most about being at school?*

Pearl*: I like to learn, I like to be with my friends.*

Sisi: *I like being at school, I enjoy being with friends.*

Zipho*: I like to learn, I feel good if I am at school and I like food.*

S'ne: *I like to be with friends and be with different people. I also like to learn.*

Participants' responses show that they are at school for the same reason…to learn although their priorities do vary. The study reveals that pregnant teenagers experience the school context in a different manner. Some view school as their source of comfort and refuge, a place of socialisation and to make friendships while some viewed school as their soup kitchen. However, learning is found to be their central goal for all pregnant girls schooling.

Pregnant learners expressed their love for school. The importance of school in the lives of all the participants was pointed out in each response. In their reasons, participants insisted on the essentiality of their school attendance so that they can bring about a better life for their expected babies. All participants assert that they enjoy school; they mentioned things they like most about school and the reasons why they enjoy schooling. Moreover, their comments showed that they are aware of the responsibility that is on their shoulders. All participants claimed that they enjoy talking with their friends at school. One participant stated that when she is at school she feels good, she said those words with a big smile and her face lit up.

The participants, in their narratives reveal that they are aware that without education they can't go anywhere…their future and career aspirations are limited. Three participants mentioned that going to school will give them an opportunity to get a better life for them and their children. The three participants' faces showed sincerity when they spoke of bettering their lives; I could see that gaining a good education was a step towards achieving their dreams. One participant spoke about improving her family's standard of living. The forth participant was pregnant with her second baby, she had a cheerful face and she stated that she likes school because of the well cooked food they get at school. One participant asserted that being at school takes her thoughts away from the things she normally does and thinks about at home.

Interviewer: *What are the reasons that make you like to be at school?*

Pearl*: I have brought a human being in this world; I want her to live the best life and to improve my family's standard of living.*

***S'ne**: Being at school makes me feel free. I also believe that studying will bring change to my children's lives.*

***Sisi**: I like being at school because when I'm at school I forget about everything. I enjoy being with friends. Learning is important because if you are not educated you become nothing.*

***Zipho**: Our school cooks make us very nice food and our teachers teach us very well.*

The study reveals that school is important to the participants in many different ways. Moreover, the findings divulged that girls are not just at school for one purpose but rather, for many reasons as it fulfils different aspects of their lives. Their responses show that they are aware of the importance of education in their lives and treasure the relief and freedom that they get from school. The picture below depicts girls with their food which they get from the school feeding scheme.

FIGURE 1: LUNCH AT SCHOOL

The insight the study gained from the participant's narratives is that pregnant girls are aware that as they are pregnant, they have the responsibility of making a better life for their kids and their families. They are aware of the kind of life they want for their children and their families and that the life they are living isn't what they want for their children. One participant, **Sisi** revealed that home isn't the best place to be, her home situation was revealed by her face which looked sad and intense. One can realise that school is where she drowns her home worries. **S'ne** stated in her narrative that being at school makes her feel relieved and it is a place where she gets to spend time with people other than her family. The picture below shows how girls interact with their friends during break which they said they enjoy the most.

Interviewer: *What made you take the picture?*

Pearl*: It's how we talk with our friends during our free time.*

S'ne: *We talk about a lot of things. (With a smile) They sometime ask how it's like to be pregnant.*

Zipho: *It's where we talk about girl's stuff (laughing)*

FIGURE 2: INTERACTING IN SCHOOL

The responses depict that pregnant teenage learners enjoy school, there are things that they treasure most in their schooling experiences from within and outside the classroom. The positive encounters in school enable them to develop sense of belonging and they view their school as a safe haven for them, they take school as a place of hope where they can build their brighter future irrespective of the mistakes they have made.

While the participants appreciate school, they assert that there are things that displease them about school. For example, one participant complained about gossiping friends and biased teachers. Bhana et al. (2010) holds that other factors that influence the experiences of pregnant learners at school are the practices and attitudes of teachers. Although young women insisted on the enjoyment they get from school, one participant raised her concern over teachers who teach continuously without a break. One participant claimed that other learners undermine them as they are pregnant; she further asserts that some learners judge them as if they are not worthy to be at school. This comment concurs with Chetty & Chigona (2007) who state that pregnant learners are stigmatised which results in low self-esteem. Chigona & Chetty (2007) further reported that pregnant learners are ignored and unwelcomed by other learners at school. It is surprising that pregnant girls still encounter such situations as South African laws are against the exclusion of pregnant learners.

Interviewer*: What are the things that you don't like about school?*

Pearl: *I don't like it when the teacher explains something only to the row where there is a learner s/he likes. I don't like gossiping friends.*

Sisi: *I don't like being at School for a long time. I also hate school if the teacher continues teaching for a long time about two hours explaining one thing.*

Zipho: *I like everything about school therefore I don't have anything that I hate about school.*

S'ne: *What I don't like about school is that sometimes other learners undermine you. They think that if you are pregnant you don't deserve either to be at school or to learn. Some learners tease you.*

S'ne's comment concurs with Kaufman et al. (2004) that pregnant teenage girls fall behind because they are teased at school by their fellow learners. Chigona & Chetty (2007) concurs with this statement by noting that pregnant learners are ridiculed in schools. The participants' responses show that although they like school, there are challenges that they encounter in their daily lives at school. The findings depict that pregnant girls are treated differently by some teachers and peers at school. The study further reveals that the participants' encounter school in a different manner; some are affected by negative comments while others enjoy every piece of schooling.

FIGURE 3: THE SCHOOL ENTRANCE

Figure 3 shows the entrance of the school where everyone enters. Before school, most learners stand in the corridors which are higher thus they are able to see any person that is entering the school. If you arrive at school and others have heard that you are pregnant everyone looks at you, they say whatever they want.

> ***Interviewer****: Why did you take this picture?*
>
> ***S'ne:*** *Other learners stand in there and look at you. As if they see you for the first time.*
>
> ***Zipho:*** *Yeah! It's awkward, it's like they are waiting for you.*
>
> ***Pearl:*** *Ay! Especially when you are late, they say you are late because you rushed things of this world.*

The participants developed a sense of belonging at school and perceive school as the best place for socialisation. This said, their narratives reveal that although they take pride and value their schooling experiences, there are worse episodes they encounter in the process. While the SA Schools' Act no. 84 (1996) provides regulations that prevent the discrimination against pregnant learners, regulations that are enshrined in the constitution, young pregnant learners are 'othered' by people they love and trust (teachers and fellow learners) thus rendering the regulations rhetoric (Chetty & Chigona, 2007). The findings showed that the schooling experience is unique to each girl, depending on how you look at and approach it. Three participants complained about time, teachers and peers attitudes while one loved everything about school and mentioned it with a big smile.

The participants felt that sometimes they experience injustices which isolate them from other learners. Taylor- Powell & Renner (1997) grants that fear and loneliness can lead to regression, the practice of which make them feel like they are not part of the school system and less important than their fellow non pregnant learners. The participants' feelings about how they are treated lend credence to the views of Chetty & Chigona (2007) who state that learners are denied access to schooling just because they are pregnant. They feel that their intention of being at school is not valued like that of other learners who are not pregnant. Moreover, they feel that their friendship is not valued by their friends and peers.

Interviewer: *What are the reasons that make you not to like school?*

Pearl*: It frustrates me if the teacher explains only to those s/he likes. I also don't understand if friends gossip about you.*

S'ne*: I don't like to be teased and I also don't like to be rude to people.*

Sisi*: I don't like to be at school for a long time, if the teacher doesn't stop talking I end up not grasping anything she says,*

All pregnant learners uttered with a smile, their love for school. However, they mentioned that there are scenarios that make school to be a nice place to be for them as they are in the situation. The participants' claim that they are not respected which puts them in a constricted position, they feel that their classmates forget that they also have feelings and their personality traits that need to be considered and that there are things that they don't like to be done to them.

The comments from the participants show that pregnant teenagers are marginalised at school, in various ways by people who are close to them within the school setting leading to feelings of disrespect and unvalued. This further reveals that no one recognises their eagerness to gain knowledge. Moreover, they feel that fellow learners who are not pregnant are seen to be more in need of education than them. Furthermore, friends despise the friendship and trust of pregnant teenagers which create misunderstandings.

4.3.2 Emotions and experiences related to social life

People have different perceptions around teenage pregnancy. The participants think that people (teachers and learners) believe that they(teenage learners) fall pregnant because they have no plans for their future and that they are loose or that they have no respect for themselves; they allow boys to do as they please with their bodies.

> ***Pearl****: Learners and teachers think that you become pregnant because you don't want to have a brighter future and that you're a kind of girl who let boys do as they please with your life.*

One participant stated that peers undermine you if you are pregnant or have a child. She further stated that they ignore you as if you are unworthy of being heard or you cannot think or say something constructive. She asserted that boys and some girls swear at you 'calling you names'. Comments and name calling like these emanate from poor support among learners, often resulting in tension and contributes to pregnant learners to falling behind because they are teased (Kaufman et.al. 2004).

> ***Sisi****: They swear at you and call you by bad names like 'umfazi' (someone's wife). If you raise a point they say" we don't listen to an old women". All those comments are commonly made by boys.*

Two participants Zipho and S'ne mentioned that teachers and learners think that teenage pregnancy is bad. S'ne insisted that it's mostly perceived as bad by boys and teachers. Her body was down while commenting, demonstrating guilt; she pulled her face which I interpreted as a sign of sadness and disappointment; she feels that it is too bad because boys don't like it. However, she didn't say anything about how girls and what they think.

> ***Zipho****: They think that falling pregnant at school is bad and they don't like it especially teachers.*

> ***S'ne****: I think that they don't like it especially teachers and boys.*

The responses from the participants revealed that there are resistances that affect pregnant teenagers' positive encounters at school. The participants feel that they are denied their dignity and an equal opportunity to access education therefore, their right to education is jeopardised. Boys and the girls, who are not pregnant, are viewed as worthy and *superior* while pregnant learners perceived unworthy and *inferior.* They are denied the freedom of expression in the classroom, despite the regulations cited in the Constitution (1996). The participants don't experience schooling freely as they should, reasons vary along with the circumstances, from being judged and despised through prejudice. They are labelled and disrespected through name calling and made to feel guilty by undermining the beliefs, culture and gender power surrounding society.

The participants are aware that falling pregnant at school is not a positive act; they know that it is unacceptable to most people at school. Furthermore, school is the place to learn however, the participants in their narratives believe that people don't understand their situation that is why they always remind them of their mistakes. The participants know that they are loved and what is expected of them and that the mistake they have made has disappointed the people who had high expectations for them.

> **Interviewer**: *What do you think are the learners and teachers' perceptions about pregnant teenage girls?*
>
> ***Pearl****: I think they have these perceptions because we are all at school to learn. You're not at school to fall pregnant.*
>
> ***Sisi****: They think it's bad and if you're pregnant you are different from others. If you say something sane they say it's because you know adult things. They forget that you know the mistake you made.*
>
> ***Zipho****: It's because they're parents themselves. They teach us to become great and independent people. If we fall pregnant they become disappointed.*

Through the responses of the participants, the study infers that teenagers do fall pregnant at school unintentionally. This concurs with Richter et al. (2006), findings that 70 % of teenage pregnancies are unplanned. Makiwane (2010) found that 33 % of teenage pregnancy

is planned while the rest is unplanned. Pregnancy happens because teens are at the confusing stage of exploration; they do things without thinking of the consequences.

Macleod (2010) illustrates the risk taking behaviour of teenagers that result in pregnancy. No one understands their frustrations and their situation. In schools; peers and teachers are not dominated by negative ideas in dealing with pregnant learners. However, they are pulled back by perceptions and beliefs of the majority thus interfere with the experiences of pregnant learners of schooling context. The participants are reprimanded for their actions they have made thereby making them feel alienated.

FIGURE 4: IN THE CLASSROOM

Interviewer*: What is happening in this picture?*

S'ne*: If everyone is down in class, they say you are the cause of their tiredness and sleepiness if you are expecting a child.*

***Pearl**: Boys always complain that they can't be in the same class with pregnant learners.*

Zipho: *They talk bad and scam to leave them sleeping in class, I just look at them because they don't know that I'm expecting another baby.*

According to the participants, if a pregnant teen falls asleep in the classroom during a lesson (Figure 4) and the period ends, her peers will leave her like that, no one will wake her up. This supports the statement that teenage pregnancy is received differently by people. Some people don't accept pregnancy at school and believe that it shouldn't happen while others, even though they don't like it, have learnt to accept it and are able to deal with it in a noble manner. Participants asserted that in their narratives, that other people didn't change the way they treat them, they look at them the same way as they were before pregnancy. However, there are learners who struggle to accept them in their state.

One participant commented about the ill treatment and inappropriate words used by boys towards pregnant young women. Studies show that boys are not concerned about pregnancy as they are not the ones who have to leave school but they are responsible for their education (Kaufman et al., 2004). Pearl in her narrative, mentioned that if you are pregnant people either disrespect you or they just ignore you. Instead they give attention to those who are not pregnant and appreciate them, showing that they are better than you *pregnant learner.*

***Pearl**: If you are pregnant people don't value you and they don't treat you with respect. If you are late at school they say that it's because you rushed things that are older than you.*

Sisi claimed that boys are very disrespectful to pregnant learners as compared to girls, they pass nasty comments. Poor educational support can cause pregnant learners to fall behind because they are teased by learners and teachers (Kaufman et al., 2004).

> ***Sisi****: Most girls treat me nicely but boys are very rude they say you should be chased away from school because you make them feel sleepy.*

Zipho pointed out the negativity displayed by teachers. Zipho, she is a free spirited person; casual about everything she was telling her story with a smile. I could see that she let only positive comments in her and rejects the rest.

> ***Zipho****: As I'm pregnant learners don't treat me the same, some treat me well, some take you as normal but others gossip about you but "I don't care if I don't hear them" (* rolling her eyes). *Some teachers don't feel good about it you can see the way they look at you*

S'ne stated that some learners sympathise with them while others talk bad about them behind their backs. She further complained about the humiliating and insulting words that are said about them i.e. they fell pregnant because they love boys. She further comment about some other teacher's attitudes towards the teenagers who fall pregnant at school.

> ***S'ne:*** *They don't treat you the same, some are nice to you. Others talk bad about you they say you love boys so you got what you were looking for but some feel sorry for you.*

The responses of the participants represented the unfair treatment they receive at school that hinders their opportunities to experience schooling the same way as non-pregnant fellow learners. The reception they get from fellow learners and teachers vary. The participants' responses agree with Chetty & Chigona (2007) who report that pregnant girls and those who have just delivered a baby experience a number of challenges and lack of support. The treatment the participants receive from school determines the meaning they create about their schooling experiences. From peers who sympathise with them; they feel accepted, appreciated and a valuable part of the school. This depicts that they also like to be treated equally and be respected like others. The participants experience humiliation from fellow learners who are bombarded with gender differences.

Gender dynamics are influencing factor that contribute to the unfair treatment of young pregnant learners in school. Makiwane (2010) notes that pregnancy among school going girls poses a major concern to gender parity in the education field. Cultural influence also plays a crucial role in pregnant girls 'discrimination'. Boys are socialised to believe that pregnancy is for girls so if it affects them, a learner who is pregnant has to go. They believe that they can say whatever they want, including making decisions regarding who stays at school.

Pregnant teenage girls encounter challenges in negotiating sexual choices due to gender in equalities (Jewkes et al., 2009). Social and cultural construction fortifies gender power (Macleod 2010) and the participants stated that they feel bad about how pregnant learners are treated. Four participants made the same comment, saying that they are concerned about the manner in which pregnant learners are treated. Three participants made it clear that pregnancy is a careless mistake that people make.

The comments make it obvious that knowledge about dangers of practicing unsafe sex doesn't equate to the practice of protected sex (Macloed, 2002; Marteleto et al., 2009; Mchunu et al., 2012). They further stated that it's an act that teenagers do without thinking, even if they know since they learn about it. The participant's comments concur with Kaufman et al. (2004) and Reddy & Dunne (2007) as they expound that sometimes knowledge and safe sex practices do not produce anticipated difference in curbing teenage pregnancy.

FIGURE 5: THE BOYS

Interviewer: *Why did you take this photo?*

Pearl*: It's very hard to get inside or pass in a class if boys are sitting like that.*

Zipho*: Oooh! It's very hard (pulling a face).*

S'ne*: One day they laughed at me saying that I fell pregnant because I like sex.*

Participants stated that they took the picture of boys sitting like this because it's intimidating to pass or get inside the classroom if you're pregnant because of the mocking. Looking at the participants' responses, the study show that pregnant teenagers are not treated well at school. The maltreatment they experience makes them unhappy and thus interferes with their schooling. Their sadness was exhibited in their faces when we were talking about the topic.

> **Pearl**: *I feel bad because they did what they did without knowing the consequences. Although we are taught at school but you do without thinking that something could happen.*

Zipho, the happiest participant and casual in her responses took off her smile when she expressed how she feels about how pregnant teenage girls are treated by peers at school.

> **Zipho**: *It makes me feel bad because mistakes do happen…*
> *Everybody makes mistakes.*

One participant expressed her sadness regarding the ill-treatment of pregnant teenage girls stating that they are misjudged because some of them are forced to have sex due to dominating partners. All the participants, their faces changed when they were responding to this question. I could see that is sensitive to them and they are reminded of experiences they were trying to forget.

> **S'ne**: *I feel bad because other girls are dominated by their boyfriends, or they have no say in the relationship that makes them to have no choice in negotiating condom use.*

The concern for this participant collaborates with Reddy & Dunne (2007), who found that a desperate desire to love is the reason girls start sexual relationships. Dunne (2008) posits that teenagers practice unprotected sex because they associate it love. Reddy & Dunne (2007) further holds that many dynamics appear prior to the sexual act that leads to pregnancy for teenage girls.

Sisi: *It makes me feel bad*.

Sisi is the reserved and sensitive participant, in all her responses she showed remorse and emphasis on not repeating the same mistake, in this question she ran out of words and her feelings were apparent by her physical expression, above is her comment. The participants' responses reveal that teenage pregnancy is a consequence of risky behaviours and adventurous attitudes which motivates them to act without thinking of the consequence (Macloed, 2001). Moreover, teenagers fall pregnant unintentionally; to them it's just a lame mistake that anybody can make.

Teenagers engage in relationships where they have no equal sharing in connection with sexual practice; they are unable to negotiate safe sex with their partners. This is supported by Weiss & Gupta (1998) who states that teenage girls are bound by an unequal power balance in gender relations that favour men. Reddy & Dunne (2007) further corroborate Weiss & Gupta's (1998) statement by conceding that power imbalances create stumbling blocks for young girls to negotiate safe sex practice. Macleod (2010) concurs with these scholars by further acknowledging that gender dynamics underpin coercive sex; young women are further coerced by their boyfriends with degrading words which put their confidence to test; creating low self-esteem and ignorance all which seem to be contributing factors teen pregnancy.

4.4 Dynamics affecting schooling experiences

4.4.1 Myths and stereotypes surrounding teenage pregnancy

In their narratives, all participants mentioned that pregnant people develop some habits during pregnancy. One participant mentioned that teenage girls have mood swings i.e. laziness, sickness, sensitivity and attitudes that are difficult to handle. One participant mentioned that some parents and other learners believe that pregnant teenagers encourage their non-pregnant friends to fall pregnant as they did. This speaks to the 'myth' surrounding pregnancy which is that it makes learners' viz. the pregnant person and everyone in class, sleepy because of the hormones. S'ne pointed out that the belief is that if the baby is asleep, everyone falls asleep.

> ***Sisi:*** *If non pregnant learners continue their friendship with pregnant friend others ask them whether they also want to be pregnant.*

> ***S'ne:*** *a pregnant person does things their own ways. Learners believe that pregnancy makes people sleepy and tired.*

The study, through the participants' responses reveals that people have many beliefs about pregnancy and the participants are discriminated against in their community and at school, due to these cultural beliefs and myths. These myths emanate from the communities from which the participants hail; myths and beliefs that limit their encounter of schooling space. The participants are affected by myths from home and at school, they cost them friendships, association at home and at school and their free experience of the schooling space.

4.4.2 Experiences related to parental support

Teenagers who find themselves in this dilemma experience challenges that impede their ability to cope both at home and in school. It becomes difficult for them to get the support they need from people around them so as to pull through the situation they now find themselves in. Other studies like the one conducted at Chorkor maintain that young women, who become pregnant while at school feel confused about their condition and struggle to make sound choices, some become ashamed and worried about the responses of people around them e.g. their families', teachers and others (Richter, et. al. 2006).

With regard to family support, all the participants have sustainable and supportive family structures. However, their pregnancies were not received the same manner by their family members therefore they don't get equal support. The participants were very open in their physical expressions, allowing me the researcher, to pick up on nonverbal cues. Participants who claimed to get full support in their families were looking happier and relaxed whereas those who encounter less support, face rejections and conflicts, looked intense. Studies show that support can ease pregnant teenage girl's frustrations. One participant (Zipho) mentioned that she is getting maximum support from her family members and the father of the baby. She pointed out that they give her everything she wants, they even allow her to rest, she said, with a grin in her face. Her comment corroborates sentiments shared by d Jewkes et al. (2009) who state that pregnant teenage girls and teen mothers who receive support from their environment are less disturbed by pregnancy.

> ***Zipho****: They are all supportive. My mother buys everything. If I tell them that I'm tired, they let me take a nap to rest. My baby's father gives me everything I want.*

Pearl asserted that she is getting support from everyone at home and the baby's father.

> ***Pearl****: My parents are very supportive especially my mother, they do everything for me. My baby's father is also supportive in every way although he is still at school.*

This response contradicts Jewkes at al. (2009) who asserts that pregnant learner's partners are less likely to be at school. Another participant, Sisi lives with her unemployed mother and her granny; always fighting with her boyfriend, the boyfriend needs to be forced to provide support and her brothers don't accept her pregnancy. She is receiving less support from the family. Therefore, she looked emotional and depressed. Studies on social and psychological problems confirm that the lack of support was found to be a risk factor that hinders the development of pregnant girls and teen mothers (Richter et al., 2006).

> ***Sisi****: My mother supports as much as she could, right now she is looking after the baby while I'm at school. The baby's father is there for us but he wants to be pushed.*

This response concurs with Chigona & Chetty (2007) when they describe the concern of poor support from teenage girls' baby fathers, although Zipho and Pearl's do contradict the views of scholars in that they were both happy with the support their baby's fathers contribute.

S'ne stated that she is getting support from her family although she was kicked out of her home when she was pregnant with her first child. She is now getting support from her family because the baby's father is out of the picture. During her narrative, her pain was visible in her eyes as she stated that the father doesn't contribute anything towards her children's' upbringing and her father is doing everything for her children.

> ***S'ne**: My father kicked me out of the house when I was pregnant with my first child. I went to live with the baby's father and I got pregnant with the second child but now everything is normal. They all love us. The baby's father was supportive before. Now he is not supporting in anyway.*

Chigona & Chetty (2007) concur with S'ne's response by asserting that pregnancy in high school causes families to abandon and give up on their pregnant daughters. The responses of the participants reveal that support is very important for pregnant learners to cope in society; pregnant teenage girls who get enough support at home from all family members are able to take it outside home environment and ease the pregnancy burden and keep them happy. Support helps pregnant learners gain confidence and boost their self-esteem, irrespective of what has happened to them. The participants claimed that their parents, siblings and baby fathers were willing to help. However, they encounter some challenges on the way that create resistances. Pearl pointed that her mother, who is the more supportive of her parents, is not working therefore her ability to financially support her is limited. She further stated that her baby's father who is extremely supportive is however; still at school therefore his support is limited.

> ***Pearl**: My mother is always willing to help but her challenge is that she is unemployed. My baby's father supports us but he doesn't do as he wants because he is still at school.*

Sisi mentioned that her mother loves to help her but the friction between her and the baby's father is a dilemma.

> ***Sisi:** My mother supports me her problem is that we always fight with my baby's father so my mother finds herself caught in the middle. She has to force him for financial support.*

S'ne claimed that her family is willing to support her children. However, they have their children and only one person is working in the family.

> **S'ne**: *Their problem is that I have added more financial responsibilities in their plate as they have their own kids and me.*

> ***Zipho:** My family is very supportive and they don't have any challenges.*

All the participants' comments corroborate the statement made by Kaufman et al. (2004) that most South African teenage girls return to school after birth with the help of girl's family. The study shows that most teenagers get support from their families although their family members encounter certain challenges. Lack of adequate financial support is the common factor that was raised by the participants; all cited that as their main concern.

Bhana et al. (2010) admit that financial support is also essential to the success of pregnant learners at school as studies indicate that pregnant teenagers who lack support are more likely to be vulnerable to other socio- economic problems (Bhana et al., 2010; Kaufman et al.,2001; Mkhwanazi, 2010). Although it might be possible that the participants, due to their age, they put more of an importance on financial support than other forms of support. Within three of the participants' families, only one person is employed and responsible for the provision of the family. In one participant's family, they rely only on social grants as the family source of income which opposes rumours that young girls use social grants to spoil themselves

4.4.3 Experiences related to peers and siblings support

Pregnant teenagers have their own expectations of their peers. During their narrations, it was found that they needed moral support from their friends and classmates during their pregnancy. Pearl, in her narrative spoke about visits that friends could pay where they check on her if they don't see their pregnant friend at school. She insisted that those visits will make her feel better. She further suggested financial support that friends can provide if they could.

> ***Pearl:*** *I think peers can support by checking on the pregnant friend if she has any problem if she is absent from school. They can bring her school work that they were doing that day.*

Sisi demonstrated regret in all her statements and insisted with desperation, that she wished that her friends could be close to her so that they will know that she made a mistake.

She seems sensitive to all comments made by other learners; you could see that she is speaking from the heart.

> ***Sisi:*** *I think peers should understand the pregnant teenager's situation and not judge or mock the person.*

> ***Zipho:*** *Peers can support by being there for a pregnant teenager.*

> ***S'ne:*** *I think they shouldn't distance themselves from you because you are still a human being. They should avoid passing judgements but learn from your mistake.*

The participants all made similar comments about wanting their friends to be around them, be open to them and accept them as human beings like other learners. They wanted the acceptance of their peers and wanted to be exemplary to their peers, they were willing to share their experiences with an aim to make others aware of the occurrence and not make the same mistake they made. The participants indicated that they often feel like they are judged by people who are not willing to listen to them or understand their situation. The participants claimed that peers experience different challenges in trying to support their pregnant friends due to various reasons. However, one participant couldn't tell whether her peers encounter any problem to support her in her condition or not.

> ***Zipho:*** *I really don't know what their challenges are.*

Two participants mentioned external influences which include parents and other learners which discourage peers who are willing to support them. Sisi and Pearl's responses

lend credence to Wolpe, Quinlan & Martinez (1997), who state that some schools fear that pregnant girls will contaminate non pregnant learners and encourage them to become pregnant. Sisi spoke about learners who accuse those who associate with pregnant learners, making negative comments and speculating that they also want to follow on their footsteps by falling pregnant.

> ***Sisi:*** *If peers continue their friendship with pregnant girls, people talk bad about them and ask them why they are hanging out with a pregnant girl.*

Pearl asserted that some parents don't like their daughters to be friends with a pregnant learner.

> ***Pearl:*** *If peers continue their friendship with pregnant girls, people ask them why they are hanging out with a pregnant girl.*

One participant mentioned that they often have mood swings which make it hard for friends or peers who want to be there for them because they are not received them warmly and they end up losing that person's friendship and support.

> ***S'ne:*** *I think peers experience challenges because the pregnant person has mood swings, if someone comes to talk nicely to a pregnant girl she would respond arrogantly.*

The participants' comments reveal that they themselves are on occasion, a barrier to possible support from fellow learners due to their unhealthy attitude and personality traits. The

participants indicate that they further suffer isolation because of the pregnancy situation they have found themselves in and that cultural and societal influences play a decisive role in the isolation of pregnant young girls in the schooling context.

The study found that the participants receive full support from their siblings and they are happy with the support they are getting. However, girls don't receive equal support from their siblings i.e. three participants stated that they receive full support from their siblings; they narrated with a smile. S'ne mentioned that her siblings look after her first child, they feed and bath and now they are looking forward for a new baby.

> **S'ne**: *My siblings take good care of my child even if I'm not at home; they bath, feed and call him if they don't see him outside.*

Pearl further spoke about the excitement her younger sister has for the unborn baby.

> ***Pearl**: My siblings are also supportive and excited about the baby. They're looking forward to see the baby.*

Only one participant stated that she is not getting any support from her brothers, since they are older. They don't want to accept that she has a child. She was very unsure when narrating; she was battling to put it in words for a person to understand clearly. She just used one word; I could see that a lot is buried inside.

> **Sis**i: *My brothers are older than me, they couldn't accept my pregnancy and they haven't accepted that I have a child.*

The insight gained from the participants' responses is that they are getting support from their families (siblings) which enable them to continue and cope with schooling. The findings are in contrast with Grant & Hallman (2006), who in their study state that in South Africa, pregnancy or the birth of a child means the end of schooling for teenage girls as the study shows that there are other family members who are still struggling to support them because of cultural stereotypes.

4.4.4 Experiences related to the principal, teachers and school governing body: support and resources

Schools have a role to play in providing support for young teen mums in order for them to have access to quality education. The School's Act (Department of Education, 1996) regulates the support of pregnant teenage girls in schools and scholars note that the powerful weapon to empower pregnant learners and young parents in schools is the provision of support (Jewkes et al., 2009). The schools do support pregnant young women but the support the school gives is not acknowledged equally by teenage girls. In their narratives, the participants raised different views about the support they get from their school as while the participants were from the same school, it was interesting enough that they talked about different kinds of support; no one mentioned similar structures or aspects. One participant complained that the school doesn't help them with anything while others narrated with excitement.

The participants didn't say anything about the support that they get specifically from the principal, only Zipho who commented about the leave which is official, which means it also, involves the principal. Three of the participants didn't say anything about the Student

Governing Body (SGB) support… they denied support from the SGB and only S'ne commented about the advice they get from the ladies. She mentioned the words of encouragements from the ladies of the SGB. She asserted that they are advised by the SGB women because the men don't engage in the school affairs.

> ***Sisi****: The school doesn't do anything. The teachers only help with transport if someone is sick...*
>
> ***Pearl:*** *They teach us and talk to the girls about safe sex. SGB members talk to girls but they don't do it in a useful way.*
>
> ***S'ne****: The teachers are very supportive; they teach us all, they don't expose you in class, The S.G.B women give us advice... telling us that we should keep our babies.*

The above response concurs with Chigona & Chetty (2007) who show in their findings that teachers don't understand pregnant girl's situation but rather want them to behave like non pregnant learners. S'ne's comment disagrees with the statement in that when the topic of teenage pregnancy arose, pregnant learners feel uncomfortable because everybody is discussing about their situation (Chetty & Chigona, 2007).

> ***Zipho:*** *the school supports teenage pregnant girls, the teachers let you go on leave if you are nine months or if your tummy is too big. They send you projects and let you write tests at home.*

Bhana et al. (2010) note that teachers are sensitive to pregnant girls as they negotiate schooling and pregnancy although they don't know what to do to help them. Taking from the responses of three participants who recognise the teachers' help, this contradicts Sisi's comment that teachers don't assist. This contradiction corroborates with Bhana et al. (2010) that teachers do provide support but their support is unacknowledged. Deducing from the participants' comments and their responses, the study reveals that the support that the school is supposed to give to the pregnant learners are not open enough to every pregnant learner in the school but is limited to some individuals who happen to be informative or advantaged because of some reasons.

One participant spoke about the maternity leave as their entitlement in the guidelines of the Department of Education (2007) which allows them to take a leave of up to two years. Zipho raised the short maternity leave issue they get while others didn't mention it; all learners should know about if it is available for pregnant learners at school. She further mentioned school projects and notes that are sent if they are on leave. When looking at three participants' responses and their facial expressions, I deduced that some of the participants are happy with the support they are getting from their school. They were talking with a big smile in their faces showing that they are not faking what they are saying. Another participant appreciated the support from the teachers, which they give to them in a form of advice and words of encouragement. The teachers' ability to be responsive to pregnant teenage girls has long term implications (Chetty & Chigona, 2007) and S'ne was so grateful that teachers don't humiliate them in front of other learners.

The responses from the participants show that all stakeholders collaborate in supporting pregnant girls, except the few who are held back by cultural beliefs. The responses depict that

schools do support pregnant girls but that some learners don't make use of the support that is available within the school; it might be possible that young girls have a specific understanding of help that comes to mind, that they expect when someone talks about support. Thus, these expectations impact their ability to appreciate the efforts made by their school. Teenagers don't receive support the same manner, some are happy and appreciative of every form of help they get from the school. However, the support seems not to be enjoyed and recognised by learners which are there to serve, thus making it as good as non-existing.

Missing classes is a problem for the participants because they get sick very often and schools don't have the efficient means to make the support they provide to be known to intended beneficiaries. Schools experience some challenges in trying to support pregnant teenage girls' viz. financial challenges, time constraints and pregnant learner's secretive attitudes. The participants didn't say much in this topic, some of them are aware that the school encounters some problems that make it difficult to support them the best they can and teachers often experience challenges that are beyond their abilities. Sisi stated that other learners are affected if the teacher leaves the class for the sick pregnant learner. She further pointed out that teachers are at school to teach.

> **Interviewer:** *What are the challenges the school faces in trying to support pregnant teenage girls?*
>
> ***Sisi:*** *I really think it's hard for the teachers because they're at school to teach. If they attend to a pregnant girl they waste their teaching time.*
>
> ***Zipho:*** *The school has no challenges.*

***S'ne**: The teachers struggle in helping teenage girls because teenagers are secretive. Some hide their pregnancy from their parents.*

The above responses reveal that schools struggle to support pregnant teenage learners due to a number of situations that are beyond their capabilities. Attitudes and practice of teachers influence the experiences of pregnant learners' in the school context since they are in a vulnerable state, how they receive them is crucial to their education attainment (Bhana et al., 2010). Furthermore, pregnant young women contribute to the school's hardship to support them because of their complicated habits and attitudes. Moreover, pregnant learners are aware that teachers are willing to help but are limited by time and their duty priorities. Pregnant learners are also aware that their pregnancy shouldn't bring inconveniency to their non - pregnant fellow learners and their schooling.

FIGURE 6: THE CLASSROOM ARRANGEMENT

Interviewer: *What is happening here?*

***Zipho:** Our classroom is arranged like that; as I'm pregnant I'm sensitive to heat. I sit by the window to get fresh air.*

Pearl: *Teachers like to stand and explain in arrow where there is a learner they like. I hate it.*

S'ne: *The first time my classmates found out that I'm pregnant no one wanted to sit next to me. They were scared that I will make them sleepy and tired. It is the place where my teacher told me that pregnancy doesn't mean the end of me* (with a smile).

In Figure 6, participants showed their classroom setting, they mentioned that they try by all means to sit by the window to get fresh air and avoid drowsiness. The participants stated that at times favouritism is shown towards certain learners, in that the teachers walk in rows and give detailed explanations to the students they like. Sometimes the participants sit alone if fellow learners find out that she is pregnant because they are afraid that she will make them feel tired and sleepy. They also cherish their classroom due the constructive conversations they have with their teachers.

One participant spoke about the attitude that pregnant people develop during this period, of doing things if they feel like doing it but if they don't feel like they don't do it. She further added that at school it doesn't work like that. Three participants raised the issue of poor health that they develop during pregnancy which become the most contributing factor in the schooling disturbance. Pearl stated that sometimes she feels lazy and sleeps instead of going to school. Sisi pointed out that as she leaves the classroom due to pregnancy related problems, learning continues in their classes.

Interviewer*: What are the factors that affect your schooling?*

Pearl: *Factors that affect my schooling is that I get sick most of the time, I feel lazy to do* anything *and end up sleeping not going to school that disturbs a lot.*

Zipho*: If you are pregnant you're sick all the time. They take you outside for you to recover while learning continues you will obviously be left behind.*

S'ne*: Pregnant teenagers do what they want to do; if they don't feel like going to school they don't go. If they don't want to write they don't and they sleep a lot in class, all that disturbs their schooling.*

Sisi: *A pregnant person gets sick most of the time, if you are sick staying at home learning continues at school and you are left behind that affects you.*

The participants' comments show that pregnant learners encounter a number of disturbances that they have no control over, that impede their schooling experience as pregnant girls spend less time to their schooling than their fellow peers leading to the non-acquisition of the knowledge required for the grade that they are doing.

The participants didn't say much about the resources in their school. One participant, Pearl spoke about money while talking about school support. She identified it as a challenge that curbs the ability of the school to give them full support. Another participant S'ne pointed out the lack of transport, for example transportation when she is sick. Sisi agreed by stating that teachers get disturbed if they transport them if they get sick. They also pointed out the issue of heat in the classrooms.

> **Interviewer**: *What are the challenges your school face in trying to help you?*
>
> ***Pearl****: I think the school encounter challenges because they don't have enough money.*
>
> ***Sisi:*** *Teachers waste their teaching time if they transport sick pregnant learner.*

The issues of resources came up when they were discussing photos.

> ***Zipho****: As you are pregnant you're sick all the time. They take you outside for you to recover while learning continues.*

The above responses show that pregnant girls do face some challenges in the school during pregnancy. Most schools are struggling to cater for pregnant learners due to the lack of basic resources.

FIGURE7 : A PEACEFUL PLACE

Interviewer*: What made you take this picture?*

S'ne: *It's a place where we are able to sit peacefuly with my friends.*

Pearl: *Yes, no one follows us with bad remarks here.*

Zipho: *One day it was very hot in class, I felt dizzy I didn't know what happened I woke up in a cool place under the tree with a cup of water next me.*

Participants took a photo of the tree because it's the only one in the school. If it's too hot they stand with their friends under it for shade as it is a nice getaway place for gossips and funny comments and its a place where they share whatever they want and its where they find peace. Furthermore, if pregnant learner faints they take her under the tree and make her lie down. In essence, it is a sacred place for the girls.

The findings depict that girls need their space where they can be on their own, discuss their affair. This means that though they are at school, they need to share their unique

experience that is not familiar to other non pregnant learners. The study divulged that girls are irritated by the judgemntal comments and they are desparate to gate away from it

4.5 Pregnant teenage girls' negotiation of schooling space

The participants' narratives showed that they have positive strategies to navigate through their schooling experience. Teenagers admitted that pregnancy is disruptive to their schooling which is in line with what Sarantaki &Koutelekos (2007) state, that teenage pregnancy is disruptive to young girl's education process. The participants assert that they need to put in more effort so as to attain their education and they are determined do whatever it takes to ensure that they get their support, so that their school attendance will not be disturbed.

Participants in other responses, mention how impossible it is to control pregnancy but they all emphasised control and ignoring attitudes that develop during pregnancy that hold them back. Pearl and Sisi insisted on the importance of listening and learning when they have to and that they work hard in keeping their relationships with people that surround them, Pearl further mentioned listening and respect that she gives to her relatives and teachers.

Sisi has already had a child but in her responses, she spoke about playing with her friends, which I found surprising as she is a mother and she in Grade 12, unlike other participants who were talking about being with their friends and talking to them. Sisi stated that she leaves her baby with her mother because her mother takes good care her. Zipho commented that she makes sure that she keeps her spirit free which she does for the sake of her baby's health. Zipho further asserted that although she wants her friends to understand her situation, when it comes to teachers she has to control herself because teachers have no time for that.

Interviewer: *What do you do to ensure that you attend school?*

Pearl: *I work hard and I don't let laziness to get into me. I listen to my relatives, teachers and my peers if they talk to me. I give them their place.*

Sisi: *I didn't take my child to the crèche she stays with my mother. I play and laugh with my friends. I make sure that I learn when I have to and listen when they teach.*

Zipho: *I try by all means to be good to them. I avoid anything that cause sadness because if I'm sad the baby gets affected. I make sure that I'm free and happy all the time. I think my peers need to understand that I'm pregnant and I have no control. If I'm at school, I forget all my problems; I try hard not to throw tantrums to the teacher.*

S'ne: *I keep my relationship with my friends and family so that they can help me when I need them. I took my first child to the day care my friends fetch her for me and my parents bath her for me and take her to the day care if I have early and late classes*.

The participants' responses show that they are willing to do anything to continue with their schooling. They realise the importance of attending school and each young woman knows what can be interruptive to her attendance. They raised similar challenges of having to

be nice to people around them to ensure school attendance. There are however, unique facts relevant to each situation. Nonetheless, they stated they seem to have effective tactics of dealing with the particular condition and they are aware of the responsibility they have of ensuring their emotional wellbeing for the sake of their unborn babies.

Participants in this issue seemed unsure of what they needed to help them to support their effort. They struggled to respond, the researcher had to repeat the question several times unlike with other questions. Participants suggested what they thought could help them and these suggestions were according their priorities of needs. One participant who is expecting the second child, raised her need of transport for her child so that she can attend extra classes without worrying about who was to take care of her child. Another participant Sisi, stated that she needed to make sure that her child was taken care of. Pearl wanted something that can control her mood swings but did not know what could help. Zipho, also expecting her second baby, expressed how impossible it is to control pregnancy habits. She seems submissive and accepting to her pregnancy, believing that no one could do anything.

> **Interviewer:** *What do you need to support your effort in ensuring that you attend school?*
>
> ***Pearl****: I think something that can control mood swings could help.*
>
> ***Sisi:*** *I make sure that I'm fine with my baby. I also need to stay away from my friends and concentrate on my school work.*

***Zipho**: I really believe you don't need anything because if you pregnant you struggle to control yourself.*

***S'ne:** I need transport for my child because it's hard for me if I have to attend extra class. I also think that my family can be closer and make solid relationship with my kid.*

Listening to the participants' comments and suggestions, the following findings were revealed, girls do need to support in order to ensure school attendance but they need to be aware of what kind of support can be helpful to them. The findings also revealed that the participants have different thoughts when it comes to support and that they have different views and individual priorities when it comes to the help they need.

FIGURE 8: THE WATER TROUGH

With Figure 8, participants showed where they drink water when they feel nauseous. The participants narratives show that the relationships they form at school were important in their social life and they have a responsibility of ensuring that pregnancy doesn't deteriorate their relationship with peers and teachers. One participant, Pearl pointed out that she politely

distances herself from peers whom she feels creates negative environments. She added even though there are teachers she doesn't like, she tries hard to tolerate them because she wants to learn.

> ***Pearl****: I make sure that if I see that I don't like that friend because of pregnancy I tell her nicely not to visit me. If I don't like the teacher I try by all means to hold myself and listen to what s/he is saying because it's important for me to learn.*

Sisi didn't say anything about her relationship with her teachers but her focus was on her friends, wanting them to know her positive intentions and being exemplary. Sisi presented herself in such manner that she hasn't forgiven herself for what she did and feels like she owes her friends an apology.

> ***Sisi:*** *I tell my peers that pregnancy was a mistake and I'm not intending to have a second baby. I also want to be good example to them.*

Zipho raised the point of respect to the teachers and keeping lines of communications with her friends to enhance understanding.

> ***Zipho****: I talk to my friend and make sure they understand me. I make sure that I respect my teachers.*

S'ne commented that in her friendships, she ensures that she explains herself and provides her peers with the real reasons as to why she fell pregnant.

***S'ne**: I talk to my friends let them know that what happened to me could happen to anyone. I tell them the truth that I didn't fall pregnant because I love boys but it was a mistake.*

The responses reveal how the participants really feel about their pregnancy at school and shows that they don't feel proud of what they did. They talked about setting good example for their peers in that they are willing to do better and grow through the situation. They showed remorse and regret for what they have done and selflessness by wishing what happened to them not to happen to their peers. Moreover, they know the importance of learning despite their pregnancy. In their responses they show how desperate they are for their side of the story to be heard.

The participants' narratives asserted once more, their need for the support of their friends, with all four participants, no participant suggested tangible or visible kind of support; all of them put their focus on affectionate aspect that they can get from their peers. One participant seemed to believe that pregnancy is static therefore nothing could be done to support her effort. Two participants, Pearl and Sisi mentioned that they want their friends to be with them all the time. Their body language expressed the need for what they said they require while S'ne commented that she doesn't want her friends to judge her.

***Pearl:** I need my friends to be there for me and support me.*

***Sisi:** I want my friends to talk and play with me.*

***Zipho**: I don't need anything because pregnancy is pregnancy it doesn't* change.

S'ne: *I need people not judge me.*

In the above excerpts, the comments made showed that the participants found the acceptance of their friends important. Although learning seems to be the main aim of each of the participants, findings revealed that socialisation and laughter are also important to girls in their school context and that healthy socialisation is very useful in assisting girls to anchor their efforts to improve in their school work.

Temperament is a problem for pregnant teenage girls, one that the young women are aware. Participants expressed what they do if they see that it interferes with their school work and their performances. They all concurred that it's not easy but it demands a lots of strength. One participant asserted that she listens and behaves well to people around her to get their support. She further spoke about closing her eyes if she doesn't like the teacher, but listen to what s/he is saying.

Pearl: *I behave well at home and I do my home works. We study together with my friends. I don't visit my relatives. I listen to the teachers even if I don't like that teacher I close my eyes to get what they are saying if I don't understand I ask questions.*

Another participant mentioned the effort she put in trying not to be changed by pregnancy. She stated that her efforts are on maintaining her personality traits that she had before pregnant.

> ***S'ne****: I respect people at home. I try with all my strength not to change and be as I was before pregnancy although it not easy. I make sure that I'm always in a good relationship with my peers so that they can bring me school work if I'm absent from school. I listen to the teachers.*

Sisi spoke about keeping good relationships with people around her and revising school work with her classmates. She maintained the importance of listening to her teachers.

> ***Sisi****: I maintain good relationship with my relatives and everyone at home so that they can support me to do my school work. I discuss what we were learning at school. I listen to the teachers.*

Zipho stated that for her to improve her performances she doesn't only do her work at school, she gives herself time at home to do her school work.

> ***Zipho****: I study with my friends. I listen when teachers teach. I do my school work at home.*

All four participants emphasised listening to what *their* teachers teach. The responses show that pregnant young women have control over their pregnancies, they don't let the

condition affect their academic performances and they take pride in their school work. The study further revealed that girls don't compromise their interests; they have common strategies in place to maintain good academic performance which is listening, hard work and respect, studying and maintaining good relationships with people who are important in their lives.

The participants gave various suggestions which they think could be helpful in maintaining their performances and all mentioned different needs. One participant Sisi, was concerned about her financial condition at home so she suggested that financial support will be her primary need. She further spoke about the social grant that she is getting and she explained that she can't register for her baby's social grant because she will forfeit hers. As she could not stop talking about this, I realised that she really needs the support she stated. Sisi was the only participant who suggested this kind of support and believed that she needs external support to ensure that her academic performance is not affected.

> ***Sisi:*** *I need money because at home we rely on social grant. My mother is still getting social grant for me so she has to add the baby now. I can't get social grant for my baby because I will forfeit mine.*

Three participants believed they don't need anything external but what they need is from within them, one participant, Pearl asserted that she needs to work hard and not to be changed by pregnancy.

> ***Pearl:*** *I don't think I need much I just need to work hard and continue the way I was before pregnancy.*

Zipho was very casual about pregnancy insisting on control and the static nature of pregnancy. Moreover, she explains that pregnancy needs to be ignored because it's not a disease.

> ***Zipho:*** *I need to work hard to get good results. You need to forget about being pregnant because if you are pregnant you're not sick or disable but you are just having a baby in your tummy.*

S'ne insisted on full commitment and producing good results.

> ***S'ne:*** *I need to commit myself and tell my mind that I'm at school to learn so I should get good results.*

The responses above show that participants don't need similar things to support their efforts, they are aware that hard work and commitment are the only way forward to good academic performance. Most of them know that the duty is in their hands more than outside, they know that they need to fight pregnancy and remain with their natural attitudes they had before pregnancy. Lastly, it was apparent that all the participants are aware that if they don't work hard and dwell in their pregnancy situation, forget about their school work, they will lose the battle to achieve all that they aspire to.

4.6 Conclusion

This chapter presented a discussion of the findings upon the analysis of data collected. The participants' responses and pictures that clarify the experiences and emotions of pregnant teenage girls were presented. In addition, the findings assist in understanding how pregnant

teenage girls experience schooling is discussed as is the themes and key aspects gained from participants' responses. This chapter has contributed towards understanding pregnant teenager's experiences and emotions and the support they receive. The chapter further highlighted the key issues that assist pregnant teenage girls to negotiate schooling context.

CHAPTER FIVE

CONCLUSION AND IMPLICATIONS

5.1 Introduction

The issue underpinning this study was the experiences of pregnant teenage girls at public high school. The study sought to investigate the experiences of pregnant teenagers within the school context, and examine the support that is available to them so as to navigate schooling dynamics. The main focus was to acquire deep insight on pregnant teenagers' views and the resistances they face as well as the agencies and resiliencies they adopt to survive the spaces and places of schooling.

The research questions that shaped the study are listed below:

1. What stories do pregnant teenage girls tell about their schooling experiences?
2. What are the geographies of pregnant girls in schools?
3. How do pregnant teenage girls negotiate the spaces and places of their schooling?

This chapter provides a reflection of the theoretical, conceptual and methodological aspects of the study. The chapter further depicts the researchers' personal and professional reflections. Finally, the implications of the study are addressed, covering the implications for policy and practice and for further research.

5.2 Theoretical - methodological reflections

The study was drawn from social constructionism and children's geographies. The school context is one that moulds and produces social inequalities and has a strong capability of transforming people to adapt to change (Morojele, 2011). To conduct my study, I implored pregnant teenage girls who are still at school, to narrate their stories. From their narratives, I therefore interpreted the stories and experiences to address the research questions guiding this study.

It is people who form solid relationships and lavished with support, these structures are able to determine their future and experience the world differently. The support that the participants gain from home assists them to create significant meaning in the presented space. The support they receive from school creates confidence and provides direction for young people and further boosts their self-esteem. All these in conjunction, help to ease academic challenges, pregnancy demands and enables a more productive school experience.

As the study is located in children geographies and new sociology of children, young people are viewed as subjects of research than objects of research. The theoretical framework that the study located in presented me with a better approach to view participants as competent, active and co-partners of the study (Collins & Coleman, 2008). I considered their right to participation as the main priority of the study. The theoretical framework, methodology and research design complemented each other to provide lucid insight of pregnant teenager's experiences. The participants narrated their daily lived lives and presented their real world as they acquaint it in various ways, each day. The study discloses the reality of discrimination that

young girls endure in their daily lives at school in line with studies that state that neglected groups experience numerous forms of social- spatial marginalisation (Van Blerk, 2005).

Qualitative research was utilised as an inquiry approach for the study to explore the phenomenon. As I collected participants' perceptions, voices and images, using a qualitative research approach provided me with rich descriptive data detailing the participants' experiences which includes emotions, attitudes, agency and resistance (McMillan & Schumacher, 2006). Interacting with participants in a relaxed atmosphere created a friendly relationship which made the young women open up and disclose what is in their hearts without any intimidation thereby, allowing me to garner facts and issues underlying in the discourse. Pregnant teenage girl's stories served as the main source of information for the study.

The usage of narrative inquiry in individual and focus group interviews helped teenage girls to express their experiences with ease; narratives serve as the basic piece of analysis. The study was strictly within the parameters of social construction theory and children's geographies which helped to extract concrete evidence from the genuine voices of young girls to generate data. Furthermore, the inclusion of the participatory technique namely photo voice added value to the girls' narratives thus simplifying the manner in which young participant's experiences are depicted. Occurrences that were mentioned and the discussions of the pictures resulted in the emergence of successive themes for data analysis and understanding of experiences, support and navigation. Thematic and content analysis was used. Gleaning the essence of raw data and interpreting the literature review and theoretical framework were used as the mainstay of the study. Data analysis procedures undertaken were to ensure credibility and trustworthiness of the data analysis process.

5.3 Personal and professional reflections

My position as a researcher differs from the traditional viewing of young people as immature and unfit people to make informed decisions. Locating the study within children geographies made it possible for me to implement a new research approach with young girls, and gain access to their natural and real world that they live as opposed to the static and neutral speculated world (Collins & Coleman, 2008). In the light of above, I was able to acquire an acute understanding of pregnant teenager's lived experiences, perceptions and the resiliencies they develop in order to cope with the schooling space and place.

Pregnant teenagers seemed to take pleasure in being at school and are grateful for the opportunity that is offered to them. However, there are reflections of the discourses of prejudice and discrimination that were depicted in their narratives and physical expressions. Engaging deeply in the study forced me to do self-introspection on how I look at pregnancy and young school girls in the situation.

As an educator, I am vested with the authority of shaping young children and I make it a priority to build their confidence, self-esteem, self-respect and self-love. In future, I will take measure to always ensure that I listen attentively to them without any judgement. The involvement of sex education in my lessons will encourage young people to be careful when making decision and choices about sexuality as they grow older. I will also encourage them to ask questions if they are not sure of something and not to be scared to talk and demand to not just be listened to but heard. Moreover, I will discourage judging and marginalising people just because they are in certain circumstances that are different to that of the majority that applies in any form. Schools seem to focus more on cognitive and physical aspects, neglecting the most

important aspects of human lives which include sexuality and relationships which is the fundamental source of healthy family that produces society.

5.4 Limitations of the study

This study dealt with a sensitive issue which often brought shame to the participants. Therefore, the storytelling approach that I used was restricting to the participants as in their narratives, they seldom showed remorse and regret; some were hurting because of the way things turn out to be. Some participants were not that open, they were sometimes shy and ashamed to respond to questions and provided one or two words while others were dominating, free and giving more thus, bringing imbalance in the collected data. Those who were expecting second babies were more open therefore the furnished data were overlapping.

I did not conduct my study at my school as I am an educator in a primary school; and requiring an older sample group, the participants were from a high school. That said, difficulties arose in accessing these learners due to different finishing times and the distance between the schools. Most of them were seniors which demanded maximum commitment on the participants' part. As a result, meetings had to take place over weekends in a public place (a park). Meetings that were conducted at were subjected to distractions because of the noise and curiosity of other learners.

5.5 Summary of findings

The study was conducted with three pregnant girls and one teenage mother who gave birth just before the interview process started. The findings divulge that pregnant teenage girls enjoy school and all activities that they engage in at school. They value their education and school to them serves as a multipurpose arena; a gateway for home problems, soup kitchen, a haven of hope for better future and a hot spot for socialisation and building relationships. However, findings further depict various forms of isolation that pregnant teenagers bear in their schooling process.

They face them through the people they trust, love and respect like friends, peers and teachers. Pregnancy is the form of stigmatisation that learners and teachers use to isolate pregnant girls. Gender power seems to be the contributing factor; boys dominate in name calling, labelling and attempt to take decision for girls and the whole school. Pregnant young women live in shame, guilt and regret because of what they have done. Schools do not make provisions for pregnant learners i.e. from policy to resources and they are not well informed about the support that is available for them for example maternal leave.

The school makes no provision of policy for pregnant learners and teenage mothers that the school could follow if any child finds herself in the situation. The support that pregnant learners are entitled to is not published and transparent. Some teachers contribute by segregating pregnant learners and expect them to perform like non pregnant learners. Lack of provision and balance between theory and practice on the side of the Department of Education contributes to poor support structures. Policies that are provided for pregnant school going girls are a parlance since no one ensures its implementation.

Teenagers perceive school as the only pathway to a better life and girls are willing to help others not to fall in the same trap they have found themselves in. Girls receive support mostly from their families viz. emotional, financial and social. Pregnancy was found to interfere with school going teenagers' experiences and disrupt these activities. Additionally, it was found that teenagers' attitudes, secrecy and temperament developed during pregnancy hinder the possibility of positive encounters within the schooling context. Myths about the phenomenon contribute to prejudice and discrimination that many young women have to endure at school and the community. The study showed that girls who receive maximum support from their families and their baby fathers are happier and cope well in balancing pregnancy and schooling. Lastly, girls who were pregnant for the second time were less sensitive to the verbal mocking than those who were pregnant for the first time.

5.6 Implications of the findings

5.6.1 Implications for policy and practice

The Department of Education and the South African Government have number of policies stipulated in the Bill of Rights (1996) and education policy which provide 'measures to prevent and manage pregnancy and afford school going pregnant teenagers the right to learning regardless of their situation. While these policies are in place and have been for a while, nothing is put into practice and with such poor monitoring, policies are rhetoric.

The South African School's Act (No 84 of 1986) places an emphasis on promotion of equality and prevention of unfair segregation. All these policies are good on paper but many principals and teachers don't know much about them and how to effectively implement these policies. Stakeholders who are expected to implement these policies are receive no supporting

guidelines thus making everything difficult. Teachers are not skilled to cater for pregnant girls and are at a loss on how to help. As a result, pregnancy is viewed as a shame; principals receive policies and relegate them to the bottom shelves because they are too ashamed to talk about it. Schools don't bother to publicise policies as they are afraid of being viewed or perceived as promoters of early child.

Teachers are not willing to talk to, or about pregnant learners as it considered a frivolous waste of teaching time. They are not trained to adapt to this kind of special need since this is new to most teachers, they are trying to cope with curriculum changes that take place often and the unbearable paperwork that is attached to it. Some teachers still believe that pregnancy shouldn't happen at school therefore they need help to understand and this mind-set; they can't support learners if they are not getting the support they themselves need. The top down flow of information and policies is not effective enough as policies are there but don't benefit the learners. The stigma attached to pregnancy in society makes it hard for teachers and school to give adequate support. The Life Orientation syllabus has limited scope; some teachers struggle delve into the topic of sexuality and options that are available due to religion, culture, personal beliefs, socialisation and inadequate training to deal with the issue. Girls are not equipped with the different choices that are at their disposal before pregnancy namely, to delay pregnancy and decision making techniques.

The above facts exhibit that school encounters challenges in dealing with the discourse, thus the study proposes the following:

- Presentation of policies to the stakeholders and be open to suggestions and accept critical ideas.

- Curriculum should focus on learners' urgent needs. Life Orientation teachers need to be specialised individuals who are professionally trained for the specific field. The LO curriculum should be enriched with issues like gender, sexual relationships and pregnancy etc.
- Policies should be made available to all schools and its stakeholders to ensure the proper implementation and monitoring.
- Policy makers should allow teachers to participate in the policy making and be receptive to their' suggestions and be open to criticism. Also policies should be made available for the learners.
- Schools to formulate a pregnancy policy to address learners' problems related to the phenomenon. They should workshop teachers to be able to deal with this kind of special need.
- Encourage activities that will keep young people busy and empower them with various skills that arouse critical thinking which will assist in making informed decisions, constructive choices and foster respect.

5.6.2 Implications for further research

The study presented the following implications for further research. Successive research is required to provide insight on the following issues:

- Prejudice based on pregnancy should be addressed in schools and in societies through the emphasis of people's rights to education and discouragement of unfair discrimination (Bill of Rights, SA Constitution, 1996).
- A society platform could be used to do open discussions and officials of different status and departments can utilise the opportunity in community gatherings to convince older

people to alter their attitude towards pregnancy and understand if pregnancy happens they need to support their child, discuss with their children and erase traditional parent child silence about sexuality.

- School needs policy to be formulated to encourage preventive measures and management and teachers should be empowered to deal with the discourse.
- Decision making techniques should be cultivated in teenagers and learners be told about advantages of delaying pregnancy and outcomes of falling pregnant at school and what teenage mother entails.
- Prevention, support and intervention programmes that can motivate learners to learn more about choice making, self-confidence, sexuality and consequences of pregnancy in their future and responsibility that goes with it.
- Disadvantages of becoming sexually active at a young age and other burdens that comes with it that is worse than pregnancy like STI's for example, HIV/Aids. Learners should be encouraged to explore sexuality in a safe manner.
- Support peer groups for those who are already pregnant and teenage mothers so that they can share school work and discuss what was done in class for them to cope with schooling context.
- Partnership with health institutions could be of great help, social workers and nurses would of enormous help if they come to school to reinforce what have learnt.
- Out of all, encouraging abstinences and instilling of values and self-discipline and self-respect is of importance.

Moreover, subsequent research could be conducted in rural areas and in the township so that results could be compared. The study focused on girls only, it would be more fascinating to attain different views of experiences from teenage fathers.

5.7 Conclusion

The study used narrative inquiry to examine the experiences of four pregnant teenage girls at a high school in the Pinetown District. The study provided participants with the chance to share their ideas, beliefs and fears about the phenomenon. The study revealed the necessity of support from different social structures for the positive growth of pregnant teenagers' i.e. financial, emotional or academic support. Studies emphasise that support for young people gives them confidence and makes them approach life challenges differently. Communities, teachers and parents need to evacuate the traditional approach in dealing with pregnancy and sexuality by keeping lines of communication open for young people.

Pregnancy is regarded as social problem if it occurs to young women who are still at school as it disrupts their education. However, if all social structures work together to combat the problem by combining various approaches in addressing sexuality issues with young people and support those who have fallen to the situation, the problem will not be futile. Giving guidance and support would useful and appreciated by most teenagers pregnant and non-pregnant.

The Department of Education needs to provide resources to the school and equip teachers with different approaches to address the issue. The Department of Education further needs to provide the schools with effective interventions and preventives programmes, and steering wheel in coming up with activities that are teenage friendly and be actively involve monitoring the smooth running.

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Appendix 1: Consent letter: District office -KZN provincial education department

UNIVERSITY OF KWAZULU-NATAL
Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

To whom it may concern

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear Sir/ Madam

I am a Master's Education student at the University of KwaZulu Natal conducting a study research project titled: **Emotional geographies of four pregnant school teenagers: A narrative inquiry**

I'm keen in exploring learners' experiences in the school context. I humbly request your assistance in this research project by being granted permission to conduct my study at one of your schools in the district. Learners will be required to participate as individual and focus group interviews that are expected to last between 20 to 45 minutes.

Please note that:

- The school and participants will not receive any material gains for participation in this research project.
- The learners will be expected to respond to each question in a manner that will reflect their opinion.
- The school or participants' identities will not be divulged under any circumstances.
- All learners' responses will be treated with strict confidentiality.

- Pseudonyms will be used (real names of the participants and institution will not be used throughout the research process.
- Participation is voluntary; therefore, participants will be free to withdraw at any time without any negative or undesirable consequences to them.
- The participants will not, under any circumstances, be forced to disclose what they do not want to reveal.
- Audio- recording of interviews will not be done if permission of participants is obtained.
- Data will be stored in the University locked cupboard for a maximum period of five years thereafter will be destroyed.

I thank you.

Yours sincerely

_____

Audrey Sibongile Mkhathini

Consent Form

If permission to conduct the research is granted, please fill in and sign the form below.

I.....(full name) hereby confirm that I understand the content of this document and nature of the research project. I hereby grant permission for the research to be conducted at_____ high school. I understand that learners are free to withdraw from the project at any time, should they desire.

Signature: _____ Date: _____

_____ _____

Audrey Sibongile Mkhathini

0828524200

bonmkh@gmail.com

Supervisor: Pholoho Morojele

031- 2603234

Morojele@ukzn.co.za

Appendix 2: Consent form for school principal

UNIVERSITY OF KWAZULU-NATAL
Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

The Principal

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear Sir/ Madam

I am a Master's Education student at the University of KwaZulu Natal conducting a study research project titled: **Emotional geographies of four pregnant school teenagers: A narrative inquiry**. I'm keen in exploring learners' experiences in the school context. I humbly request your assistance in this research project by being granted permission to conduct my study at one of your schools in the district. Learners will be required to participate as individual and focus group interviews that are expected to last between 20 to 45 minutes.

Please note that:

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- All learners' responses will be treated with strict confidentiality.
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- Participation is voluntary; therefore, participants will be free to withdraw at any time without any negative or undesirable consequences to them.
- The participants will not, under any circumstances, be forced to disclose what they do not want to reveal.
- Audio- recording of interviews will not be done if permission of participants is obtained.
- Data will be stored in the University locked cupboard for a maximum period of five years thereafter will be destroyed.

I thank you.

Yours sincerely

_____

Audrey Sibongile Mkhathini

Consent Form

If permission to conduct the research is granted in, please fill in and sign the form below.

I.....(full name) hereby confirm that I understand the content of this document and nature of the research project. I hereby grant permission for the research to be conducted at_____ high school. I understand that learners are free to withdraw from the project at any time, should they desire.

Signature: _____ Date: _____

_____ _____

Audrey Sibongile Mkhathini

0828524200

bonmkh@gmail.com

Supervisor: Pholoho Morojele

031- 2603234

Morojele@ukzn.co.za

Appendix 3: Consent form for parents/ caregivers

UNIVERSITY OF KWAZULU-NATAL
Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir/ Madam

I am a Master's Education student at the University of KwaZulu Natal conducting a study research project titled: **Emotional geographies of four pregnant school teenagers: A narrative inquiry**

I'm keen in exploring learners' experiences in the school context. I humbly request your assistance in this research project by being granted permission to conduct my study at one of your schools in the district. Learners will be required to participate as individual and focus group interviews that are expected to last between 20 to 45 minutes.

Please note that:

- The school and participants will not receive any material gains for participation in this research project.
- The learners will be expected to respond to each question in a manner that will reflect their opinion.
- The school or participants' identities will not be divulged under any circumstances.
- All learners' responses will be treated with strict confidentiality.
- Pseudonyms will be used (real names of the participants and institution will not be used throughout the research process.

- Participation is voluntary; therefore, participants will be free to withdraw at any time without any negative or undesirable consequences to them.
- The participants will not, under any circumstances, be forced to disclose what they do not want to reveal.
- Audio- recording of interviews will not be done if permission of participants is obtained.
- Data will be stored in the University locked cupboard for a maximum period of five years thereafter will be destroyed.

I thank you.

Yours sincerely

_____

Audrey Sibongile Mkhathini

Consent Form

If permission to conduct the research is granted in, please fill in and sign the form below.

I.....(full name) hereby confirm that I understand the content of this document and nature of the research project. I hereby grant permission for the research to be conducted at_____ high school. I understand that learners are free to withdraw from the project at any time, should they desire.

Signature: _____ Date: _____

_____ _____

Audrey Sibongile Mkhathini

0828524200

bonmkh@gmail.com

Supervisor: Pholoho Morojele

031- 2603234

Morojele@ukzn.co.za

Appendix 4: Isicelo sokwenza ucwaningo kumzali

UNIVERSITY OF KWAZULU-NATAL

Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

Umzali

Ngingumfundi waseNyuvesi yakwaZulu Natal owenza ucwaningo ngesihloko esithi **'Impilo yabafundi abane abakhulelwe esikoleni abasebasha**'emabangeni aphezulu. Ngicela ukuba umntwana wakho abe inxenye yalolu cwaningo. Kuzobe nemibuzo azo buzwa ngayedwa nala bezobuzwa beqoqene nabanye.

Ngicela uqikelele loku okulandelayo:

- Akukho lutho oluyotholwa umntwana wakho ngokuba ingxenye yocwaningo.
- Kulindeleke ukuba umntwana wakho aphendule imibuzo ngokunikeza uvo lwakhe.
- Ngeke lisetshenziswe igama lakhe.
- Kuyosentshenziswa amagama ekungewona awabo.
- Zonke izimpendulo zakhe zoyokwamukelwa.
- Imibuzo azobuzwa yona ngeke idalulwe.
- Ukuba yingxenye yocwaningo uyazikhethela. Uvumelekile ukuyeka noma ingasiphi isikhathi. Lokho ngeke kumlethele imiphumela emibi.
- Ngeke aphoqwe ukuba akhulume izinto angathandi ukuzikhuluma noma ezimenza asabe.

- Ukuqopha yonke ingxoxo kuyokwenziwa ngemvume yakhe.
- Ulwazi lonke olutholakalile luyogcinwa eNyuvesi iminyaka emihlanu emva kwaloko lishiswe.

Ngiyabonga

Audrey Sibongile Mkhathini

0828524200

bonmkh@gmail.com

Supervisor: Pholoho Morojele

031- 2603234

Morojele@ukzn.co.za

Appendix 5: Informed consent form for learner

UNIVERSITY OF KWAZULU-NATAL

Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

Dear Learner

I kindly request your assistance in this research project by being a participant in an individual and focus group interviews. The interview will take place at your school premises on these dates ( ).

Consent form

If you agree to take part in this project, please fill in your full name and sign the form below.

I_____ full name hereby confirm that I understand the content of this document and nature of the research project. I hereby grant permission to participate in the research project, I understand that I'm free to withdraw from the project at any time, should I do wish to do so.

Signature_____ Date_____

Appendix 6: Isicelo sokwenza socwaningo nomfundi

UNIVERSITY OF KWAZULU-NATAL

Faculty of Education

School of Education

University of KwaZulu-Natal

Edgewood Campus

P. Bag X03

Ashwood 3605

Durban

October 2014

Mfundi

Ngingumfundi waseNyuvesi yakwaZulu Natal owenza ucwaningo ngesihloko esithi **'Impilo yabafundi abane abakhulelwe esikoleni abasebasha'**emabangeni aphezulu. Ngithanda ukwazi imizwa novo kanye nolwazi lwakho ngempilo yabafundi abakhulelwe. Ngicela ukuthi ube ingxenye yalolucwaningo. Kuzobe nemibuzo ozo buzwa yona wedwa nala uzobuzwa khona nabanye. Konke kuzokwenzeka endaweni ephephile.

Ngicela uqaphele lokhu okulandelayo:

- Akukho lutho oluyotholwa ngokuba ingxenye yocwaningo.
- Kulindeleke ukuba uphendule imibuzo ngokunikeza uvo lwakho.
- Ngeke lisetshenziswe igama lakho.
- Zonke izimpendulo zakho zoyokwamukelwa.
- Imibuzo ozobuzwa yona ngeke idalulwe.
- Ukuba yingxenye yocwaningo uyazikhethela. Uvumelekile ukuyeka noma ingasiphi isikhathi. Lokho ngeke kukulethele imiphumela emibi.

- Ngeke uphoqwe ukuba akhulume izinto ongathandi ukuzikhuluma.
- Ukuqopha yonke ingxoxo kuyokwenziwa ngemvume yakho.
- Ulwazi lonke olutholakalile luyogcinwa eNyuvesi iminyaka emihlanu emva kwaloko lishiswe.

Ngiyabonga

_____ _____

Audrey Sibongile Mkhathini

0828524200

bonmkh@gmail.com

Supervisor: Pholoho Morojele

031- 2603234

Morojele@ukzn.co.za

Uma uvumelana nalokhu ngicela ubhale le mininingwane elandelayo.

Amagama akho aphelele Mina_____ngiyaqinisekisa ukuthi ngizwile ngezinto eziphathelene nalolucwaningo. Ngiyavuma ukuba yingxenye yalo.

Sayina _____ Usuku _____

Appendix 7: Ethical clearance certificate from the University Of Kwa-Zulu Natal

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

26 April 2013

Professor A Muthukrishna 845
School of Education
Edgewood Campus

Protocol reference number: HSS/0250/013
Project title: The geographies of children's schooling in six Southern African Development Community (SADC) countries: Narratives of children, parents/caregivers and teachers

Dear Professor Muthukrishna

Expedited approval

I wish to inform you that your application has been granted Full Approval through an expedited review process.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully

.....
Professor Steven Collings (Chair)

/px

cc Dr P Morojele
cc Academic leader researcher Dr MN Davids
cc School administrator Ms B Bhengu

Humanities & Social Sc Research Ethics Committee
Professor S Collings (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 3587/8350/4557 **Facsimile:** +27 (0)31 260 4609 **Email:** ximbap@ukzn.ac.za / snymnann@ukzn.ac.za / mohunp@ukzn.ac.za
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix 8: Ethical clearance certificate from the KZN Department of Education

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar Tel: 033 341 8610 Ref.:2/4/8

Prof. N Muthukrishna & Dr P Morojele
P O Box X03
ASHWOOD
3605

Dear Prof. Muthukrishna and Dr Morojele

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **THE GEOGRAPHIES OF CHILDREN'S SCHOOLING IN KWAZULU-NATAL: NARRATIVES OF CHILDREN, PARENTS/CAREGIVERS AND TEACHERS,** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 May 2013 to 31 March 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education:

Umlazi District	Othukela District
Sisonke District	Pinetown District
Zululand District	Illembe District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 November 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 Fax: 033 392 1203

EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za; CALL CENTRE: 0860 596 363;

...dedicated to service and performance **beyond the call of duty**

WEBSITE: www.kzneducation.gov.za

Appendix 9: Interview schedule

Reminders

Welcome and thank interviewee for participation in the study

Completion of informed consent form

Check equipment e.g. (recorders and videos) that are in good working order.

Assure participants that confidentiality and anonymity will be exercised at all times.

Tell the participants that it is important to explain in full narrating their stories.

1. Participants profile

- Would you please tell me your name?
- Please tell me how many are you at home?
- Do you have brothers and sisters?
- How boys and how many girls at home?
- Do you live with your mother and your father?
- Are your parents both working?
- What time do they live home and what time do they come back?

2. What stories do pregnant teenage girls tell about their schooling experiences?

- Please tell me three things that you like most about being at the school.
- In each case kindly explain the reason why you think you like being in the school.
- Please tell me about three things that you don't like about being at school.
- In each case, kindly explain the reason why you don't like about being at the school.
- Please explain to me what you think are learners and teachers perception about pregnant girls.
- Tell me what you think are the reasons why learners and teachers hold those perceptions.
- What are the ways in which you are treated as a pregnant teenage learner in the school?
- How do you feel about the ways in which pregnant teenage girls are treated in the school?

3. What are the contextual dynamics that affect pregnant girls in schools?

- Please tell me what is happening in your family; in what way do your family members help you with the support of the child?
    - Parents
    - Siblings
    - Baby's father?

- What are the challengers your family experience in trying to support you as a pregnant teenage girl?
- In what ways can your peers support you as a pregnant teenager?
    - Friends
    - Classmates
- What are the challengers your peers face in trying to support you as a pregnant teenage girl?
- In what ways do your school support you?
    - Teachers
    - School Governing Body
- What are the challenges your school face in trying to support you?
- Please explain to me any other factors that affect your schooling.

4. How do pregnant teenage girls negotiate the complex and varied spaces of their schooling?

- Please explain things you do to ensure that being a pregnant teenage girl does not prevent you from attending school.
    - Things you do at home with relatives.
    - Things you do with your peers
    - Things you do with you teachers. .
- What help do you think you need in order to support your effort to ensure that being a pregnant teenage girl does not prevent you from attending school?
- Please explain things that you do to ensure that being pregnant does not affect your social life in the school.
    - Peers
    - Teachers
- What help do you think you require in order to support your effort to ensure that being a pregnant teenager does not affect your social life?
- Please explain the things you do to ensure that being pregnant does not affect your academic performance in the school.
    - Home
    - Relatives
    - Peers
    - Teachers
- What do you think you need in order to support your effort to ensure that being a pregnant teenager does not affect your academic performance?

5. Photo voice

Pregnant teenage girls will be given disposable cameras. They will be asked to take photos of spaces and offence they like and they do not like most in the school. In each picture they will explain why they took a shot.

- What is happening in this picture?
- What made you to take this picture?

6. Focus Group

I will ask the participants to take photographs that have highlights of incidents that make meaning in their schools. Cameras will be given to teenagers. They will choose five pictures which will be most meaningful to them and the topic. The following probing questions will be asked:

- Why did you take this picture?
- What is happening here?
- Instruction
- Participants will be asked to take photographs of the places within the school where they feel it will have meaning to them and for the study.

Appendix 10: Transcription validation form

Dear learner

Thank you again for so considerable and willingly participating in the research project titled: **Emotional geographies of four pregnant school teenagers: A narrative inquiry.**

I have learnt a lot both personally and professionally, from the interviews. In order to certify the trustworthiness of this study, I humbly request your assistance, one more. I require that you confirm and validate the authenticity of the interview and verbatim transcription thereof. This will ensure that the interviews were conducted in an ethical manner and that no information was excluded, distorted or altered in any way.

Please note that to improve the coherence of the transcription, information such as hesitation (e.g. er, eish) were left out. It is suggested that you read the transcription while listening to the recorded interview. You may alter sentences or any information that you think was not recorded or transcribed in an appropriate manner.

I_____ (participants' name) hereby verify and validate that the information transcribed from the interview was verbatim and no information was included, excluded, distorted in any way.

Signature of Participant_____ Date_____

Thanking You

Yours Faithfully

_____ _____

Audrey Sibongile Mkhathini
bonmkh@gmail.com

Supervisor:
Morojele@ukzn.ac.za

Appendix 11: Turnitin Report

Turnitin Originality Report

EMOTIONAL GEOGRAPHIES OF FOUR PREGNANT SCHOOL TEENAGERS: by Audrey Sibongile Mkhathini

From Quick Submit (Quick Submit)

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Appendix 12: Letter from language editor

V Maduray
10 Benevolent Street
Croftdene
Chatsworth
South Africa
4092

vaneshree.maduray@yahoo.com
C: 072 467 2797
H: 031 401 2062

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25 February 2015

TO WHOM IT MAY CONCERN

This is to record that I have:

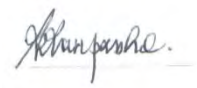
- carried out language editing
- made suggestions for the student to address at his/her discretion

on the dissertation:

Emotional geographies of four pregnant school teenagers: A narrative inquiry

By

Audrey Sibongisile Mkhathini



V Maduray

(Language Editor)