

**“SOCIAL NEEDS OF TEENAGE  
MOTHERS IN THE RURAL  
COMMUNITIES OF ONGOYE AND  
ENSELENI DISTRICTS”**

**By**

**ZETHU MAUD MKHIZE**

# **“SOCIAL NEEDS OF TEENAGE MOTHERS IN THE RURAL COMMUNITIES OF ONGOYE AND ENSELENI DISTRICTS”**

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Submitted to the Faculty of Arts in fulfilment of the requirements for the degree of Master of Arts (Social Work) in the Department of Social Work at the University of Zululand

**SUPERVISOR:**

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**DATE SUBMITTED:**

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## **DEDICATION**

This work is dedicated to my husband Sipho; my son Ndabenhle and my daughter Lindelwa for their sacrifices, unfailing support and endurance.

**DECLARATION**

I, Zethu Maud Mkhize, hereby declare that the ***“SOCIAL NEEDS OF TEENAGE MOTHERS WITH SPECIFIC REFERENCE TO THE RURAL COMMUNITIES OF ONGOYE AND ENSELENI DISTRICTS”*** is my own work and that all the sources that have been quoted or referred to have been acknowledged by means of complete reference.

**Z M MKHIZE**

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## ABSTRACT

Teenage motherhood has always been an area of concern for social welfare workers. The welfare of the teenage mother herself and the offspring is always at stake especially when there are no supportive structures to deal with the problem. Observation indicates a growing phenomenon, that is, teenage motherhood in the rural communities. In a nutshell, the investigation focused on the social needs of teenage mothers and the circumstances of their life and the exploration of the alternative helping measures to assist these teenage mothers cope with the problem of teenage motherhood.

Two hundred (200) teenage mothers in the Ongoye and Enseleni districts were involved in the study. These were purposively sampled from the population of the teenage mothers who patronise the ante-natal clinics for immunisation purposes. Data was gathered by means of interviews.

The study advocates that the teenage mothers are a social population group with specific social needs. These social needs are the requirements necessary for the teenagers' survival, growth and fulfilment. It is concluded that there is a standard of quality of life to be maintained. Teenage mothers are young persons who have become victims of labelling by an inadequate service. Teenage motherhood is symptomatic to the disintegration of the traditional societal structures and consequently social values as a result of social change. The rural communities of Ongoye and Enseleni have fallen victim of such change. The societal function in assisting teenagers through their rites of passage has weakened and no social institution has assumed full responsibility for this.

The study emphasises a need for a structured youth service. Both preventive and curative action is essential. There is a need for social work services that not only aims to bring comfort in a distressing situation but also to seek to prevent a deterioration that may lead to a young person being labelled as "a teenage mother". A clue to alternative strategies of

alleviating the problem of teenage motherhood is given. These strategies are in the following areas:

- (i) Social work with the community in looking at teenage motherhood.
- (ii) Development of the therapeutic and the self development programmes for the teenage mothers.
- (iii) Youth care programmes in the rural areas as a focus of social work.



## OPSOMMING

Tienderjarige moederskap was nog altyd 'n probleem vir maatskaplike werkers. Die welstand van die tienderjarige moeder sowel as dié van haar kind is altyd in die gedrang, veral as daar geen ondersteunende strukture bestaan om die probleem aan te spreek nie. Volgens waarneming is tienderjarige moederskap in landelike gebiede 'n toenemende fenomeen. Kortliks fokus hierdie ondersoek oop die sosiale behoeftes van tienderjarige moeders sowel as hul lewensomstandighede en word ondersoek ingestel na alternatiewe maatreëls wat toegepas kan word ten einde aan hulle hulp te verleen sodat hulle in staat gestel kan word om die probleme rondom tienermoederskap te hanteer.

Twee-honderd (200) tienermoeders wat in die Ongoye- en Enseleni gebiede woonagting is, is in hierdie studie betrek.

Die bemonstering is doelbewus uit 'n bevolking van tienermoders wat die voorgeboortekliniek vir immunisasie-doeleindes besoek geneem. Inligting is deur middel van onderhoude ingesamel.

Hierdie studie bevind at tienermoeders 'n sosiale groep met spesiale maatskaplike behoeftes uitmaak. Die behoeftes behels die faktore wat nodig is om die tienderjariges se voortbestaan, groei en vervulling te verseker. Daar word tot die slotsom gekom dat 'n sekere standaard van lewenskwaliteit instand gehou moet word. Tienermoeders is jong mense wat slagoffers geword het van etikettering weens ontoereikende diens. Tienermoeders is jong mense wat slagoffers geword het van etikettering weens ontoereikende diens. Tienermoederskap is simptome van die disintegrasie van die tradisionele maatskaplike strukture en gepaardgaande waardes as gevolg van sosiale verandering. Die bevolking van die plattelandse omgewings van Ongoye en Enseleni het die prooi van sulke veranderinge geword. Die funksie van die gemeenskap om tienderjariges met hul deurgangrites by te staan, het verswak en geen sosiale instelling het die volle verantwoordelikheid hiervoor oorgeneem nie.

Hierdie studie beklemtoon die behoefte aan 'n gestruktureerde jeugdiens. Voorkomende sowel as regstellende aksie is noodsaaklik.

Daar bestaan 'n behoefte aan maatskaplike dienste wat nie alleenlik daarop gemik is om verligting van 'n baie moeilike situasie teweeg te bring nie, maar wat ook daarna streef om agteruitgang wat tot die tipering van 'n "tienermoeder" lei, te voorkom. Leidrade word verskaf vir alternatiewe strategieë wat gevolg kan word om die tienermoederskap - probleem aan te spreek. Die strategieë is op die volgende aspekte gerig:

- (i) Maatskaplike werk in samewerking met die gemeenskap om tienermoederskap in oënskou te neem.
- (ii) Ontwikkeling van terapeutiese en selfhelp-programme vir tienermoeders.
- (iii) Jeugversorgingsprogramme in landelike gebiede as 'n fokus vir maatskaplike werk.

## TABLE OF CONTENTS

	PAGE
<b>TITLE PAGE</b>	i
<b>DEDICATION</b>	ii
<b>DECLARATION</b>	iii
<b>ACKNOWLEDGEMENTS</b>	iv
<b>ABSTRACT</b>	vi
<b>OPSOMMING</b>	viii
<b>TABLE OF CONTENTS</b>	x
<b>LIST OF TABLES</b>	xiv
<b>LIST OF FIGURES</b>	xv

### CHAPTER 1 : GENERAL ORIENTATION TO THE STUDY

1.1.	BACKGROUND AND MOTIVATION	1
1.2	STATEMENT OF THE PROBLEM	2
1.3	OBJECTIVES OF THE STUDY	2
1.4	BASIC ASSUMPTIONS	3
1.5	VALUE OF THE STUDY	4
1.6	PROCEDURE IN INVESTIGATION	4
1.7	OPERATIONAL MEANING OF TERMS	6
1.8	PRESENTATION OF CONTENTS	8

## **CHAPTER 2 : THEORETICAL AND CONCEPTUAL FRAMEWORK**

2.1	INTRODUCTION	9
2.2	EXPOSITION OF CONCEPTS	9
2.3	REVIEW OF LITERATURE	14
2.4	IMPLICATIONS FOR SOCIAL WORK INTERVENTION	25
2.5	THEORETICAL APPROACH	27
2.6	MAJOR THEMES OF THE STUDY	30
2.7	SUMMARY	31

## **CHAPTER 3 : TEENAGE MOTHERHOOD IN SOCIETY WITH REFERENCE TO THE TRADITIONAL ZULU SOCIAL SYSTEM**

3.1	INTRODUCTION	33
3.2	SOCIETAL NORMS GOVERNING TEENAGER'S BEHAVIOUR WITH REFERENCE TO THE ZULU CULTURE	33
3.3	FACTORS IN CHANGE IN A TRADITIONAL ZULU SOCIETY	38
3.4	EFFECTS OF TEENAGE MOTHERHOOD TO THE FAMILY AND THE SOCIETY	44
3.5	SUMMARY	46

## **CHAPTER 4 : SCOPE AND METHODOLOGY**

4.1	INTRODUCTION	48
4.2	SCOPE AND DELIMITATION	48

4.3	RESEARCH DESIGN	49
4.4	SAMPLING PROCEDURE	49
4.5	RESEARCH METHODS USED	50
4.6	EXPLAINING THE RESEARCH TOOLS	54
4.7	PRE-TESTING RESEARCH INSTRUMENTS	60
4.8	FIELDWORK PROGRAMME	61
4.9	ANALYSIS OF DATA	62
4.10	SUMMARY	62

## **CHAPTER 5 : ANALYSIS AND INTERPRETATION OF DATA**

5.1	INTRODUCTION	63
5.2	PROFILE OF THE TEENAGE MOTHERS	64
5.3	TEENAGE MOTHER'S PERCEPTION OF THEIR SOCIAL NEEDS	69
5.4	PERCEPTION OF ASSISTANCE THE TEENAGE MOTHERS MIGHT GET	95
5.5	COGNITIVE LEVEL OF TEENAGE MOTHERS	100
5.6	TEENAGE MOTHERS' RELATIONSHIPS WITH THEIR PARENTS	103
5.7	SOCIAL VALUES IN RELATION TO GROWING TEENAGERS	106
5.8	SUMMARY	110

## **CHAPTER 6 : CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

6.1	INTRODUCTION	112
6.2	CONCLUSIONS FROM THE FINDINGS OF THE STUDY	113

6.2	CONCLUSIONS FROM THE FINDINGS OF THE STUDY	113
6.3	LIMITATIONS OF THE STUDY	117
6.4	RECOMMENDATIONS	118

<b>REFERENCES</b>	125
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<b>ANNEXURE A</b>	<b>:</b>	<b>INTERVIEW SCHEDULE</b>	<b>137</b>
<b>ANNEXURE B</b>	<b>:</b>	<b>QUESTIONNAIRE</b>	<b>152</b>
<b>ANNEXURE C</b>	<b>:</b>	<b>APPLICATION FOR FIELD ENTRY</b>	<b>157</b>
<b>ANNEXURE D</b>	<b>:</b>	<b>APPROVAL FOR FIELD ENTRY</b>	<b>163</b>
<b>ANNEXURE E</b>	<b>:</b>	<b>LIST OF CLINICS</b>	<b>165</b>

**LIST OF TABLES**

<b>TABLE 5.1</b>	<b>:</b>	<b>DISTRIBUTION OF MARITAL STATUS OF THE TEENAGE MOTHERS' PARENTS</b>	<b>65</b>
<b>TABLE 5.2</b>	<b>:</b>	<b>DISTRIBUTION OF THE AGES OF THE TEENAGE MOTHERS</b>	<b>66</b>
<b>TABLE 5.3</b>	<b>:</b>	<b>DISTRIBUTION OF THE REPUTED FATHERS' AGES</b>	<b>67</b>
<b>TABLE 5.4</b>	<b>:</b>	<b>DISTRIBUTION OF PEOPLE WITH WHOM THE TEENAGERS SHARED THEIR PROBLEMS</b>	<b>104</b>

## LIST OF FIGURES

<b>FIGURE 5.1 :</b>	<b>TEENAGE MOTHERS' LIVING ARRANGEMENTS</b>	<b>70</b>
<b>FIGURE 5.2 :</b>	<b>TEENAGE MOTHERS' SCHOOL LEVEL</b>	<b>73</b>
<b>FIGURE 5.3 :</b>	<b>TEENAGE MOTHERS' REASONS FOR LEAVING SCHOOL</b>	<b>75</b>
<b>FIGURE 5.4 :</b>	<b>SOURCES OF SEXUALITY EDUCATION RECEIVED BY TEENAGE MOTHERS</b>	<b>78</b>
<b>FIGURE 5.5 :</b>	<b>PARENTAL INVOLVEMENT IN THEIR TEEN- AGERS SEXUALITY MATTERS</b>	<b>80</b>
<b>FIGURE 5.6 :</b>	<b>TEENAGE MOTHERS' EXPERIENCE OF MOTHERING</b>	<b>85</b>
<b>FIGURE 5.7 :</b>	<b>REPUTED FATHERS' MEANS OF CONTRI- BUTION</b>	<b>90</b>
<b>FIGURE 5.8 :</b>	<b>DISTRIBUTION OF THE TEENAGE MOTHERS' PRESSING NEEDS</b>	<b>92</b>
<b>FIGURE 5.9 :</b>	<b>TEENAGE MOTHERS' PERCEPTION CONCERN- ING THE GUIDANCE WITH REGARD TO THEIR SEXUALITY NEEDS</b>	<b>96</b>
<b>FIGURE 5.10:</b>	<b>TEENAGE MOTHERS' PERCEPTION IN TRAINING FOR PARENTING</b>	<b>98</b>
<b>FIGURE 5.11:</b>	<b>DISTRIBUTION OF THE TEENAGE MOTHERS' PERCEPTION OF TEENAGE MOTHERHOOD AS A LIFE EXPERIENCE</b>	<b>102</b>



## **CHAPTER 1**

### **GENERAL ORIENTATION TO THE STUDY**

#### **1.1 BACKGROUND AND MOTIVATION**

Teenage motherhood is currently a serious social problem in the African community, associated with rapid social change in the traditional social structure and the impact of new factors. Despite the fact that marriage is an institution which many societies acknowledge as a proper place where children can be born, this is no longer so in the African society.

Rip (1987:34) mentions that forms of social disorganization especially those that affect the family functioning, have been associated mainly with phenomenon such as urbanization. It is now found that even rural areas such as the Northern parts of Zululand also experience problems which are the social indicators of family dislocation like teenage pregnancy (Kunene 1988). The current statistics in rural areas of teenage mothers in the Ongoye and Enseleni districts is six hundred and twenty (620), registered with the department of National Health and Population development.

A visit to natal clinics in the rural areas shows a large number of patients who are teenage mothers. The conditions of many of these patients is a cause for serious concern because of what appears a lack of care they have experienced. It becomes doubtful whether they will experience any better care with the added burden of a child. The man responsible, usually it is alleged, provides no assistance whatsoever.

In this study, the researcher has undertaken a descriptive survey on teenage motherhood with specific reference to the rural areas. This includes describing the particular

circumstances of their societal values and family circumstances. It also involves exploring alternative strategies of helping them cope with the demands of teenage motherhood.

## **1.2 STATEMENT OF THE PROBLEM**

Teenage mothers are a social population group with “specific needs” which have to be attended to. Failure to meet such needs can result into complex social problems. The studies by Alan (1976) and Watts (1987) show that teenage motherhood and its demands has always been an area of concern for social welfare workers. The welfare of the teenage mother herself and the offspring is always at stake especially when there are no supportive structures to deal with this problem. Observations and statistical material indicate a growing phenomenon, that is; teenage motherhood in the rural areas. The impact of social change and the effects hitherto have influenced the African family with deleterious consequences. Certain social indicators feature prominently as examples of the negative effects which have developed.

In this study, in a nutshell; the investigation focuses on the following:-

- (1) The specific social needs of teenage mothers and the circumstances of their life.
- (2) The exploration of alternative helping measures to assist these teenage mothers cope with the problem of teenage motherhood.

## **1.3 OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:-

1. To review literature on teenage motherhood with specific reference to the condition in the rural areas which are subject to social change.

2. To look into the specific social needs of African teenage mothers in rural areas of Ongoye and Enseleni districts.
3. To determine the views of the community on the phenomenon of teenage motherhood.
4. On the basis of the empirical findings, to explore alternative social welfare helping measures for these teenage mothers.

#### 1.4 **BASIC ASSUMPTIONS**

The researcher has formulated the following assumptions or hypotheses:-

- H<sub>1</sub> :Breakdown of the traditional social values and control measures is a contributory factor to teenage pregnancy.
- H<sub>2</sub> :The influence of urbanisation and industrialization contributes to the attitudes conducive to teenage pregnancy.
- H<sub>3</sub> :Breakdown of traditional socialization measures contribute to teenage pregnancy.
- H<sub>4</sub> :Belongingness and love needs of teenage mothers are often frustrated resulting in maladjustment and pathology.
- H<sub>5</sub> :Teenage mothers' hopes of getting married are shattered hence they feel insecure.

These assumptions are posed to the participants (teenage mothers) in the form of questions or items in the measuring instrument.

The researcher is of the opinion that the study is justified and necessary in that it gives a clue to alternative strategies of alleviating the problem of teenage motherhood. The study also provides guidelines and or alternatives which can be considered as solutions to this problem. The focal areas are:-

- (1) Social work with the community in looking at the teenage pregnancy.
- (2) Development of therapeutic and self development programmes for the teenage mothers.
- (3) Designing strategies for the care of the youth in rural areas as a focus of social work.

Different studies (Jones 1988; Alan 1976; Baldwin 1976; Craig 1983 and Kunene 1988) show that teenage motherhood has been studied extensively in different communities, in terms of the particular circumstances of the problem. Theories in social change, family functioning and socialization approaches have been used both in trying to understand the problem as well as devising appropriate measures of dealing with it.

This study selects among these, those thoughts that are appropriate in casting relevant light on this problem in rural areas. Further, the following aspects of procedure receive attention:

1. A systematic and critical study of literature relevant to the subject under discussion (i.e. literature which deals with the needs of the teenage mothers in communities which suffer rapid social change as it is happening in the rural areas in South Africa).
2. Purposive sampling of participants who are the teenage patients of the natal clinics in the Ongoye and Enseleni districts.
3. The method of conducting the interviews was simple and straight forward. Focus was essentially on the circumstances of the teenage mothers, based on the teenage mothers' perception of their social needs; perception of the assistance the teenage mothers might get, the cognitive level of teenage mothers, teenage mothers relationship with their parents.
4. Views of the community were examined by means of a questionnaire, which was distributed to various community members and or leaders.

The study is of a descriptive nature. Before patterns of interaction can be discerned, to be addressed by social work intervention, extensive description of the teenage mothers' needs is essential. Methodologically the study is both quantitative (i.e. involves numbers and statistics) and qualitative (i.e. using observation and analytic description). Great attention was paid in applying these two methods to optimum use in the choice of ideas and development of the entire study.

The researcher's choice of design finds support in Bailey (1987:38) who states that descriptive studies attempt to describe phenomena in detail. Babbie (1992:111) highlights the purpose of a descriptive study as reporting on the characteristics of some population or phenomenon under study.

### **1.6.2 Data collection method**

Data was collected by means of an interview. An interview schedule was constructed. It comprised both open and closed-ended questions. In open-ended questions the respondents were given a wide latitude of airing their views about their social needs while in closed-ended questions they were prevented from giving irrelevant responses to questions asked. The measuring instrument is explained in chapter four of the report. The researcher conducted the interviews personally. The field programme is clearly discussed in chapter four.

### **1.6.3 Data analysis**

Both the quantitative and the qualitative methods of analysis are used. Quantitative analysis is through the use of SAS programme. The researcher analysed through the means of tables, pie charts and graphs.

## **1.7 OPERATIONAL MEANING OF TERMS**

A number of terms are defined in this study to clarify their conceptual as well as their operational meaning for the purpose of the study. These are elaborated upon in both the first and the second chapters of the report.

### **1.7.1 Social needs**

According to Huttman (1981:21) social needs can be defined as those requirements of society's members, necessary for survival, growth and fulfilment.

Implicit in this definition of social needs is the idea that there is a standard quality of life to be maintained and that when this is not being met a social need becomes a social problem.

In this study a social need means deprivation of or physical substance that causes teenage mothers to malfunction when not attained. It is anything that is fundamental for the teenage mothers' optimum social functioning within the society as a person.

#### **1.7.2 Teenage motherhood**

Phoenix (1991:6) defines teenage mothers as women who become pregnant before they are twenty, are young and are having children early in their reproductive careers. Implicit in this definition is the idea that teenage mothers are immature and really too young to be mothers.

In this study teenage motherhood is defined as a state of having born an offspring while between the ages of thirteen and nineteen. Teenage motherhood is seen in a problematic light because it interferes with the growing process of the young person such that a teenage mother is forced to drop out from school.

#### **1.7.3 Family disorganization**

According to Rip (1987:18) family disorganization is the condition in which the family as a unit does not function to the approved and recognized standards of the society of which it forms part.

In this study a disorganized family includes the one having more than one of any of the family subsystems (i.e. parental subsystem and sibling subsystem).

#### **1.7.4 Social change**

Moore (1974:12) defines social change as the significant alteration of social structures including consequences and manifestations of such structures embodied in norms, values, cultural products and symbols. In this study social change is viewed as the significant

alteration of the social structure of the Zulu system with specific reference to the growing teenagers.

## **1.8 PRESENTATION OF CONTENTS**

The dissertation is divided into six chapters. Firstly, chapter 1 is an introductory chapter which outlines the study.

Chapter 2 deals with the theoretical background to the study with focus on the social needs of the teenage mothers in communities which are undergoing rapid social change.

Chapter 3 presents a brief discussion on the historical background of teenage motherhood in society with reference to the traditional Zulu social system.

Chapter 4 presents the scope and the methodology of the study. This includes scope and delimitation, sampling procedure, research method(s) used and the field programme.

Chapter 5 entails the analysis and presentation of findings.

Chapter 6 present conclusions, limitations and recommendations.



## **CHAPTER 2**

### **THEORETICAL AND CONCEPTUAL FRAMEWORK**

#### **2.1 INTRODUCTION**

Traditionally and normatively, children are born inside wedlock and parenthood is a joint responsibility of both partners husband and wife; who are adults. Teenagers, however, do bear children when they have not yet reached the stage of a adulthood. Teenage mothers, like all other teenagers are in the process of growth and development. The developmental needs of adolescence exacerbate difficulties associated with the transition to motherhood. In this chapter, the researcher has looked into teenagers as a population with its peculiar problems. The chapter entails, inter-alia, the needs of teenage mothers in general and needs of teenage mothers in communities which are undergoing rapid social change as it is happening in the rural communities of South Africa. The social needs of teenage mothers are looked into individually and in relation to the family set up.

#### **2.2 EXPOSITION OF CONCEPTS**

Before relevant literature on the subject can be reviewed, the researcher would like to give an exposition of the main concepts, viz

- (i) social needs
- (ii) teenage motherhood
- (iii) family disorganization

(iv) social change

### 2.2.1 Social needs

According to Louise Johnson (1986:7) a need is that which is necessary for either a person or a social system to function within reasonable expectations for a social system given the situation that exists. She further explicates that a need is not a want for something that would be nice to have, but the lack of that which inhibits the development or functioning of a person or system.

In this study, the social need is “deprivation” of or physical substance that causes teenage mothers to malfunction when not attained. It is anything that is fundamental for teenage mothers’ optimum functioning within the society.

Social needs are a universal human phenomenon for the population as a whole and the sub categories in any population composition (for example children and the aged). Social needs should be understood within the context of the society, how it is functioning and how individuals in that society find themselves vis-a-vis the broader systems of society.

The phenomenon of social change exercises a great impact in the understanding of needs and experiences by any particular group of the population. The reason is that as cultural and social changes take place, the underpinning ideal structures, meaning of life circumstances and value systems change. As a result in most instances, they do not offer adequate guidance especially to the youth who are experiencing life at certain levels for the first time.

It is for instance, in this context that we must understand the problem of teenagers who become mothers and then experience problems. The study focuses on the personal and social needs that teenage mothers experience as they have reached a certain stage in life for instance, unintentionally becoming mothers. What impact this has for their own welfare as persons and that of the offspring’s that they have brought into this world.

The main problem is that as children, they do not have a guidance structure in the community. Nobody is clarifying values to them hence they are inadequately prepared to face life issues where they are going to make decisions.

### **2.2.2 Teenage motherhood concept**

Morgan et al (1979:384) defines teenage as a “transition from independent childhood to responsible adulthood”. A teenager is therefore neither a child nor an adult. She is in a state of passing from one stage of development to the other. The onset of this stage may involve abrupt changes in social demands and expectations. Motherhood is a state of a female who has borne an offspring or is expectant.

In this study teenage motherhood is a state of having borne an offspring or being expectant among females between the ages of thirteen and nineteen. It is seen in a problematic light because it interferes with the growing process of the young person such that a teenage mother is forced to drop out of school. This has got implications for the welfare of this person at this preparatory stage of life.

Motherhood is normally a critical stage with its own responsibilities and challenges, both physically and socially. Mothers are the primary agents of socialization. Despite nurturance as their major function, they are expected to inculcate societal values in their children. Socialization of children in a changing society is difficult taking into account that social change can have either negative or positive effects to the value system of that particular society. Teenage mothers are therefore in an extremely difficult situation. They are faced with the challenges and demands of teenage life and motherhood responsibilities simultaneously while they are ill prepared for this.

Teenage mothers have to perform the mothering role yet they have not reached the stage of responsible parenthood as sanctioned by society. The unmarried mothers are regarded to have lost out of the normal socialization process, such as being at school for instance.

Teenage motherhood is and has been a growing concern for most urban communities (Jones 1986). Recently, studies and observations have shown that teenage motherhood is now also a cause for concern in rural communities as well (Kunene 1988; Howard 1983 & Shapiro 1981). Pathological developments in the family and social structure now manifest themselves in the rural areas as well hence this problem. This aspect will be elaborated upon in the third chapter.

### **2.2.3 Family disorganization**

In every society there is a culturally recognized and approved way in which a man and woman may live together and procreate children. There are certain functions which are therefore best understood to be carried out by the family arrangement. Sociologists believe that these functions are sanctioned by a particular society. These functions are:

- (1) the conduct of relationships between and among the spouses, sexual satisfaction as well as emotional satisfaction.
- (2) the procreation of the offsprings in the family, provision for their emotional support as well as material aspects of life.
- (3) the provision of a home as a setting identified by all members of the family unit as their physical base.

Rip (1987:18) highlights that “the parents must also socialise the children in the dominant values of the society of which the family is a part”. He defines family disorganization as “... the condition in which the family as a unit does not function according to the approved and recognised standards of the society of which it forms a part”. Although this definition may hide prejudice within it in that a nuclear family is the only organized family, the investigator will employ this definition in operationalizing the concept, and further

mentions that in this study a disorganized family may also include the one having more than one of any of the family subsystems (viz. parental subsystem and sibling subsystem).

Family disorganization as a phenomenon and process is always associated with a breakdown in the conjugal family structure and relationships. Problems arise from circumstances that are frequently associated with such breakdown i.e.

- (1) When these circumstances undermine relationships of trust and emotional security between family members.
- (2) When circumstances make it difficult for parents to care for and educate their children.
- (3) When there is no support or recognition from the outside world for one's role as a parent.

These circumstances are frequently associated with a change in the family structure. Single parenthood is an indication of the change in the family structure. Schulz (1982:229) observed that single parents "... often have a harder time raising their children than do married parents". This will be discussed later on in this chapter.

#### **2.2.4 Social change**

Moore (1974:12) defines social change as "... the significant alteration of social structures (i.e. patterns of social action and interaction/including consequences and manifestations of such structures embodied in norms, values, cultural products and symbols".

The alteration of social structures was promoted by colonialism whereby the traditional economic practices were regarded as unsuitable for exploiting resources for market oriented economy and had to be replaced (Nzimande 1985:47). To promote adaptation

people had to be educated. The formal education however did not provide an alternative socialization structure to help counteract problems such as teenage pregnancy. The development of westernization created problems of adjustment and conflicting interests.

It is however noted that the concept social change is a major concern of sociologists. Conceptually the phenomenon of social change is seen as exercising a big impact in the understanding of needs as experienced by any particular group of the population. The reason is that as cultural and social changes take place, the underpinning idea structures meaning of life circumstances and value systems change. As a result in most instances they do not offer adequate guidance, especially to the youth who are experiencing life at certain levels for the first time.

It is in this context that we must understand the problem of teenagers who become mothers. This causes problems in that they have not yet reached the status of adulthood physically and most importantly psychologically. Their state of motherhood has an impact for their own welfare as persons and that of the offspring they have brought in this world. Social work sees this as a problem not only for remedial action but for more preventive action.

## **2.3 REVIEW OF LITERATURE**

The researcher will first look at the previous research on the problem of unmarried motherhood with special reference to teenage mothers. Focus is on what has been highlighted as causes and on what is the position in so far as the teenage mother and her needs are concerned, first in general, and in particular .

### **2.3.1 CAUSES OF TEENAGE MOTHERHOOD**

The following have been highlighted as the causal factors of teenage motherhood.

### 2.3.1.1 Poverty

The social structural conditions to which the poor are exposed give rise to distinctive patterns of community and family disorganization. Robbins et al (1985:566) mention that these conditions in turn produce a distinctive set of beliefs, attitudes and values including feelings of marginality, helplessness, inferiority, weak ego structure, lack of impulse control and inability to defer gratification and plan for the future.

The researcher's observation is that in many instances teenagers who fall pregnant are from disadvantaged families; which are large and include other members who have experienced early pregnancy. This behaviour (teenage motherhood) is modelled from the older siblings. As these growing teenagers look at their older siblings' position, they tend to foresee limited school and employment opportunities; and their families place little value on education and intellectual development.

Poverty perpetuates itself from generation to generation because these attitudes are passed on to the children, rendering them incapable of taking full advantage of changing conditions and increased opportunities that may occur in their life time. Claudia Wallis (Time Magazine, Dec 9, 1985) has also highlighted poverty as a causal factor of teenage motherhood. She further mentions that "... with disadvantage creating disadvantage it is no wonder that teen pregnancy is viewed as the very hub of the poverty cycle (1985:39).

It is obvious that teenagers get caught up in heterosexual relationships because they want to benefit from the relationship. The importance of money is elevated such that growing teenagers "sell" sex to older men especially migrant workers living in hostels (cf Ngema 1985 and Craig 1983). Teenagers however fail to consider the concomitant effects of these heterosexual relationships. The teenager for instance establishes an individual bargain role with a male while she is in a poor bargaining position unless she has outstanding personal qualities to handle the relationship in such a way that she knows when to say no to a particular action. Otherwise she must be willing to accept the risk of

childbirth out of wedlock as long as the male partner promises to provide her with the material needs.

#### 2.3.1.2 **Family structure**

A study by Robbins et al (1985:567) revealed that in a family where there is no father, and there are a number of siblings, the problem of material scarcity creates a greater economic push for one to leave home. Single parents and large families have fewer resources to provide educational and career opportunities for their children. Teenagers who feel that they have a promising future to protect may be more careful to avoid accidental pregnancy. Teenagers living in a large or father absent family may receive less parental guidance and supervision. This could put them at risk through a combination of less restricted dating practice and little sexuality education.

With social change taking place in the rural areas as well, where in most families the father figure may be absent due to the migratory labour system problems of inadequate parental authority are affecting the children as well. The father seldom comes home and has a very short period to spend with the family. The mother is solely responsible to offer guidance to her growing teenagers. In some cases; circumstances might have compelled the mother to seek employment in the nearby industrial area thus depriving her from having time to supervise her children.

This complicated situation of poverty and change has detrimental effects on the functioning of the family and especially the exercise of authority and provision of emotional support for teenagers. This is particularly dangerous because of the period in which these young people find themselves without adequate guidance to enable them to steer through this critical period of growth.



#### **2.3.1.3 Strained parent-child relationships**

Teenagers are in the process of growth. They are developing interaction and communication. Lack of parental supervision are associated with greater chances of teenage pregnancy (Chilman, 1980 & Kleiman, 1980).

Teenagers are in the process of growth. They are developing socially and cognitively. Most of the time is spent with the peers than with the parents. Their peers entertain their hypothetical thinking of which the parents disapprove. Teenagers tend to believe whatever they hear from their peers. The peer group can provide a stabilizing influence for young people who are in conflict with their families. This may lead to strained parent child relationships as there is now a discrepancy between the parental values and the peer group values. The strained relationships create greater motivation of teenagers to leave home. The study by Robbins et al (1985:469) reveals that teenagers living away from home are probably more sexually active. There is lessened parental control over these teenagers' behaviour.

#### **2.3.1.4 School stress**

According to the studies (Rindfuss 1983 & Furstenberg 1976) teenage mothers are more likely to be behind a grade in school. This view is supported by Chilman (1980) and Klein (1978) in that when peers have low educational expectations and foresee few opportunities, the chances of teenage sexual activity and childbearing increase. Robbins et al (1985:468) however argue that it is possible that school experiences do not cause teenage pregnancy but instead, reflect resources and abilities of the teenager such as intelligence, self discipline, parent attention and acceptance of adult authority that do influence pregnancy risk.

In rural communities children start attending school at a later stage. They first help with the household chores starting from cleaning the house to preparing the meals. At times growing girls can be babysitters. The assumption of such roles prepares them to accept adult authority which in turn influences pregnancy risk.

According to Chilman (1980:800) “adolescent mothers tended to have done poorly in school and to have had low school interests and goals before pregnancy occurred”. It is obvious that there is a correlation between school stress and teenage pregnancy.

#### 2.3.1.5 **Peer group influence**

It is perhaps more correct to say that many teenagers who associate themselves with groups which have values conducive to illicit sexual relations are more likely to accept such values, thus exposing the young girls to pregnancy. These girls would visit various places of entertainment in the company of members of such peer groups so that it would be wrong to attribute the illicit sexual relations to the surroundings in which they found themselves. It is however the value relating to sexual relations which they took with them to these places.

Craig's study (1983) reveals that teenagers fall pregnant to prove adult status, fruitfulness and manliness. He further states that teenage motherhood has “... become a fashion among young people and is related to notions that a woman's worth could be equated with her fertility” Craig (1983:452). Although Craig sees this as an aspect of Zulu culture, the researcher argues that this “woman's worth” was traditionally a thing of older, developed matured women and not for growing teenagers.

Although this type of behaviour has been most prevalent in the urban areas, it is now culminating in the rural areas as well. This can be attributed to the fact that some school going children from the rural areas go to schools in the urban areas or vice versa.

#### **2.3.1.6 Attitudes towards contraceptive use**

Phoenix's study (1991) reveals that although most women had received some contraceptive education before pregnancy, two thirds of these women became pregnant. It is obvious that most teenagers do not become pregnant because they are unaware of the existence of contraception. The cause of pregnancy was the attitudes that the teenagers have towards the methods available.

Reluctance to use the contraceptive pill or the intra uterine device is influenced by the fact that teenagers know women who had, or had themselves suffered side effects with the forms of contraception. Phoenix (1991:69) highlights other reasons for discontinuing pill use to be weight gain, headache, nausea. There is also a belief that contraceptives provided gratuitously are of poor quality and have serious effects.

Although contraceptives are provided in the local clinics, teenagers find it difficult to consume such services because these are distributed during the school hours. It is also dehumanizing for a teenager to go to the clinic in school uniform and stand in long queues with married people or responsible adults. The lack of strong desire not to become pregnant and unconscious motivations to become pregnant may lead to a failure to use contraceptives or a failure to use them successfully and avoid pregnancy.

Teenagers become pregnant because of:

- (i) Lack of understanding about the likelihood of becoming pregnant.
- (ii) Lack of understanding of consequences of pregnancy.
- (iii) Lack of understanding in the use of contraceptives.

Most teenagers who bear children did not intend to become pregnant. They delay seeking help with regard to contraception. The younger a girl is when she begins to have sex, the longer she waits before seeking help with contraception.

Teenage motherhood has been found as long as there have been teenagers, but its pervasiveness in rural areas is alarming. Having discussed the causation of teenage motherhood, the researcher will further look at the social needs of teenage mothers which need to be fulfilled so that they can function at an optimum level.

### **2.3.2 NEEDS OF TEENAGE MOTHERS**

#### **2.3.2.1 Financial support**

This is the most pressing need which often becomes a problem and precipitates others. Free choice and protection that a teenage mother has for herself and her child depends largely on the availability of financial support. The sources of such support cannot be relied on due to certain barriers that hinder them from offering such. Some parents may be feeling bitter about their teenager's pregnancy and be resentful thus giving no financial support.

If the reputed father is a teenager he will most likely be attending school. This renders him incapable to offer financial support. Some fathers, however, deny paternity and this brings a teenage mother unplanned for expenses for her care and maintenance. The resistance of the refuted fathers, to maintain their children exacerbates the economic position of the teenage mothers. Burman as cited in the *Lawyers for Human Rights Journal* (1992:22) states that according to research conducted in Cape Town 86% of African fathers against whom a maintenance order has been granted, default at one time or another. What is more astonishing is that, default occurs even though the maintenance order may fall far below pro-rata payment as stipulated by law.

Scanzoni et al (1988:223) explain the resistance by arguing that traditionally men who fathered children out of wedlock were given no legal access to the child. The researcher argues that even if they were given legal access to their children, they would still fail to support them. The researcher has observed that fathers fail to support or maintain their children even though the children are with the relatives of the father. The national family welfare policy has not been formalized hence teenage mothers are deprived of public assistance.

#### **2.3.2.2 Accommodation**

Another pressing need for teenage mothers is accommodation. A shelter is a basic need for every human being. Costin (1972:221) states that "... pregnant girls need and choose to leave home to escape a psychologically destructive set of relationships". The researcher argues that this is, however, not always the case. The home is the best place for proper maternity care. Even if teenage mothers can be prepared to resist the home circumstances they have no option if the parents order them to leave home. The following case study is an example from one of the students involved in practical work (ASW 39P 1990 Programme: University of Zululand)

Client X was a 17 year old teenager who stayed with her grandmother, X got pregnant during 1990. Her father was in Johannesburg (where he is employed). The grandmother broke the news that X was pregnant. The father wrote a letter ordering X to leave home immediately. This resulted in the teenager burning herself.

Suitable accommodation for a pregnant teenager may be unobtainable such that compromises are made which in turn, exacerbate other problems. Housing can be overcrowded, badly deteriorating and undesirable for the rearing of a young child. There can be enough space to accommodate the child. Even if the space is enough, there can be no quiet place for the child to sleep, let alone sanitation and electricity.

#### 2.3.2.3 **Medical care**

Pregnant teenagers are less likely than other pregnant women to receive prenatal care early and regularly enough for the optimal protection of their own health and that of their unborn infants. They delay seeking medical care because of certain reasons. They may be trying to conceal their pregnancy as long as possible. They may be finding it too inconvenient to attend the prenatal clinic sessions because they are reluctant to take time away from school. Another reason can be that due to their financial insecurity, they cannot afford to pay the costs of a private physician. The remoteness of the clinic can be another reason that delays teenage mothers from seeking medical care.

According to Bolton (1980:87) teenage mothers have a higher/puerperal death rate compared to other expectant women. He attributes this to the illegal abortions which have played a major role in determining the death rate among teenage mothers of all ethnic groups. Views of teenage mothers in Thandi Magazine (March: 1990:16) show that the teenage mothers were proud of their femininity and the care of their womanhood. They were proud that they could conceive. The illegal abortions that the teenagers attempt may be due to other pressing needs like financial support and accommodation.

While being unmarried causes pregnant teenagers to seek medical care at a later stage; the majority of teenage mothers have experienced early or lifetime deprivation in their environment. Their impoverished environment influences their degree of health risk and the outcome of pregnancy.

#### 2.3.2.4 **Education**

Teenage mothers face another problem, that is, the likelihood that their education will be interrupted or terminated when her pregnancy has been recognised, the adolescent girl is required to drop out from school without counselling or referral for help with problems. The researcher feels that it is very much unfair for the school to impose such a policy. The

school has disregarded the adolescent's total being. It perceived a pupil as an individual who must be prepared for the industrial world, disregarding the fact that a pupil has his social needs which, when unmet, might affect his performance at school. It is however, not always the school that compels teenage mothers to drop out from school. Major reasons for discontinuing school can be delivery and having care for the baby.

Costin (1972:223) feels that teenage mothers encounter little welcome or supportive help in resuming their student role. This may not always be the case. In most cases the school does not accept one who has not been schooling during the previous year irrespective of the reason for his dropping out. This makes it extremely difficult for a teenage mother to continue her education. This complicates the whole situation since education has become increasingly important as an admission ticket to the labour market and eventually occupational mobility (Furstenberg et al 1985:4). The expulsion of a pregnant teenager reflects the moralistic and punitive attitudes of the school. This is unfair especially as the alleged fathers of the unborn children are excluded.

Education for teenage mothers is vital as they continue to learn and move towards more adequate functioning. Most teenage mothers are deprived of returning to school by their own parents. In rural communities, teenage mothers are obliged to look after their own children. There are no services like creches or day care centres. Even if such services are available, the financial factor is the key. Without financial support it can be difficult for the teenage mother to consume such services.

#### **2.3.2.5 Overall happiness**

According to Miller (1981:32) not every teenage mother is miserable. He feels that teenage mothers who received more help from the families as anticipated were likely to be happy. The researcher argues that family support on its own cannot guarantee an overall happiness; taking into account that the realization of pregnancy is stress producing. It cannot be denied that the pregnancy means ultimate dropping out from school; stigma

attached to a teenager as expectant. One's self esteem is actually affected. Breaking the news can be a problem. The first confidant is usually a boyfriend who tends to deny paternity thus causing the girl to be more disillusioned.

#### **2.3.2.6 Welfare of children**

Adding parenthood to their pre-existing problems probably increases the difficulties of these young people. An issue of the welfare of the children is in the limelight. A question may arise as to who is going to look after the child. Some teenagers do not find any problem as their mothers may be willing to assume the mothering role.

Parenthood normatively is basically begun as a shared responsibility and should continue that way. Teenagers are however, deprived of this "sharing". Circumstances propel them to do baby care all by themselves. The teenager's mother might be willing to share the chore but is hindered by her personal commitments hence the teenager is solely faced with the responsibility. Social work services are not that readily available.

Teenager's sisters and other relatives can be alternative child care providers. Day care facilities are other sources of child care but the expenses involved make it not possible for the teenagers to use such services.

#### **2.3.2.7 Lack of parenting skills**

Besides domestic duties that the mother is expected to perform, she is faced with an enormous task of meeting the child's physical needs. She also performs training of the child. This includes regular habits that the child needs to adapt. She also performs moral education and disciplining the child.

The weight of the new responsibilities; that a teenage mother will have to assume; begins to sink in immediately a child is born. Feelings of the teenage mother as highlighted by



Cladia Wallis (1985:39) in the Time magazine are an indication of a heavy burden that the teenagers find it hard to bear. Cited from Cladia's study (1985) is a fifteen (15) year old teenage mother who finds it hard to think of herself as a mother. "I'm still just as young as I was" she insists, "I haven't grown up any faster. Last night I kept feeding him and feeding him. Whenever I lay him down, he wants to get picked up". In retrospect she admits "Babies are a big step. I should have thought more about it." Another seventeen (17) year old adolescent who is struggling to raise her two year old son admitted. "We are children ourselves having children", Wallis (1985:39).

Mothering involves, inter alia, acting as a connecting link between the family and the community. Considering the role that the mother needs to perform, one can see the heavy task upon a teenage mother. There are cultural factors that determine parenting behaviour. According to Bigner (1985:39) variations in social class backgrounds, values and attitudes influence differences in the ways of approaching parental behaviour. The personality of the mother also has an influence in parenting behaviour. The teenage mother's dependency on adults for norms of parenting, training and preparation for child care inhibits the development of autonomy.

## **2.4 IMPLICATIONS FOR SOCIAL WORK INTERVENTION**

Social work intervention is not the only alternative to the prevention of social problems but is influenced by a number of factors that characterize the dynamics of the situation social workers are focusing on. Social workers also have to take into account those aspects both objective and subjective which will influence their professional operation.

Having identified the needs of the teenage mothers it is obvious that the teenagers find it difficult to cope with the stage of motherhood. The researcher will therefore discuss the intervention technique that the social workers need to devise, to enable these teenagers to cope with the demands of motherhood.

In dealing with complex problems like teenage motherhood, an interdisciplinary approach may be necessary if untimely pregnancies among teenagers are to be prevented. The problem involves behaviour as well as the impact of forces both inside and outside the teenager. At her level of development, the teenage period often called the time of stress and strains, is particularly vulnerable. The teenage has not developed a level of maturity and competence in social and personal skills to be able to handle the huge demands made on her. Physically, the teenager is “maturing” but psychologically she is not. She has not developed the concept of how to handle the self and the challenges in her life.

Social work approaches to be used must therefore be based on realistic perspectives taking into account the condition of the teenagers dealt with. The concept of sexuality education becomes very important in addressing the problem of sexual behaviour holistically, involving other life circumstances of the teenager. Nero approaches, such as sexual abstinence, may not achieve the desired result than the provision of resources and support to regulate sexual activity. In the process, the teenager develops to understand self more as a person and what will be eventually good for her own well being.

On the direct service level, it may be imperative that social workers and other professionals begin to identify these teenagers who are prone to pregnancy and lack the necessary resources to prevent such pregnancy. This is preventive action which calls for a cognitive development and behavioural adjustment. The approach needs to develop behavioural and interpersonal skills so that they can implement rational decisions in regard to life choices.

For teenagers who are mothers curative action may be necessary. This calls for the problem solving approach. The use of small groups to facilitate sharing situations that allow role development is viable in practice. “Through group process members acquire new, more adaptive behavioural responses, receiving feedback from leaders and other group members” Corey (1982:12).

The researcher will look at the problem solving approach as developed by Pincus and Minahan.

### **2.5.1 Identification of the problem**

The teenage mothers' failure to cope with the demands and responsibilities of motherhood is an indication of social problems they are experiencing. It is useful to define this social situation as has been evaluated by teenage mothers as undesirable. It must be determined, how the teenage mothers regard their circumstances and how they intend alleviating them. The manner in which problems are identified determines the treatment programme to be implemented in alleviating the problem.

### **2.5.2 Data collection**

Data collection is necessary for the purpose of planning. Needs of teenage mothers become problems if they are not met or fulfilled. The data should therefore provide or have a bearing on these unfulfilled needs. The gathering of unnecessary data is unethical and damaging to the human dignity of the people concerned. The data should include, inter alia, the following:

- (i) the nature of the needs;
- (ii) former attempts to fulfil the needs;
- (iii) Intensity of the needs and how they affect the functioning of teenage mothers;
- (iv) rules and regulations of the community that affect the unfulfilled needs of the teenage mothers.

The researcher is more interested in knowing the teenager as a person and the structure of her needs. The general modes of data collection are questioning; observation and use of existing written material.

#### **2.5.3 Making initial contacts**

Contact is the initial engagement of a social worker and a client, action or target system. Pincus and Minahan (1973:141) state that in initiating these contacts all parties may be ambivalent about beginning a change effort. It is therefore imperative for the social worker to analyze people's perception of the benefits they believe will accrue to them from the change effort and what they believe the change effort will cost them. This analysis will enable the social worker to plan a strategy for contact that will stimulate positive motivation and reduce resistance forces. A potential client system who is a teenage mother in this case can be directly approached. It may be more practicable for the social worker to ask someone who has influence with the system to be contacted and can help reduce its resistances to make the first contact.

Having mentioned that an interdisciplinary approach is necessary, social workers might find it helpful to make a joint contact effort with other professionals who might be of help in the change effort.

#### **2.5.4 Negotiating contracts**

Once contacts with various systems have been initiated, the social worker's major task is to negotiate contracts with these people so that they can be more involved in the change effort. A sound relationship must be established among the various systems. It is also important that the purpose and the terms of the contract be clarified to all the people involved.

The contract can be written or verbal. Even if it can not be formalized, it can, however be acknowledged as operative by the systems involved. The contract is binding and therapeutic in the sense that both the social worker and the client system commit themselves to the completion of a task.

#### **2.5.5           Forming action systems**

The system will compose of the social worker and the teenage mothers. In forming the system the social worker may have to operate within the constraints of the major characteristics of action systems i.e. size, composition, use of time, the place or setting and procedures governing interaction. A one-to-one action system is frequently the most effective and efficient way to influence the targets of change. The worker himself may possess the necessary influences to achieve his purposes with the target.

A group action system can be formed if the social worker is unable to mobilize necessary system. According to Pincus & Minahan (1973:196) group action systems are effective for people with common problems, in addition to their personal problems. They can be brought together so that they can influence one another through direct interaction. The worker's purpose may be achieved as the group members give each other support, encouragement and friendship.

#### **2.5.6           Implementation of treatment plan**

Treatment is the method followed by the social worker in order to improve the problem situation which may concern the individual, group or the community. In order to achieve this objective the social worker may have to help teenage mothers (forming a group) to build up better relationships with the others to use these to satisfy their own needs by means of growth and change. Group participation should therefore be enhanced. The programme should be of therapeutic value to the teenagers.

Any treatment plan can be implemented successfully if the objectives are clearly stated and the members find the atmosphere or group climate attractive.

#### **2.5.7 Termination**

It is important for the group members to be prepared for termination because they will have to disengage from relationships that have been established. Failure to prepare group members for termination can lead to group members changing or expanding group objectives. To ensure termination the social worker has to see to it that communication is positive. This can only happen if the group worker takes group members' feelings into account showing that he understands their aggressive behaviour by acting in a non-condemnatory way and encouraging them by praising them showing that he cares for them.

### **2.6 MAJOR THEMES OF THE STUDY**

The researcher has drawn themes which are going to be the main structure of the investigation. The foregoing theoretical background should help direct the study in the investigation of the following:

#### **2.6.1 Perception of teenagers of their social needs**

Focus will be on how the teenagers perceive their social needs and how do they feel about these needs should they remain unfulfilled.

#### **2.6.2 Perception of assistance the teenagers might get.**

The researcher will investigate the teenagers' attitudes towards any form of assistance that might be offered to them. This will include both formal and informal structures which can be established with an aim of giving support to growing teenagers.

### **2.6.3 Cognitive level of teenagers**

Focus will be on the cognitive development of the teenagers i.e. on how they have developed their self concept and whether do they understand the change that is taking place in them such that they can easily resist situations which might lead to premature parenthood.

### **2.6.4 Relationships with parents**

The investigator will try to investigate the relationship of teenagers with their parents to see whether do teenagers find it easy to talk about the facts of life with their parents.

### **2.6.5 Social values in relation to growing teenagers**

Focus will be on the involvement of the older girls in the inculcation of the societal values to growing teenagers, and the role of the other community leaders (i.e. the chief and the headman).

## **2.7 SUMMARY**

This chapter dealt with the needs of the teenage mothers and the problems resulting thereafter should such needs not be fulfilled. Focus was on the theoretical background against which the teenagers can understand their situation with an aim of looking for alternative strategies to fulfil or meet their needs.

The chapter included the following:-

- (i) Exposition of major concepts.
- (ii) Causes of teenage motherhood

- (iii) Needs of teenage mothers
- (iv) Theoretical approach.
- (v) Major themes of the study.



## **CHAPTER 3**

### **TEENAGE MOTHERHOOD IN SOCIETY WITH REFERENCE TO THE TRADITIONAL ZULU SOCIAL SYSTEM**

#### **3.1 INTRODUCTION**

Teenage motherhood is an indication of the pathological changes in the family as a result of social change Shapiro (1989:5). According to Kriege (1965:156) it was unacceptable in Zulu culture for a teenager to bear a child out of betrothal hence the occurrence of this shocked the society. It is therefore necessary for the people concerned to take cognisance of this change and consider what needs to be done about teenage mothers. The existence of teenage motherhood can no longer be ignored. It has increased complexity in the family structure taking into account that the arrival of a teenager's child means the development of another parental subsystem within a family, hence there is a new kind of social interaction. It is for this reason that the researcher has looked into the social needs of the teenage mothers in relation to the family set up.

In this chapter, the overview of teenage motherhood in the traditional society is given. This chapter also includes the societal norms and values governing the teenagers' behaviour; factors in change in a traditional Zulu culture, effects of teenage motherhood to the family structure and family functioning.

#### **3.2 SOCIETAL NORMS GOVERNING TEENAGER'S BEHAVIOUR WITH REFERENCE TO THE ZULU CULTURE**

When people are living together as a group, there are values and rules of conduct which govern their behaviour. Although these values can be viewed as external properties to

which people must mould their behaviour, they however become part of people if they have been internalised. This structure is defined by Popenoe (1980:91) as “.... an organised pattern quality of social life”. In traditional Zulu society there was a structure which guided the growing teenager in relation to her relationship with people of the opposite sex. These values and rules helped in moulding teenagers’ behaviour and prevented the occurring of teenage pregnancy. They were the control measures of the society. This sanctioning behaviour provided a protective function for the teenagers. The societal norms and values governing teenagers’ behaviour are hereby discussed.

### **3.2.1 Teenagers puberty ceremony**

One of the known means in the inculcation of values and norms of behaviour was the traditional teenager’s puberty ceremony. In the traditional Zulu society every young person had to go through certain stages i.e. rites of passage. This cultural practice had a distinct value in orientating and guiding the individual young person as she was growing. Specific forms of behaviour, rights and privileges thereof were inculcated in the mind of the growing person. This was particularly helpful in that the young person was assisted to handle each stage per time and to gain the required knowledge and experience.

The most significant factor in the rites of passage is that it was a group effort and provided the individual young person with a lot of social support. The teenagers’ puberty ceremony was one such stage. There was a certain way of handling puberty. When a girl became aware that she had attained puberty, she would break the news to the other girls (older siblings) who would then report the matter to the mother.

In behavioural terms the traditional view of handling developmental stages was an open affair and shared with peer group members and older girls who gave guidance (Msimang 1975:224). The disappearance of this practice has meant that the young girl handles all the developmental problems as an individual. If she is fortunate to have a listening ear of the mother, support of sisters, she gets assistance. Craig et al (1983:454) highlights that it

was never the sole responsibility of parents to educate a child in sexuality matters and to enforce the rules and norms of the community in this regard. Observation and information from popular magazines indicate that this is no longer the case but such girls often fail to handle this problem. A girl's puberty is never publicised. Growing girls are not sure of what to do when they realise that they have attained puberty.

During the puberty ceremony, girls of the same age (*ontanga*) would come and spend the night with the girl who was entering puberty. These girls were usually accompanied by the boys of the neighbourhood, of a similar age. These young people would sing puberty songs. Singing would continue until midnight and when they were tired the boys departed. The growing teenage was assisted in handling heterosexual relationship until she too gained experience. As indicated above, a girl who has got no support structure of being assisted would often fall prey to all types of suggestions.

### 3.2.2 **Control of young girls by the group of older girls**

This was another culturally designed way of assisting young people. Although the girl's puberty was publicised, this did not mean that she could establish relationships with people of the opposite sex. Traditionally girls were divided into three categories i.e.

*"amatshitshi"* : girls who have not accepted lovers

*"amaqhikiza"* : girls who are involved in courtship

*"izinkehli"* : girls who are ready for getting married

The regulated behaviour in traditional society was so strictly observed by both girls and boys. When for instance a young man was looking for a young woman to court, he would never take notice of a girl who has not yet reached puberty. In the event a man did this, the girl would behave appropriately by not answering anything from this man. This was

supposed to be a clear indication that the girl had not gone through the puberty ceremony. Also that the older girls (*amaqhikiza*) had not instructed this girl in the handling of heterosexual relationships (Masondo 1982:53).

The traditional method of assisting girls in their growing up period and gaining experience provided for specific behaviours in courting, for instance, the older girls would bring together all the younger girls who had gone through the puberty stage; counsel them and give permission to engage in courting. A girl would not fall in love with a suitor until she had discussed the matter with the older girls. When she has received a nod to accept a young man as a lover, again this will be an open affair. The older girls as well as peer group members will know that "*Thembile*" has fallen in love with "*Themba*". This behaviour will be followed by a ceremony as well where young men and women of the neighbourhood and or district will participate in wishing the lovers a happy relationship. This meant that this girl could not accept any other young man as a lover unless this relationship has been broken and understood by the older girls to be so.

Traditionally should the young man intend talking to his lover, he would have to ask for permission from the older girls. The older girls would advise this girl on how to take heed that she is not deflowered by the boy. The young men of the peer group would also advise the young man involved that only the external intercourse could be practised. Age groups, peer groups were the most socializing agents in that they supported parental values and duties to the larger kin or ethnic group. Kayongo-Male (1986:20) highlights that African peer groups had a great deal of control over young people's behaviour. As a protective measure inculcated during the elaborate ceremonial and initiation procedures, under no circumstances would a girl fall in love, have sexual intercourse with her lover and yet having not informed her sisters about the affair as it is now happening.

### 3.2.3 Premarital intercourse

As already indicated, the girl was supported by the members of the peer group and older girls. This ascertained that there could be no instance of something happening between the two (boy and girl) which was unknown to the peer group. This meant that in the eventuality the two young people went too far it would be known who has made the girl pregnant. Unlike today, some girls would get pregnant and only themselves would know who is involved. When the man disappears there will be no way of being assisted by the peer group members. This is the price young African girls pay for individualism which has come about as a result of social change.

In the traditional Zulu culture, premarital intercourse was known to take place under the control of the peer group leaders. A young man would express his desires to those leaders who would then "give him permission" to go on with his expression of feelings to his lover. Although this behaviour was regarded as technically unlawful, it was nevertheless connived at by the girls and incidentally by the elderly women. These were secretly informed about the girl's development and her relationships. It must be stressed that young girls were strictly supervised and the biological parents had to be assured by the peer group leaders of the control they were exercising. Traditionally there was a strict enforcement of the rule that a girl must not be rendered pregnant (Pauw 1980:111). In addition Zulu mothers used to examine their girls' pudenda by way of supervision against defloration.

It was considered a disgrace for an unmarried girl to have a child at her father's kraal. In traditional Zulu society harsh treatment was meted out to the girl who has fallen pregnant and given birth to an illegitimate child. Incidentally this was practised in most societies in the past. In Virginia, for instance, teenagers who fell pregnant were tied against the pole in front of the church and bitterly beaten.

These control measures deterred teenagers from practising premarital sexual relations. In case a girl was seduced punitive action would be taken against her and the man involved. This was however not dealt with only at family level. The matter would be taken up with the local chief and the peer group (*ontanga*). Peer group girls would swear at the seduced girl, spit upon her and beat her cruelly for bringing disgrace to the group (Masondo 1982:54). As for the man concerned, Kriege (1965:158) says that the man would be forced to give a goat as ransom and for the atonement for the peer group. The wrong doing was publicly dealt with.

The literature is revealing that older siblings had a significant role that they played in the socialization of growing teenagers. It further explicates the family life style in rural areas where the community would join hands with the family in assisting the teenager through her developmental stage.

In the investigation undertaken in the study, it is shown that the collapse of these traditional societal structures brought many problems for the inexperienced teenagers who become unwed mothers. Traditionally every child born of an unmarried woman belonged to the household of the mother and would take the name of his mother's family. As a result of social change, the system that supported the young girl after she had fallen victim is no longer there. She is now expected to go through the painful and traumatic paces in pinning down the man responsible, alone at times. The impact of this on a teenage mother is psychologically damaging and negative for the offspring also.

### **3.3 FACTORS IN CHANGE IN A TRADITIONAL ZULU SOCIETY**

When the present day problems are examined in terms of their sources and types, areas of social adjustment are observed. Culture and periods of social development is one area which can be related to the occurrence of many social problems including teenage motherhood. The researcher looks at the major factors in social change and how these have impacted on the traditional social system of the Zulus with specific reference to the

growing teenagers. These factors are urbanisation and industrialization; formal education system and acculturation.

### **3.3.1 Urbanization and industrialization**

Teenage motherhood is as a result of the broken traditional social structure and societal values due to urbanization and industrialization. The advent of the factory system transferred the economic function of the family to the companies. With the process of industrialization, production was taken out of the home and the economic function of the family declined. This had serious consequences for the socialization of children. They were neglected by their parents who left them at home while they worked outside and no guidance was offered to them as they grow. This resulted in experience becoming a great teacher. It was under these circumstances that the rate of teenage motherhood increased.

Industrialization was a threat to the family in the sense that it affected the family functioning and the family structure. Economic factors powerfully intruded upon the family life for instance the location of the husbands' work determines whether he sees his family constantly or briefly between dawn and dusk. Most men are however compelled to leave their families and go to the cities in search of employment. This has negatively affected the family in that there is no one playing a paternal role in the family and most women find it difficult to rear children on their own. Growing teenagers easily get out of hand and are consequently prone to misconduct which may result in teenage pregnancy.

The chief characteristic of industrial societies is change. According to Schulz (1982:115) change and arising affluence created a very different setting for family life. Circumstances have compelled men to look for accommodation in places nearer to their places of work. They end up seeing their families once or twice a month, some even once a year. This has caused great harm to the Zulu family in that the family ends up being deserted by the father. A family without means of financial assistance is running a risk of being characterized by chronic poverty. Poverty has been highlighted as another cause of

teenage motherhood i.e. (chapter II) where a teenager finds herself involved in a relationship for material gain. Should such circumstances prevail in a family, the mother will be forced to go out and seek employment. The children will consequently be left all by themselves without anyone who can supervise or have parental control on them.

Goode as cited by Blood (1972:221) concluded his review of African family life by pointing out that "... much of the African industrialized and urbanized population is living in a state of social disorganization". The reason for that disorganization being that the families were uprooted from rural subsistence cultured communities and plunged abruptly into urban industrial communities. Men were caught up between tribal values and alien values of the new environment in the industrial urban settings to which they did not fully subscribe to either.

This had a high potential of personal conflict in the value structure in that these men shed their sanctions of tribal values but did not have an alternative. This caused them to engage in behaviour which they themselves could not explain. This has however become the usual trend in societies all over the world. It is for instance said that when some Asian communities e.g. (Chinese who had a very strict behaviour code for the children in the family) lived in alien culture, very serious complications developed. It is because of this conflict that men leave their wives in rural areas and develop relationships even with teenage girls of course with disastrous consequences of pregnancy.

Not only did industrialization and urbanization undermine the behaviour pattern in the family but it also created other problems as well. The movement of the family members from the home to the centres of industry and urban areas affected both parents and children. Children too, left their homes to attend schools in the urban areas where they lived away from the control of their parents often without parental and or surrogate control. Ngema's study (1987) puts the attendant problem in perspective. In the area she studied, she found that the local school girls from far afield moved in illegally and cohabited with hostel dwellers. These hostel dwellers had very convenient house-type



accommodation and/or lived alone in their rooms. It became easy to get another person to live with. Invariably when these school girls became pregnant, and after that event, they were chased out to look after themselves with their problems.

### **3.3.2 Formal education system**

Traditionally, the responsibility for the education of children was laid in the hands of their parents with the co-operation of other parents. This informal education was geared towards socialization and the inculcation of basic cultural values. It is, however, equally apparent that with change in the society, education of children has become formalized and has passed into the hands of the professionals as it aims at developing children to carry out instrumental functions. Formal education is acquired by an individual as against informal education which was a group effort. Formal education system as experienced by Zulu teenagers made no provision for dealing with personal and social needs of these teenagers. It was experienced as a world apart from their traditional societal systems hence it did not prepare them to go through the transitional stages in a smooth and integrated fashion.

According to Blood (1972:121) one consequence of the school's intrusion into the family is a partial emancipation of children from their parental authority. Children perceive their parents to be having outdated knowledge. This is supported by Kayongo-Male (1984:28) in that young people use their education as a weapon against their uneducated parents. Prior to the rise of the schools parents were considered to be having the most knowledge because they had lived longer than their children. Even if parents taught children everything they knew, the children could by no means claim to know more than the parents could teach. Thus children could never achieve educational advantage. With the invention of schools, however, this parental advantage was lost resulting in conflicts which left teenagers without any guidance. Craig's study (1983) also revealed that neither the family, school nor media convey information to young urban Zulu schoolgirls. This might be the case in the rural communities since they are now characterized by social change.

The inversion of the normal parental advantage undermines parental authority. There is always a danger that children will produce better arguments than their parents. This however does not mean that the children may be completely emancipated from parental influence. It means that the older they grow and more knowledge they acquire, the more their relationship with parents tend to be transformed. Parents are no longer at liberty to discuss sexuality with their growing teenagers due to the distant relationships. It is because of this emancipation that teenagers are free to do whatever they want.

It must be noted that formal education per se is not a problem but the problem is in the manner in which it impacted on the Zulu family system.

### **3.3.3 Acculturation**

Acculturation is the process of bringing two or more cultures which can have both the positive and the negative effect. The tremendous changes in the traditional society came from another continent with different mentality and different social values. These social values were amalgamated with the African values thus resulting in a diffused social structure and value system.

Western countries brought a new type of civilization to Africa which emphasized commercialization and economy resulting in the social needs of the people being neglected. Nzimande (1985:30) explains as to how the independent people of Africa were thus drawn into the orbit of the western people. They were economically exploited and their indigenous growth was frustrated. The African people, who were subjected in the process, were denied their natural right of self determination. Their culture was attacked and were then exposed to the evils of the so-called, Western civilization, unassisted.

Because of Western technology, the western way of life was felt to be superior. Africans abandoned their cultural norms and values because these were considered by western people as “uncultured” ways of behaviour (*ubugaba*). The supervision of growing girls

against defloweration (*ukuhlolwa kwezintombi*) was for instance one of the most precious cultural norms which ended up being abandoned. Although the chief of the Zulus (*Isilo samabandla*) is still subscribing to this norm hence he always celebrates the related feast (*umkhosi wohlanga*). This does no longer have any effect since the attendance of the feast has turned to be optional.

Accepting a lover (*ukuqoma*) is no longer a public issue. It is only between the two people involved. It is because of this advantage that girls get involved in relationships and end up being pregnant without anyone else knowing about the relationship. It is however with much disgrace that the cultural values of the African people were perceived to be inferior and on the other hand the western way of life which was seen to be superior did not bring a substitute for the social structures that were broken. The introduction of the birth control measures did not minimize the rate of teenage pregnancy.

Society are systems of inheritance. Hallpike (1986:47) feels that if culture is a combination of aspects of thought, behaviour and artefacts which can be learnt and transmitted, then the feature common to all the above cultural entities is that they are capable of being transmitted culturally from one individual to the other. Transmission may however imply copying error. Westernization has resulted in the mutation of the African way of life. In the traditional Zulu society single parenthood did not exist. The societal norms and values were structured such that even the widows and their children would be taken care of by someone (Nzimande 1985:63). With the process of acculturation the Zulus adopted the behaviour of another culture. The negative effect of this for instance was that the sanctioning behaviour meted to a Zulu woman who bore a child outside wedlock was abandoned. Gradually getting a child out of wedlock ceased to be stigmatized. Some people perceived that such behaviour was easily condoned.

### **3.4 EFFECTS OF TEENAGE MOTHERHOOD TO THE FAMILY AND THE SOCIETY**

When the socialization function of the family is weakened and the social control of children by their elders is weakened or destroyed, symptoms of disorganization appear. Thus affect the functioning of the family negatively, thus having serious effects on the society as well.

#### **3.4.1 Pathological development in a familial functioning**

The birth of a teenager's child is pathological to the functioning of the family. Basically, there are three types of subsystems in the family viz spouse subsystem, the parental subsystem and the sibling subsystem. The arrival of the child means the formation of another subsystem. It becomes a complex situation as there are two parental subsystems within a family. Furstenberg (1987:4) also highlights that out of wedlock childhood bearing becomes part of a new constellation of family patterns.

The functioning of the family is affected by the family structure, family size, number of children and developmental stage of the family. In a family with adolescent children, the parents are normally middle aged. They have problems as they may be trying to cope with their adolescent children. It is even worse if their adolescent children are also having children.

In Minuchin's family model, the family has always undergone changes that parallel society's change (Minuchin 1974:52). It has given up the functions of protecting and socializing its members in response to culture's needs. The family which must always accommodate to society is changing with it. The family is relinquishing the socialization of children but the society has not developed adequate extra-familial sources of socialization and support.

When the family releases its children, it releases them to inadequate support systems as in the case of growing teenagers. Growing teenagers do not receive guidance from the family. Neither does the society offer guidance to them. They get support from their peers who are inexperienced. This has affected growing teenagers a great deal hence the problem of teenage motherhood.

The arrival of a teenager's child in a family is an indication of a new subsystem of which new lines of differentiation must be drawn. In this process, conflicts inevitably arise resulting in the pathological functioning of the family. The relationship between the teenager and her parents is no longer a parent-child relationship but a conflictual "adult-adult" relationship. Teenage mothers in many cases are however not regarded as adults in the sense that their parents impose or give instructions to them and on the contrary they are expected to assume mothering role after delivery. This creates role conflict on teenagers thus affecting their performance negatively.

#### **3.4.2 Social re-integration**

Social re-integration is a major social need of a teenage mother who becomes ostracized by her peers. Teenage motherhood is sometimes interpreted as a breakdown of the social order in general and youthful alienation in particular.

Teenage mothers lose ties from their peers. In Khumalo's investigation (1990) the teenagers expressed their feelings about the reaction of their friends to their pregnancy. They shared that they were being shunned by their close friends. It needs one's strong personality to be pulled through. A teenage mother needs to have positive feelings of self worth and acceptance. This can be difficult for a teenage mother as she may have been rejected by her immediate associates. These include family members, peers and the boyfriend. They are the people who should be the support system of a teenage mother as she is in a crisis.

Gordon (1972:326) perceives the teenage mother as in conflict between the pressure to achieve and increased concern about being accepted by peers. Young mothers will want to reach out for new companions both as friends and potential mates. Howard (1975:192) feels that the more experience teenage mothers have in meeting and knowing people, the more they will be able to make competent judgements about their choices of friends and mates. This is, however, not possible in rural communities where the teenage mother is deprived of such meetings. Parents of teenage mothers find it difficult to accept that the teenage mothers want to begin social relationships. This is threatening to the teenage mothers and it makes them feel insecure that they may get married in future.

The foregoing description of the situation of unmarried motherhood in the traditional Zulu society was meant to be a bedrock against which the arguments on the social needs of the teenage mothers are to be understood. Traditional Zulu society provided a system of support pro-actively to deal with the problems and the strains of the teenage period. When and if a problem of a teenager getting pregnant occurred, she was still supported. Needless of course to say she had to undergo some harsh treatment. The important thing is that she was never left alone to handle motherhood without the support of the family structure.

What is critical in the social change impact investigated, is how this has affected the support structures. Thus many teenaging mothers have got to deal with the social problem as individuals.

### 3.5 SUMMARY

In this chapter the researcher has looked at teenage motherhood in society with reference to the traditional Zulu social system. Focus was on the societal norms governing the teenagers' behaviour viz:

- (i) teenager's puberty ceremony

- (ii) control of young girls by older girls
- (iii) premarital sexual relations

The following major factors in change in the traditional Zulu culture were also highlighted. These include the following:

- (i) urbanization and industrialization
- (ii) formal education system
- (iii) acculturation

It is clearly indicated how such change in the family structure has affected family functioning.

## **CHAPTER 4**

### **SCOPE AND METHODOLOGY**

#### **4.1 INTRODUCTION**

Methodology, as explained by Bailey (1987:33) is the philosophy of the research process. Included in this philosophy are the assumptions and values that serve as a rationale for research and the standards or criteria the researcher uses for interpreting data and reaching conclusions. The purpose of this chapter is to explain how the researcher has planned and implemented the entire research project. The researcher will here discuss the scope and delimitation of the study; the design that was used; the sampling procedure; research method(s) and the fieldwork programme.

#### **4.2 SCOPE AND DELIMITATION**

Research studies (Craig 1983 and Pauw 1982) and current magazines indicate that a lot has been researched on teenage motherhood. Focus has however been on teenage mothers in the urban areas. The researcher has focused on the rural communities since these are affected by rapid social change.

The researcher initially intended focusing on the rural communities of KwaZulu. A survey on the social needs of teenage mothers all over KwaZulu was not possible due to the extensive geographical area. The researcher had to draw an adequate sample in a "typical rural area" and from the confirmed data obtained, she generalized the findings to a wider population of the teenage mothers in the rural communities. The two districts (i.e. Ongoye and Enseleni) were adopted as the spatial delimitation of the study.



Bless and Acholla (1988:54) define a design as the planning of any scientific research from the first to the last step. It is a programme to guide the researcher in collecting, analyzing and interpreting observed facts. According to Babbie (1992:89) the research design addresses the planning of scientific inquiry. He further explicates that it is a strategy for finding out something. As indicated earlier, (i.e. in Chapter 1) the researcher's purpose was to examine the specific social needs of the teenage mothers and the circumstances of their life. The researcher has used a descriptive design. As McKendrick (1988:257) mentions that before patterns of social interaction can be discerned, to be addressed by social work intervention, extensive descriptive material about people under diverse conditions must be made available.

Teenage mothers from the Ongoye and Enseleni districts were asked to participate in the study. The participants were met in the natal clinics. All of them had dropped out from school either in 1992 or 1993 due to pregnancy. Polansky (1975:49) mentions that sampling procedures call for rigorous considerations of representativeness. In this study a sample of two hundred (200) was drawn purposively as per design.

Purposive sampling procedure is based on the judgement of the researcher regarding the characteristics of a representative sample. The strategy is to select units that are judged to be typical of the population under investigation. The typical characteristics of the sample are:-

- (i) Age: (between thirteen (13) and nineteen (19).
- (ii) Teenage mother must have dropped out from school due to pregnancy.

- (iii) Teenager must be a mother for the first time (primi-gravida).

This sampling procedure was the only practical means of identifying the participants. Purposive sampling as perceived by Grinnell (1993:162) relies on the closest typical subjects to constitute the sample. Although the procedure has been criticised by various researchers (Arkava et al 1983; Bailey 1987) for its non-probability in that it is not perfect in the representativeness of the universe, Grinnell (1981:86) argues that a large proportion of social work research relies on this sampling procedure.

Drawing a comprehensive list of all the teenage mothers in the area under study was a difficult if not an impossible task. It was for this reason that the researcher structured a specific approach in building up the characteristics of typical participants to constitute the sample. The scientificness of the procedure involved cut across many approaches in determining an appropriate sample and hence cannot be reduced to a single interpretation.

The value base underlying social work calls on the investigator or researcher to recognise the integrity of individual participants rather than seeing them as just subjects (Grinnell 1981:226). It is for this reason that the researcher has used the concept participants instead of subjects. The participants were sampled from the eight rural health ward clinics as delineated by the Ngwelezana Hospital. Twenty five participants were sampled from each clinic. (See Annexure E in the report).

#### **4.5 RESEARCH METHODS USED**

According to Bailey (1987:32) method means the research technique or tool used to gather data. The focus of the study, as indicated in chapter I is on the following:-

- 1) The specific social needs of the teenage mothers and the circumstances of their life.

- 2) The exploration of alternative helping measures to assist these teenage mothers cope with the problem of teenage motherhood.

The focus of the study necessitated the administering of two different tools to two different samples. An interview was used to assess the social needs of the participants (teenage mothers). A questionnaire was used to get the views of the community members about teenage motherhood. In this section, the researcher discusses the research tools and explains how these are constructed. The two research tools are described hereunder.

#### **4.5.1 The interview**

Data was gathered from the teenage mothers by means of an interview. Grinnell (1981:226) perceives an interview as a valuable method in helping to identify the depth and the breadth of the problem areas. Although it is the most expensive method, it is valuable in that it allows probing thus enabling the researcher to obtain responses in areas where specific questions are difficult to construct.

The researcher's choice of the interview was based on the following reasons:-

- 1) The researcher wanted to eliminate the "don't know" answers and to ascertain that all the questions were answered.
- 2) Interviewing gave the researcher an opportunity to probe for answers. It enabled the researcher to be sensitive to the congruency of the verbal communication with the non-verbal cues. The researcher could use other interviewing skills like linking and reflecting throughout the interviews. This ensured the correctness of the answers provided by the participants

- 3) The interview also enabled the researcher to guard against the confusing of items or questions by the participants. The researcher could see when the participants clearly misunderstood the intent of the question.

The researcher developed questions for a standard instrument. The possible responses for each question or item were assigned. The interview schedule comprised both open and closed ended questions. With the closed ended questions the researcher had in some way provided a list of alternatives for the participants to choose from. This would enable the participants to answer since they merely had to choose a category, while formulating an original answer in an open ended question could be more difficult (Bailey 1987:118). This research method also allowed both statistical and table forms of data presentation. McNeil (1985:23) and Bainbridge (1989:22) perceive the provision of alternatives as a problem in that the researcher imposed a limit on the possible answers that the participants may give. Rubin and Barbie (1989:147) also oppose the idea of providing alternative responses. Their argument is that it breaks reliability and validity of the study. Grinnell (1993:203) however, argues that this categorization provides some notion of the magnitude of the variable being measured for an individual participant.

The researcher may be seen as having assisted the participants with the responses thus casting doubt on the validity of the data that was collected. The researcher argues that in the interview schedule for every item or response selected, the participants had to explain themselves. The researcher argues that reliability was maintained in that the participants were expected to explain their responses thus qualifying their behaviour. The number of categories differed from question to question depending on the measurement scale that was used by the researcher. The researcher's decision finds support in Grinnell's (1993:203) idea that there are no guidelines for determining the ideal number of categories and that the choice is left to the discretion of the instrument developer. The researcher tried to make the categories as exhaustive and mutually exclusive as possible. This was to ensure that all the possible responses that might be expected were included and that the participants should not feel compelled to select more than one answer. Although some

variables were straight forward (e.g. age) others were more complex (e.g. coping level of teenage mothers).

#### 4.5.2 Questionnaire

A questionnaire was designed for the community members. The aim was to explore social values in relation to teenage motherhood and also to explore the measures that can be employed in assisting the teenage mothers with their circumstances. Twelve community members were purposively sampled. These included two from each of the following:

- (i) Ministers of religion.
- (ii) Professional nurses.
- (iii) School psychologists.
- (iv) School teachers.
- (v) Social workers.
- (vi) Traditional leaders (indunas).

The questionnaires were delivered personally to the members of the community. These had to be completed and returned to the researcher by post to ensure anonymity. A self addressed envelope was provided by the researcher. The questionnaire comprised only the open ended questions. This was to invite detailed comments of the community members concerning teenage motherhood.

The research tool is the direct target for testing validity and reliability. It is more important for the researcher to know what she is measuring. The research tools employed are hereunder explained.

#### **4.6.1 The interview schedule**

The interview schedule comprises eight sections (see Annexure A in the report). Questions were intended to assess the circumstances of the teenage mothers. These were developed specifically for this study to obtain an assessment of the teenage mothers' needs. These needs range from the needs related to the self; child; parents and the reputed father. The sequence of questions was that the researcher started with the needs in relation to the self. These included accommodation, education and sexuality needs. It is worth mentioning that the classification of data or items was that the social needs were highlighted. Each section focused at a specific social need. The items within the sections were however, based on the major themes of the study. The researcher explains hereunder, the interview schedule, section by section.

##### **Section One: Personal background information**

This section dealt with the demographic matters which are easy for the participants to answer. The researcher also wanted to ensure that the appropriate participants were interviewed. Item 1.1 was concerned about the teenage mother's age. The teenager's age is significant in that the thinking of young teenagers differs from that of older teenagers. Teenage is a transition from concrete operational to formal operational thinking. At formal operation individuals think about their own thoughts, evaluate them and search for inconsistencies and fallacies. This is according to Mussen *et al* (1990:281). Focusing on the teenager's age helped the researcher in testing the cognitive level of the teenage

mother. This would help in seeing whether the teenagers' falling pregnant was as a result of experimenting with life or not.

In item 1.2 the researcher was concerned with the reputed fathers' age to establish a gap between the teenagers and the reputed fathers. Recent magazines and media report that the teenagers fall prey of adult males who lead them into heterosexual relationships for material gain.

It was also important to know who these teenagers are and where they come from. With item 1.3 the researcher was tracing role modelling. Teenagers might have fallen pregnant while also illegitimate children thus subconsciously modelling their mothers' behaviour. Kersey (1983:200) states that children will copy the behaviour they see in the adults around them. He further explicates that the strongest influence on a child is the way people around her live. The family background of the participants was significant in establishing the social class from which the participants came. Literature reviewed, studies by Craig *et al* (1983:454) and Edelman (1987:52) show a relationship between teenage motherhood and single parenting. It is said that teenage mothers come from the families of lower status which are less cohesive and organized.

Item 1.4 was subsequent to the family structure of the participants. The researcher intended testing the present situation as to whether has the family fallen victim of urbanization and industrialization which are the main factors that have negatively impacted on the social functioning of the family. With item 1.5 the researcher was looking at the participants' ordinal position at home. According to Adler's theory; first borns are loaded with responsibility. This might be a precipitating factor for first borns to have children early.

## **Section Two: Living arrangements needs information**

Literature reviewed (Phoenix 1991; Furstenberg 1987 and Costin 1972) has shown that accommodation is a pressing need for the teenage mothers. The researcher wanted to find

out whether accommodation is really a pressing need for the teenage mothers in the area under study (i.e. Ongoye and Enseleni districts) and if it is a pressing need what assistance did the teenage mothers feel they can get.

### **Section Three: Education needs questionnaire**

In item 3.1 the researcher wanted to test the relationship between teenage motherhood and the scholastic achievements. Specht and Craig (1982:198) feel that academic failure in high school may cause teenagers to turn to sexual relationships in order to feel successful. Pregnancy might be an alternative for an unfulfilled need.

Item 3.2 was aimed at measuring the teenagers' performance at school. A study by Edelman (1987) shows that there is a correlation between poor school performance and teenage motherhood. In this item, a rating scale was used to obtain an evaluation based upon personal judgements. The participants had to explain their evaluation. Item 3.3 was intended to elicit the reason for dropping out from school. The researcher was interested in the role played by the school as a social system in guiding the teenagers with their problems. Item 3.4 the researcher was interested in the teenage mother's perception of their immediate future plans and how they hope to arrive there or have their desires met. Teenage pregnancy has been seen to be leading to school drop out (Bault 1991:16) thus causing other problems.

### **Section Four: Sexuality education needs questionnaire**

This section was aimed at measuring the teenagers' sexuality needs and how these are met in view of the fact that the guidance structures have fragmented in the African communities. With item 4.1 a nominal scale was used to find out from whom did the teenagers receive sexuality education. The researcher was also keen to find out whether the communication patterns within the family did permit the teenagers to communicate sexuality matters to their parents. A Thurstone equal-appearing interval scale was used



for such measurement. The same scale was used in measuring the teenagers' use of contraceptives. As Phoenix (1991:69) indicated that teenagers do not use contraceptives because of the myths and misbeliefs. Significance of the teenagers sexuality needs was to bring to light that which the traditional structure would protect and cater for. Focus was on how the teenage mothers perceived their needs and how they hoped to get assistance. In assessing the teenagers' perception, of the social structural feature which might give guidance, a rating scale was used (see item 4.4 of Appendix A).

### **Section Five: Child care needs questionnaire**

Teenage mothers were reported to be less sensitive to infants' needs as compared to adult mothers Miller et al (1990:1036). This section deals with the teenagers' parenting needs. A nominal scale was used to measure the provision of the child care services. In item 5.2 the researcher assessed the teenagers' experiences as young mothers. A rating scale was used to measure such experience. A follow up question to that item was on whether they did get disillusioned by their new role. The scale used in item 5.3 was a Thurstone equal appearing interval scale. The nature of the scale was such that the participants selected the responses that best described how they felt. Item 5.4 intended measuring the participants' perception of the form of assistance they might get. This included the need for the provision of parenting training to teenage mothers.

### **Section Six: Relationship with parents**

This section was intended for investigating the communication patterns in the family, especially between the teenagers and their parents. Barnes study (1986) revealed that families with better communication between parents and their teenagers were also higher in family cohesion, adaptability and satisfaction. With item 6.1 the researcher intended assessing the level of communication in the family. Item 6.2 was concerned with the sense of trust in the family. Did it allow the teenager to be free to share her problems? Item 6.3 was concerned with the nature of the familial relationship. Galinsky (1987:38) states that

the arrival of a child in a family causes a rift in the relationship. The researcher wanted to find out whether this has been the case with the participants and if so how do they hope to have their needs fulfilled.

Teenage motherhood is a complicated stage of life. Teenage mothers will have to adjust to child rearing demands. There is usually disruption in fulfilling other needs due to the demands of child rearing. Thompson (1986:1007) feels that young mothers are totally dependent on adults for norms or models of parenting. Item 6.4 intended measuring the assistance that the teenage mothers received from adults with regard to parenting. An interval scale was used for such measurement.

Thompson (1986:1016) further states that teenage motherhood may impose costs on the family relationships. This idea is supported by Furstenberg (1987:128) in stating that the relationship between the young mother and her siblings is characterised by tension, competitive feelings and less of favoured status. The lack of support from the family sources can worsen the circumstances of a teenage mother. The researcher wanted to find out whether this was the case with teenage mothers in the rural areas under study (i.e. Ongoye and Enseleni districts).

### **Section Seven: Needs in relation to reputed father**

This section was aimed towards testing assumption five which states that:- Teenage mothers, hopes of getting married are shattered hence they feel insecure. Furstenberg (1987:133) states that premature parenthood decreases the likelihood of marriage. A strong implication of this is that teenage childbearers are more likely to become female heads of households primarily depended on their own. Item 7.1 dealt with the reaction of the boyfriends when the teenagers informed them of their pregnancy. As Galinsky (1987:38) indicated that pregnancy is likely to cause a rift in a relationship; item 7.2 measured the relationship between the teenager mothers and the reputed fathers.

In measuring the teenagers' chances of getting married to their boyfriends a rating scale was used (see item 7.3). Parents are to be seen providing the instrumental function to their children (Boult 1991:16). Item 7.4 dealt with the financial support provided by the reputed fathers. An interval scale was used. The means of contribution were further asked to determine the teenagers' perception of the form of assistance that they might get in this regard (i.e. financial support).

### **Section Eight: General**

This section comprised two general questions which were aimed at measuring the teenage mothers' perception of their current state of affairs. The researcher was interested in the prioritization of the teenage mothers' social needs. This would hopefully lead to the immediate tentative programme(s) that might be developed for the teenage mothers. Item 8.2 focused on the cognitive development of the teenage mothers. The concern was whether do they still reach for inconsistency and fallacies or the experiences of teenage motherhood has somehow taught them to be realistic and learn to prioritize their needs.

#### **4.6.2 The Questionnaire**

The questionnaire comprises eight items which were all open ended. The researcher aimed at getting a detailed comment from the community members concerning their views about teenage motherhood. This included the assistance or expertise that they can offer in assisting the teenage mothers cope with the demands of teenage motherhood. In item 1 the participants had to indicate their positions in the community. Item 2 measured the community members' perception on why do teenagers bear children. Item 3 intended eliciting a detailed information on the community members' perceptions of the demands that motherhood pose on teenagers. Item 4 measured the effects of teenage motherhood (to the teenage mother, to the family and to the community) as perceived by the various community members. With item 5 the researcher intended getting a general perception of the community members regarding teenage motherhood. The main focus was on whether

do they see teenage mothers as a group that has serious problems. Item 6 focused on the assistance or expertise that can be offered by the community members in helping the teenage mother meet their needs. This would lead to a preventive and curative action programme.

#### 4.7 **PRE-TESTING RESEARCH INSTRUMENT**

The basic principle of social work research is the commitment to field-test the instrument as part of a pilot study prior to using the final instrument in actual study Grinnell (1981:253). While there are no clear specifications for the size of the pilot study sample, Grinnell (1981:254) suggests that the instrument be tested on 15-20 people. In this study, the researcher involved twenty (20) participants in the pilot study. This was a way of trying out the interview schedule. The pilot study was conducted at Esikhawini Township. A list of teenage mothers was drawn from the admission register at the J Phaphamani clinic in this township. These were randomly selected or sampled from a comprehensive list of the teenage mothers. These were interviewed at their homes hoping to keep them relaxed during the interviews. There were however some interferences as the family members would not feel free to leave the teenage mother with the researcher (stranger). Another factor was that this violated anonymity and confidentiality. The only chance of getting truthful answers would be with a guarantee that answers would be kept confidential. McNeil (1985:37) states that the best way of ensuring this is to ask respondents not to give their names.

No researcher would like to ask ambiguous questions but in many instances ambiguity is difficult to avoid. It is therefore important to pretest all questions before the actual study. It was after this exercise that the researcher could be able to finalize and refine the interview schedule. Some items had to be restructured. Through this exercise the researcher was also able to determine the time frame for each interview which was the average of forty five minutes.

Grinnell (1981:242) suggests a number of principles for entering the field and conducting the actual study. Among these is communicating with a person from every important subgroup related to the study population. He further suggests that community informants who have a wide variety of contacts be contacted if one will have to utilize the agency. The researcher's target group were the teenage mothers and these could be met only at the post-natal clinics. As Grinnell (1981:277) suggests that it is often necessary to get permission to approach the potential participants, an application was made to the Department of Health for permission to patronise the clinics (see Annexure C in the report).

This entailed going through a chain of command. The researcher was granted permission to study all the available records as well as relevant procedures (see Annexure D in the report).

Prior to the fieldwork, the head of nursing services at Ngwelezana Health ward was contacted. She liaised between the researcher and the nursing staff in charge of the various rural clinics in the Ongoye and Enseleni districts. The field work programme took seven months (i.e. from June 1993 - Jan 1994). Interviews were held at the clinics. Nursing staff in charge of the clinics would arrange a possible, suitable place where interviews could be conducted, such that the participants could not be disturbed during the interviews.

The researcher collected data personally. The researcher relied on handwritten recording. She recorded while continuing with the interviews. This would eliminate the risk of forgetting significant answers. The researcher intended using mechanical recording (e.g. tapes), this was pre-tested during the pilot study and the participants were not in favour of the use of tapes. Participants objected to their interviews being recorded. The training of

fieldworkers was eliminated in that the researcher conducted the interviews personally. This enabled the researcher to avoid the misunderstanding of questions by the participants.

#### 4.9 ANALYSIS OF DATA

The nature of the study includes both quantitative and qualitative descriptions of the social needs of the teenage mothers. A qualitative approach of analysis was adopted because it has a holistic view as its essential element (Porter 1982:46). It was for this reason that the researcher adopted this approach. The purpose of the study was to examine the social needs of teenage mothers with major focus on the care for the youth in rural areas. This called for a more detailed description of the circumstances of the teenage mothers.

The procedure followed was that data was first quantified and then qualified. It is worth mentioning that this never intended placing quantitative data on a pedestal above qualitative data as if the former has an intrinsic scientific value superior to that of the latter. What is of central importance is that quantitative data is a component of qualitative analysis. Data analysis and interpretation is clearly presented in Chapter 5.

#### 4.10 SUMMARY

The chapter gave an overview of the method of investigation that the researcher had used. The scope and the delimitation of the study has been discussed. The sampling procedure employed was discussed together with the research design. The measuring instruments employed were described and explained. Then the fieldwork programme was discussed. A brief description on the methods of data analysis, was also given.

## **CHAPTER 5**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **5.1. INTRODUCTION**

In this chapter the researcher analyses and interprets data collected with regard to the social needs of the teenage mothers in the rural communities of Ongoye and Enseleni districts. The study is of a descriptive nature. In the analysis, the researcher uses both quantitative and qualitative procedures. It is worth mentioning that for the purpose of analyzing and presenting data, the items or questions are regrouped and crossed in order to follow the major themes of the study.

- |         |   |   |
|---------|---|---|
| Theme 1 | : | Teenage mothers' perception of their social needs                 |
| Theme 2 | : | Teenage mothers' perception of the assistance that they might get |
| Theme 3 | : | Cognitive level of teenagers                                      |
| Theme 4 | : | Teenage mothers' relationship with their parents                  |
| Theme 5 | : | Social values in relation to growing teenagers                    |

The format used in presenting, analyzing and interpreting data are tables, pie charts and bar graphs. Frequency distribution is pertinent in quantitative data analysis. Distributions are based on actual scores. Sometimes we wish a graph or a table to tell us not how many scores fall into each interval but instead how many scores fall into and below each interval. This is the cumulative frequency distribution (Wright 1979:80). It was convenient to

indicate the cumulative frequency and the cumulative percent in tables. Before the researcher can present data, it is necessary that the profile of the teenage mothers be given. This personal background information includes the ages of respondents; the reputed fathers' ages; marital status of the teenage mothers' parents and the teenage mothers' ordinal positions in their families.

## **5.2 PROFILE OF THE TEENAGE MOTHERS**

This is the personal background information of the respondents. This section gives a clear picture of these teenage mothers as to who they are and where do they come from. It includes the teenage mothers' family background; their ages; the reputed fathers' ages and the teenage mothers' ordinal positions in their families.

### **5.2.1 Family background**

The teenage mothers in the study come from diverse family backgrounds ranging from single parent to normative families. The study reveals that 48% come from the single parent families. Included in this category are the teenage mothers whose parents are divorced, widowed, separated, never married and deceased.



**TABLE 5.1: DISTRIBUTION OF MARITAL STATUS OF THE TEENAGE MOTHERS' PARENTS**

<b>RANGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>CUMULATIVE FREQUENCY</b>	<b>CUMULATIVE PERCENT</b>
Married	104	52.0	104	52.0
Widowed	42	21.0	146	73.0
Never married	34	17.0	180	90.0
Deceased	11	5.5	191	95.5
Divorced	7	3.5	198	99.0
Separated	2	1.0	200	100.0

From the above table it is noted that the majority (52%) of the teenage mothers came from normative families and yet the conventional theory is that social pathology and deviant behaviour have always been associated with the single parent families. This is an indication that social change and its related factors have negatively impinged on the family thus causing dysfunctioning and dislocation that affect the quality of life within the family.

#### **5.2.2 Ages of respondents**

The teenage mothers involved in the study ranged between thirteen (13) years and nineteen (19) years. The midpoint on the range of the teenage mothers' ages is sixteen (16) years.

**TABLE 5.2: DISTRIBUTION OF THE AGES OF TEENAGE MOTHERS**

<b>RANGE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>	<b>CUMULATIVE FREQUENCY</b>	<b>CUMULATIVE PERCENT</b>
13-15	22	11.0	22	11.0
16-17	56	28.0	78	39.0
18-19	122	61.0	200	100.0

The above table shows that the majority (61%) of the respondents are between eighteen (18) and nineteen (19) years. This stage of development according to Erikson's theory of development is characterized by ego fidelity versus role confusion. Teenagers are no longer children and still have not yet reached adulthood. Erikson as quoted by Zieghler (1988:125) perceives teenagers to be confronted with various social demands and role changes that are essential for meeting the challenges of adulthood. The task confronting teenagers in general is to consolidate all the knowledge that they have gained about themselves and integrate these various self images into a personal identity that shows awareness of both the past and the future that follows logically from it (Zieghler 1988:125).

It is quite true that teenagers find it difficult to develop. They are uncertain about their self concepts and their images. Erikson's theory as extracted by Zieghler (1988:142) propounds that the feeling of doubt and confusion may counteract teenagers' emergence of the sense of identity. This affects the teenagers such that they lose direction towards their future. Growing female teenagers' fate is determined by other people and the teenagers are actually allowing that to happen. Teenage motherhood is one predicament in which teenagers find themselves. It is the consequences of their motherhood which were decided upon by someone else (directly or indirectly). This cultural behaviour which does not emphasize the sense of individual responsibility and accountability aggravates the problem of teenage motherhood. In this case the teenager is not prepared to say no as an individual. This will unfold itself as the researcher will be elaborating on the teenage mothers' perception of their social needs and how they hope to have their needs met.

### 5.2.3 Reputed fathers' ages

The study reveals that in many instances, teenagers are impregnated by adults who are between the age of twenty five (25) and forty (40).

**TABLE 5.3: DISTRIBUTION OF THE REPUTED FATHERS' AGES**

<b>RANGE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>	<b>CUMULATIVE FREQUENCY</b>	<b>CUMULATIVE PERCENT</b>
14-19	38	19.0	38	19.0
20-25	37	18.5	75	37.5
26-40	125	62.5	200	100.0

It is shown in table 5.3 that a small percentage (19%) of the respondents were impregnated by teenage fathers. This concurs with the study by Craig (1983) where he found that teenagers "sell" sex to older men especially migrant workers. Ngema's (1985) study also revealed that teenage girls were cohabiting with migrant workers. The researcher's findings are that teenagers establish heterosexual relationships with adults for material gain. These men can provide for the material needs of the teenagers unlike the male teenagers who are still schooling. It is for this reason that the teenage girls are not very much attracted to male teenagers.

### 5.2.4 Home circumstances

As highlighted earlier on, that the incidence of teenage motherhood is higher in normative than in the single parent families, this indicates an element of instability in the normative families. Item 1.4 of the interview schedule was aimed at finding out whether teenagers had always lived with both parents. The majority (62,5%) of the teenage mothers have not always lived with both parents. These include teenage mothers whose parents are married. The reasons for not living with their parents are:

- 1) The teenage mother might be orphaned and be either in the care of a relative or a close family friend.
- 2) The teenage mothers' illegitimate birth is another reason. Teenage mothers who were born illegitimately were left with either their grandmothers or uncles after their mothers had married.
- 3) The distant location of the school which the teenage mother has been attending is another reason. In such cases the teenagers look for alternative accommodation which in most cases is a cottage. In the eventuality when the teenager lived away from her parents; the lack of parental supervision has led to greater chances of pregnancy. Ngema's study (1985) revealed the relationship between teenagers' staying away from parents and pregnancy.
- 4) The employment of one parent, which in many instances is the father, is another reason. Employed fathers look for alternative accommodation nearer their places of work. Some men would opt for this arrangement even though their places of work are within a commutable radius. It is true that commuting between work and home can be tiresome. On the contrary staying away from home for sometime has made men strangers in their own homes. They come home weekly, fortnightly, monthly, quarterly some even yearly. It is therefore not possible for them to exercise parental control. This has serious implications to the family welfare especially the welfare of the youth.

#### **5.2.5 Ordinal position of the teenager mothers**

The study reveals that 50% (100) of the teenage mothers are middle children. A large percentage of these (83%) have older siblings who have illegitimate children themselves. If there are incidences of illegitimacy in the family, the child is likely to model that

behaviour. As Kersey (1983:200) states that children will copy the behaviour they see in the adults around them. The strongest influence on a child is the way people around her live.

### **5.3           TEENAGE MOTHERS' PERCEPTION OF THEIR SOCIAL NEEDS**

Focus of the study is on how the teenage mothers perceive their social needs and how they feel about these needs should they remain unfulfilled. The needs under study are classified into four:-

Needs in relation to the self

Needs in relation to the teenage mother's child

Needs in relation to their parents

Needs in relation to the reputed fathers

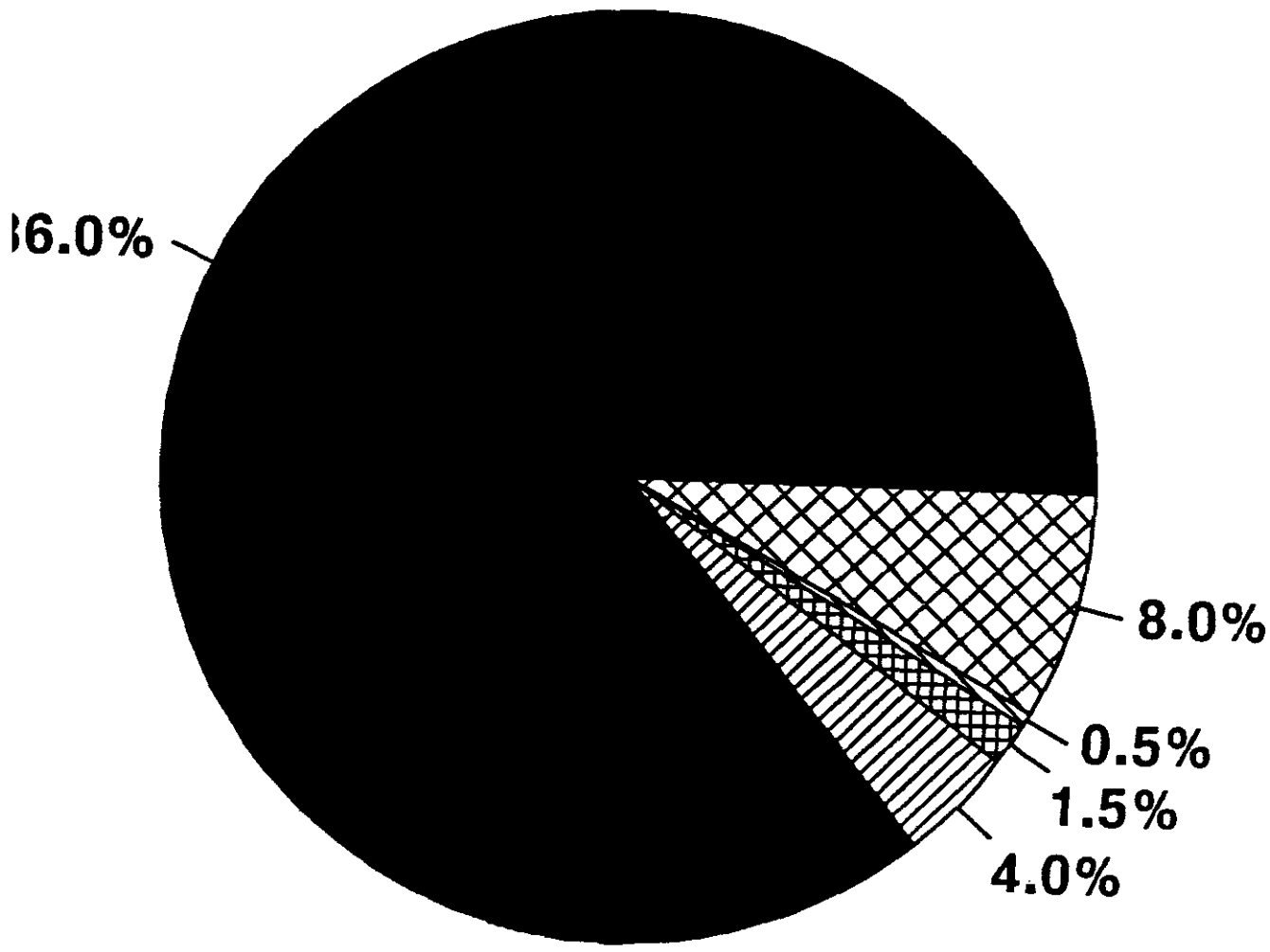
#### **5.3.1           Needs in relation to self**

These include accommodation, education and sexuality needs. The researcher analyses the categories of these needs individually.

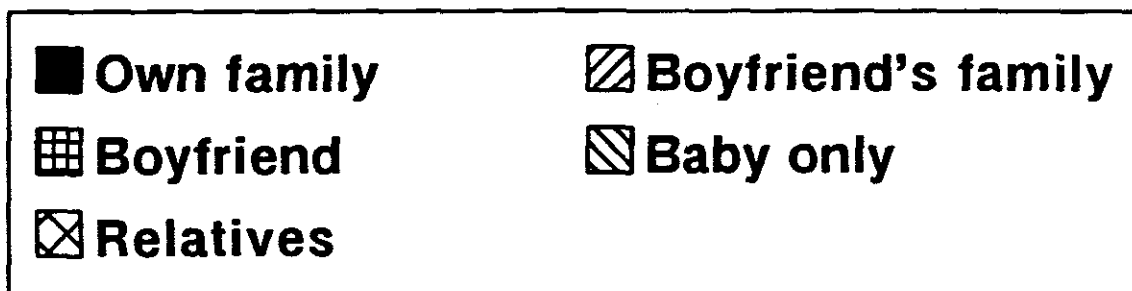
##### **(a)    Accommodation needs**

In relation to the accommodation needs, the teenage mothers did not perceive this as a pressing issue.

**FIG 5.1: TEENAGE MOTHERS' LIVING ARRANGEMENTS**



**Living with**



It is shown in Fig 5.1 that the majority (86%) of the teenage mothers live with their own families. More than thirteen percent (13,5%) secure accommodation with relatives, reputed fathers even with the reputed fathers' families. A very small percentage (0,5%) live with the baby only. Costin (1972:221) perceives accommodation to be the most basic need. He further states that pregnant girls choose to leave home to escape a psychologically destructive set of relationships.

The findings of the study show that accommodation is not a pressing need. This is attributed to the African cultural value attached to the woman. Culturally a women will have to live with her family until she gets married. Even in instances, where the pregnancy might have caused strained familial relationships, teenagers could not leave their families. In the event when the parents were angered such that they expelled the teenager from home, these teenage mothers were later on re-united with their families.

For some teenage mothers (14%) continuing to stay with their own families was unbearable. In this category were teenage mothers who have always had strained relationships with their step-parents. Pregnancy exarcebated the situation at home. The unfulfilled accommodation need leaves the teenager with an enormous task of getting an alternative accommodation. Whether the alternative accommodation is comfortable or not, does not matter. They have no option but to accept the alternative accommodation.

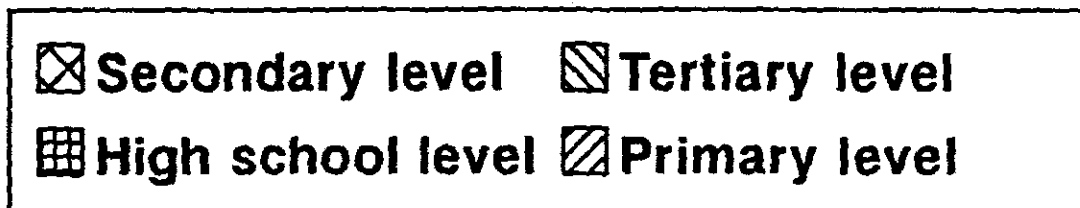
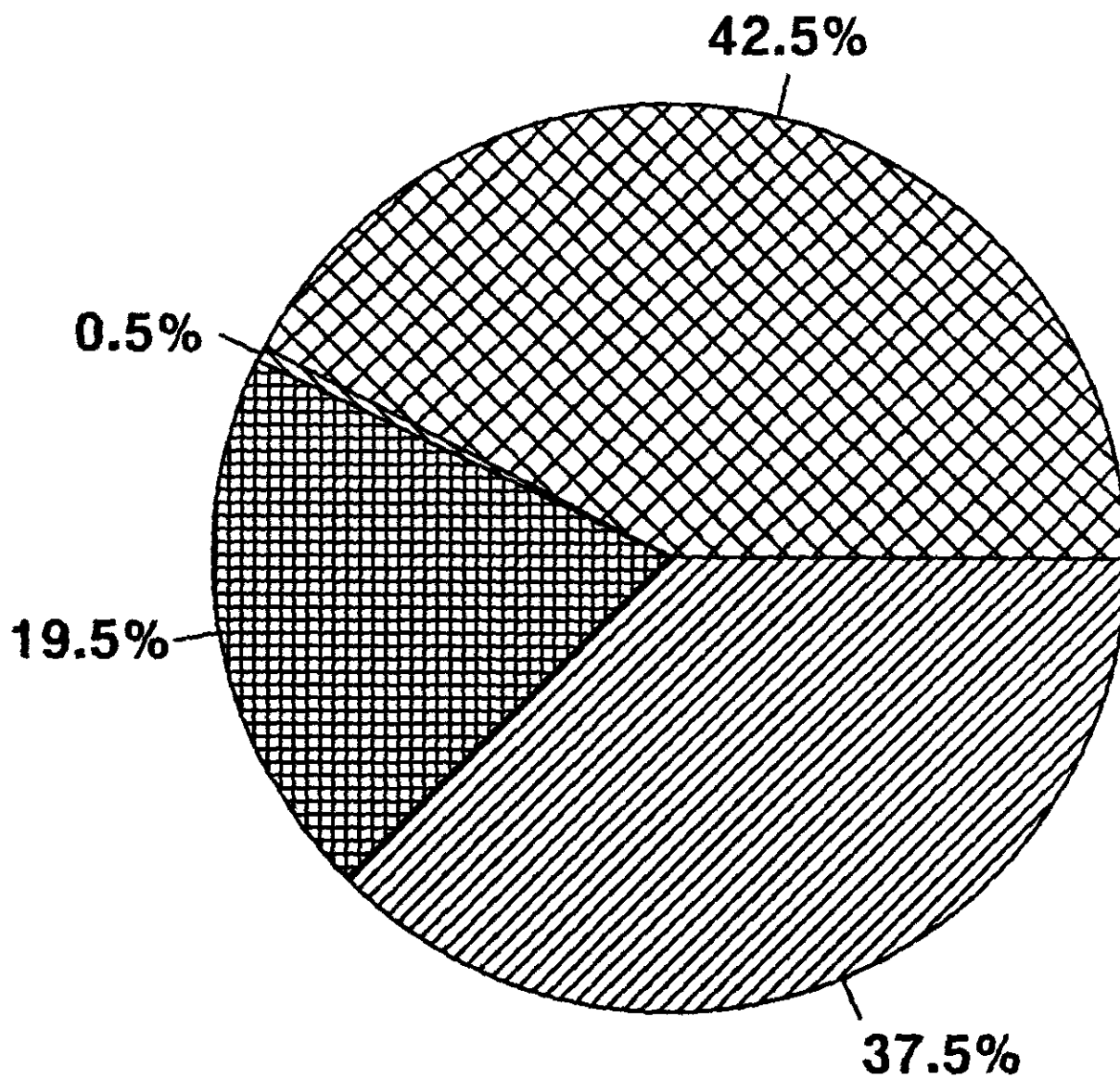
The teenage mothers felt that staying with the reputed fathers is conditional. They are uncertain of what will happen should the cords of love break between them and the reputed fathers. Staying with the "in-laws" (reputed fathers' families) is even worse. Teenage mothers who are staying with the reputed fathers' families have feelings of worthlessness. They feel devalued in that they are treated like brides and yet no "*lobola*" (African dowry system) has been paid to their fathers.

**(b) Education needs**

Literature reviewed highlighted this as a major need in that it shapes or determines the teenage mothers' future. This study reveals that teenagers drop out of school due to pregnancy at all the school levels.



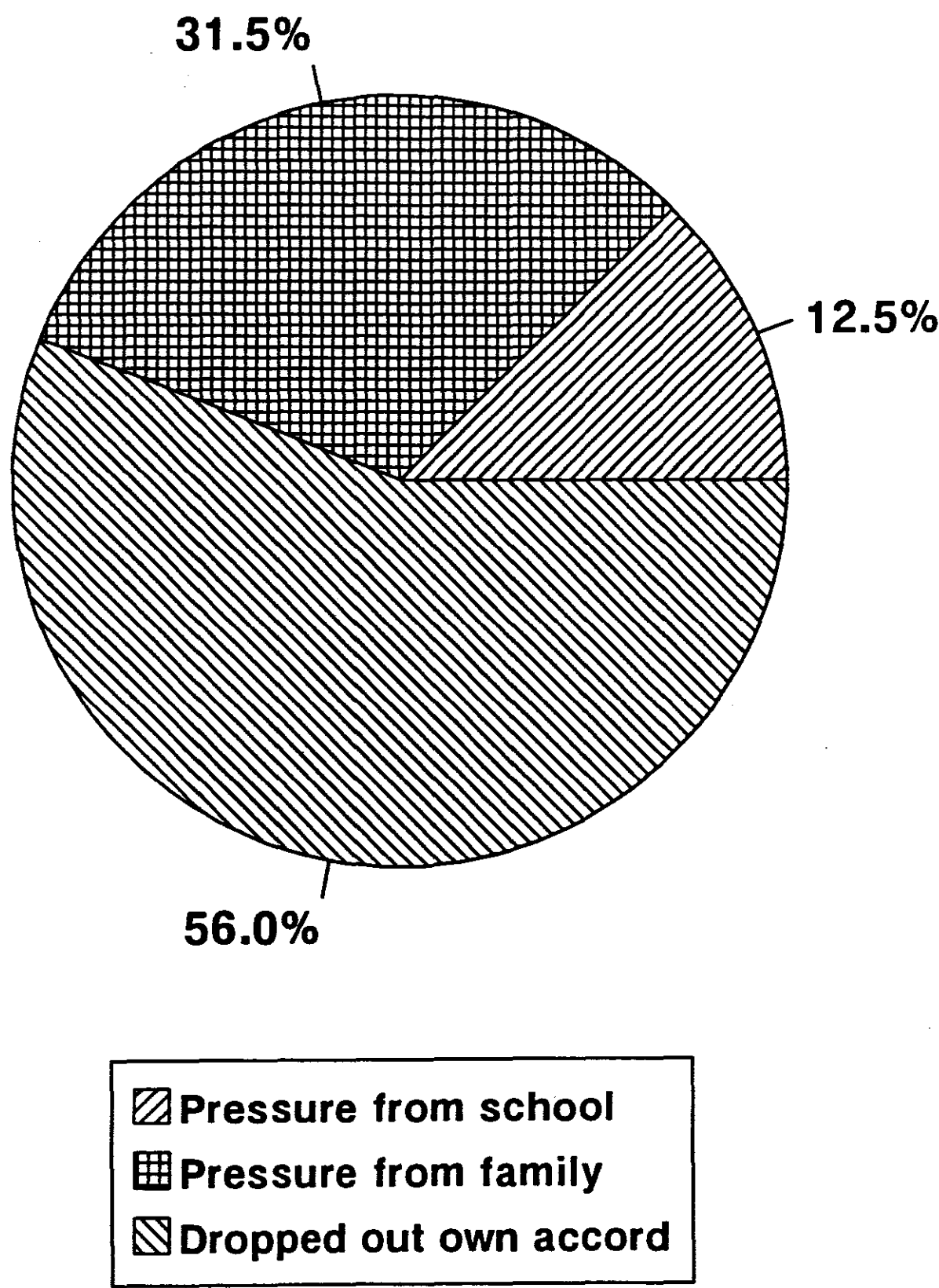
**FIG 5.2: TEENAGE MOTHERS' SCHOOL LEVEL**



Data shows that a very small percentage (0,5) of the teenage mothers fell pregnant when they were at tertiary level of education. A large percentage (80%) of the teenage mothers fell pregnant when they were either at primary or secondary level of education. This shows a lack of direction towards educational achievements. This is manifested in the teenage mothers' school performance. A small percentage (6,5%) had an excellent performance at school. The majority (93,5%) had either an average or poor performance. There is a correlation between poor school performance and pregnancy. Specht *et al* (1982:198) mentions that academic failure may cause teenagers to turn to sexual relationships in order to feel successful. Rindfuss' study (1983) supported this correlation. The study (Rindfuss 1983) revealed that teenage mothers are more likely to be behind a grade in school. They have low educational expectations and foresee few opportunities thus the chances of teenage sexual activity and childbearing increase.

Thompson (1981:126) feels that the school as a system, has the function of maintaining social structure and also renewing it by improving community and personal relationships and advancing the capacity of individuals to improve their own situation and to satisfy their social needs. The concern is, does the school still adhere to this function? If so, the needs of teenagers would have been met thus minimizing teenage motherhood. Teenagers are expelled from school once they are found to be pregnant.

**FIG 5.3:     TEENAGE MOTHERS' REASONS FOR LEAVING SCHOOL**



As shown in Figure 5.3, the majority (56%) of the teenage mothers opted to leave school immediately they realised that they were pregnant. They felt that it was better to leave school voluntarily than waiting until the school authorities expelled them. In case of the latter, the teenage mothers had no chance of being re-admitted. More than thirty percent (31,5%) of the teenage mothers were pressurised by their family members. The reason being that it is against the school policy for pregnant pupils to continue attending school. Only a few (12,5%) were pressurised by the school authorities to leave school. Even though it is a handful that was pressurised by the school authorities, the majority were indirectly pressurised by the school. The teenage mothers voluntarily dropping out of school was a way of evading difficulties in re-admission. The family members' pressure is an indication of the enforcement of the school's moral code. Failure to re-admit teenage mothers is perceived by Furstenberg (1985:4) as a reflection of a moral punitive attitude.

Whether the teenage mother goes to school or not, is determined by her education sponsor. A large percentage (48%) of the teenage mothers have no prospects of going back to school. The reasons given are:-

- 1) The parents may be unwilling to send them back to school. Even if they may be willing, there is a financial factor involved; which makes it really impossible for them to pay for the teenage mothers' education.
- 2) The teenage mothers may intend getting married.
- 3) The teenage mothers feel that even if they go back to school, they are very much unlikely to make it because of their intellectual capabilities.

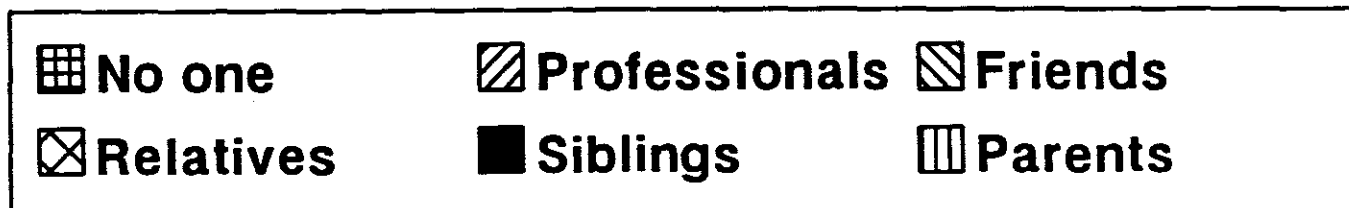
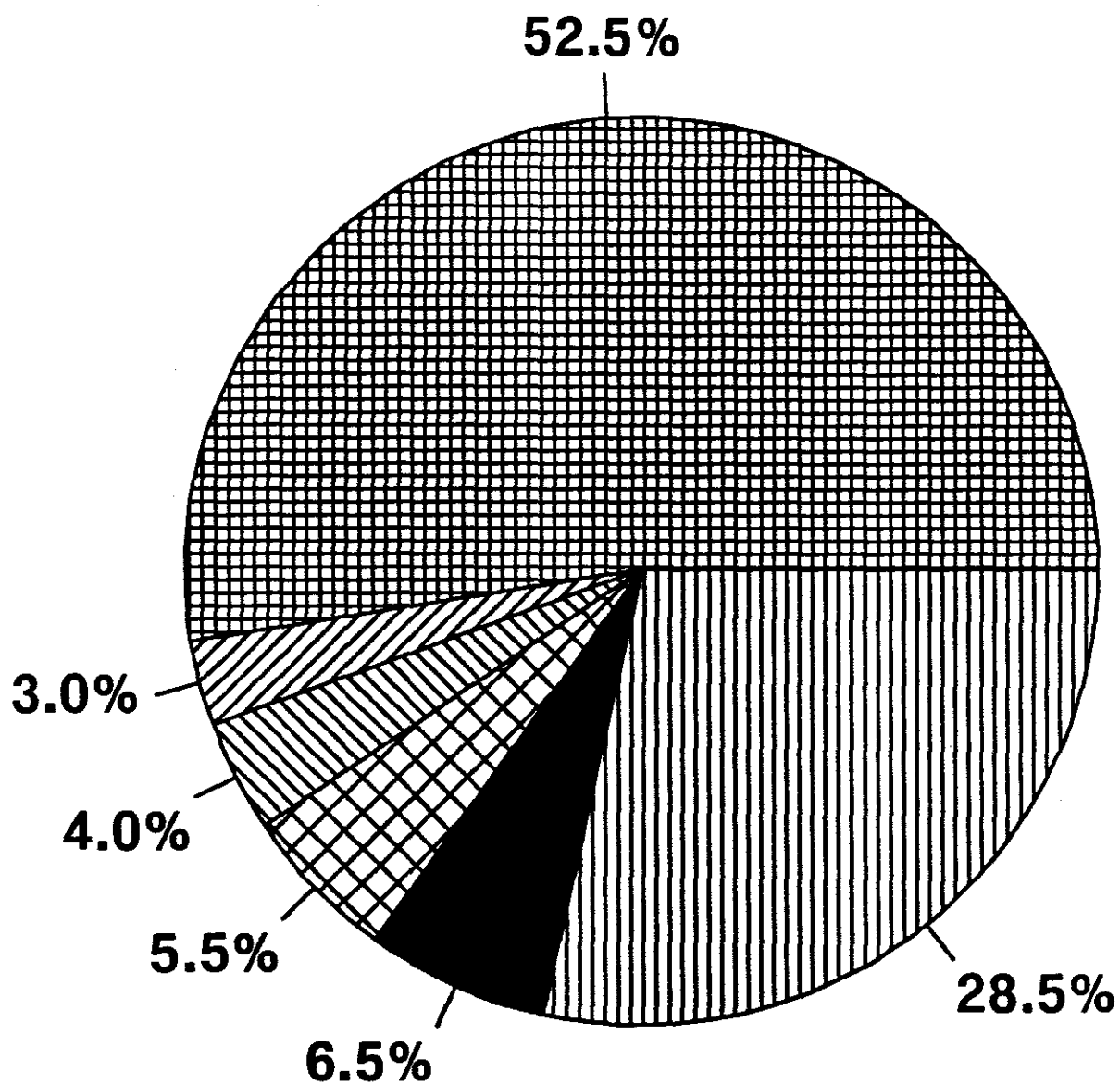
In summarizing the teenage mothers' perception in relation to their educational needs, the following findings are made:-

- 1) Teenage mothers perceive their pregnancy as a mishap and a great set back in their educational progress. They realize that there is no bright future without education.
- 2) A deciding factor in the teenage mothers' return to school is the availability of a education sponsor. In case such sponsors are not available, the teenage mothers have no option but to secure employment.
- 3) Securing employment is not always possible considering that the teenage mothers are young, uneducated and inexperienced. They find themselves having to compete with adults who are skilled and experienced (Freeman et al 1986:74). This poses difficulty in them looking for a job.
- 4) The teenage mothers' intellectual capabilities is a discouraging factor. They are aware of their poor performance and are shameful that they might finish school much later than their peers.
- 5) The school's unwillingness to re-admit teenage mothers complicates the whole situation. In such instances, teenage mothers end up looking for admission in alternative schools which in most cases are distant. Teenage mothers are then predisposed to cottage life which is conducive to conditions that might lead to pregnancy.

**(c) Sexuality needs**

While few teenage mothers had an opportunity of being advised on sexuality by someone; the majority (52%) never had this opportunity. This is shown in Figure 5.4.

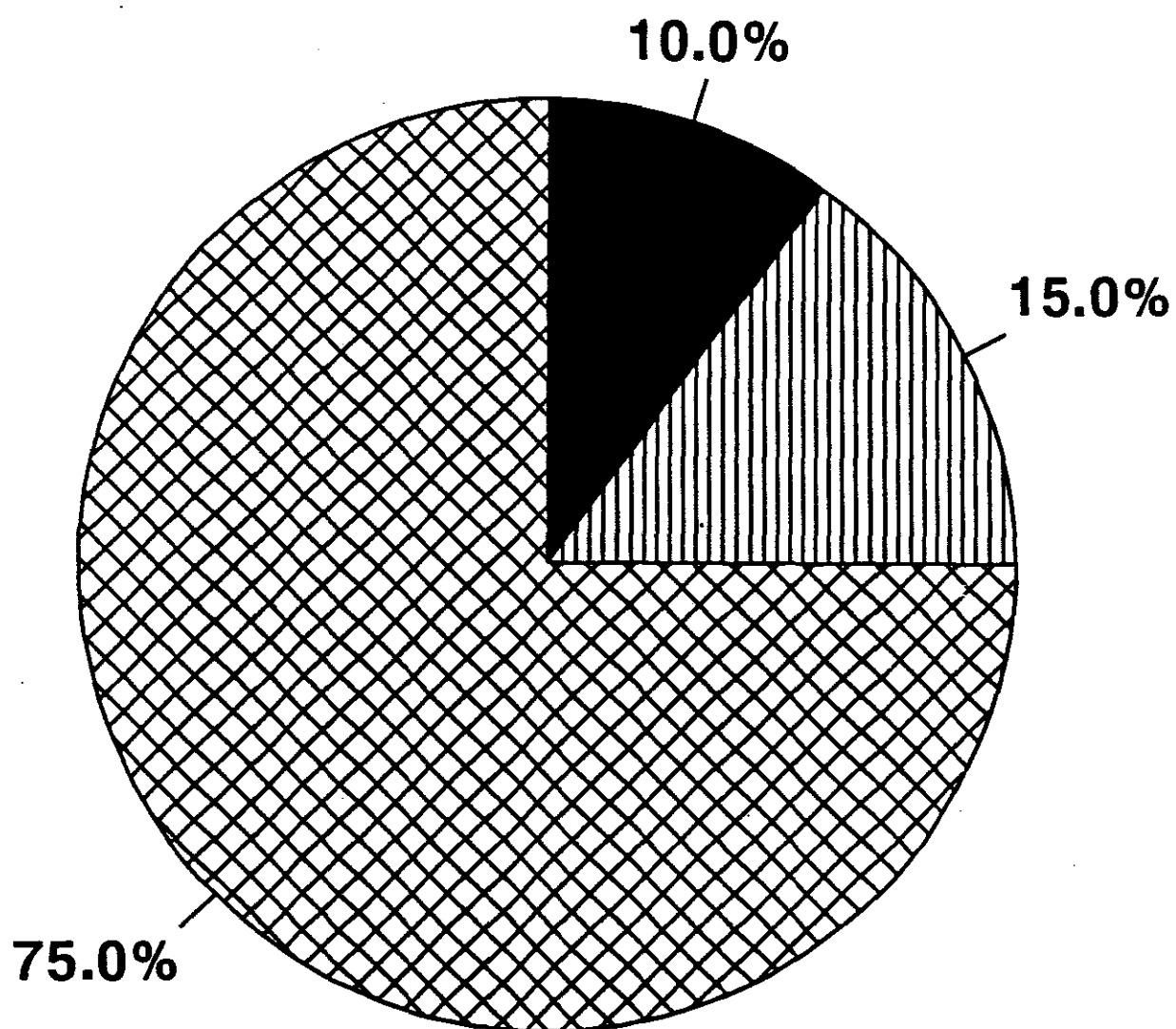
**FIG 5.4: SOURCES OF SEXUALITY EDUCATION RECEIVED BY TEENAGE MOTHERS**



More than twenty eight percent (28,5%) had an opportunity of being advised by their parents. Some teenage mothers (6.5%) were advised by their siblings and others (5.5%) were advised by their relatives. A small percentage (4%) of the teenage mothers were advised by their friends. Such advice was made possible because of the relationships that the teenage mothers had established with their sources of sexuality education. A very small percentage (3%) received guidance from the professionals. These included community health nurses and social workers. It is worth mentioning that the teenage mothers opted for such service. In view of the majority who did not receive guidance, it emerges that experimentation does seem to be the game. The majority of these teenage mothers had indulged in sexual activities without the necessary maturity and knowledge of the consequences.

Regarding the involvement of parents in the teenagers' sexuality matters Fig 5.5 below shows the frequency of parental involvement. Some parents did involve themselves in such matters and others made no effort.

**FIG 5.5: PARENTAL INVOLVEMENT IN THEIR TEENAGERS' SEXUALITY MATTERS**





Few teenage mothers (15%) have always had their parents involved in their sexuality matters. A small percentage (10%) had to wait for their mothers to take initiative but this seldom happened. The majority (75%) of teenage mothers' parents never involved themselves in their teenagers' sexuality matters. Lack of interaction and communication are highlighted by Chilman (1980:800) as factors in parental supervision that are associated with greater chances of teenage pregnancy.

Teenage mothers perceive their parents to have been inconsistent in advising them about sexuality education. They feel that the language used was very vague. Communication messages such as "take care" and "behave yourself" had no specific meaning to the sexual needs of the teenage mothers. The approach used by their mothers was instructive, thus limiting the teenagers chances to ask for clarification. Their mothers would observe a prevailing situation and bring it to the home, for instance, if there is a pregnant teenager in the neighbourhood, that would be a spark for the "advice". Teenage mothers never perceived this as an advice but as a threat rather. Their mothers would tell them not to use contraceptives because they did not want children who used contraceptives. It is for this reason that the teenagers could not disclose to their mothers what was happening in their lives. Teenage mothers were prevented from soliciting their parents' involvement in such matters by their parents who never opened up but caused blockage in communication instead. Noller et al (1991:41) argue that parents often do not encourage their teenagers disclosure. When teenagers do share, parents may be unwilling to understand and accept the teenagers' needs and attitudes. Another reason which hindered the teenagers to disclose their needs to their parents is that they did not want to be seen by their parents as being naughty.

Coming to the use of contraceptives, a very large percentage (88%) never used contraceptives. Only 7,5% of the teenage mothers have always used contraceptives. A very small percentage (4,5%) were irregular in their use of contraceptives. Phoenix (1991:68) states that women do not fall pregnant because they are unaware of such

service. The cause of pregnancy is their attitude towards the methods available. Teenage mothers did not use contraceptives because of the following reasons:-

1. They were not convinced. Sometimes they used them and sometimes did not. Their boyfriends did not want them to use contraceptives. They were scared of falling pregnant, on the other hand, they felt threatened that their boyfriends might jilt them.
2. They were occasional in their sexual activities. Some fell pregnant during their first experience in sexual activities.
3. Teenagers fell pregnant because they never thought that they would. They believed "it would not happen to them".
4. The disapproval of their mothers was another reason that made them abstain from using contraceptives. Teenagers felt obliged to pay allegiance to their mothers.
5. Teenagers were bound by the image factor not to go to the clinics in school uniform.
6. Another hindrance was the teenagers' lack of trust in the nursing staff at the clinics. Even if they could feel convinced to go to the clinics, they could never guarantee that this was to be handled by the nurses with strict confidentiality.

Having analyzed the teenage mothers' perception with regard to their sexuality education needs the researcher has the following findings to highlight:-

- 1) Teenagers are individuals with specific sexuality needs which when never attended to, lead to complex problems of teenage motherhood. It is worth mentioning that

in their phase of development, they are confronted with the demands of the teenage period and the pituitary gland is very much at work.

- 2) Communication patterns at home are not conducive such that teenagers can opt for guidance from their parents even if they feel that they need such guidance. The mothers communicated with their teenagers at an adult-child level but after the teenagers have fallen pregnant, the patterns of communication gradually change to be at an adult-adult level. It is only after they have had children that their mothers start encouraging them to use contraceptives in order to prevent future unwanted pregnancies. It emerges that if communication on sexuality with parents was open, pregnancy would have been avoided. This concurs with Fax's idea as quoted by Battle (1987:23) in that parental communication about sexuality may postpone the child's sexual activity.
- 3) Teenagers do not have their priorities properly set. They compromised their future simply because they did not want to lose their boyfriends.
- 4) Value deterioration as a result of the disintegration of the guidance structure has led to this problem of teenage motherhood. Values deteriorated and nothing was put in place for the growing teenagers to adhere to. Teenagers are relying on the "guidance" they receive from their peers which is improper.
- 5) As indicated earlier on that only 3% of the teenage mothers had opted for guidance regarding sexuality from the professionals; the majority 97% did not patronize the family planning clinics. The image factor being a hindrance in them having to patronize the family planning clinics can be coupled with their lack of trust in the nursing staff. Although these factors were openly highlighted by the teenage mothers, the researcher sees them against the background that the teenagers' mothers did not want them to use contraceptives. Culturally children are obliged to pay allegiance to their parents. This has somehow influenced the teenagers'

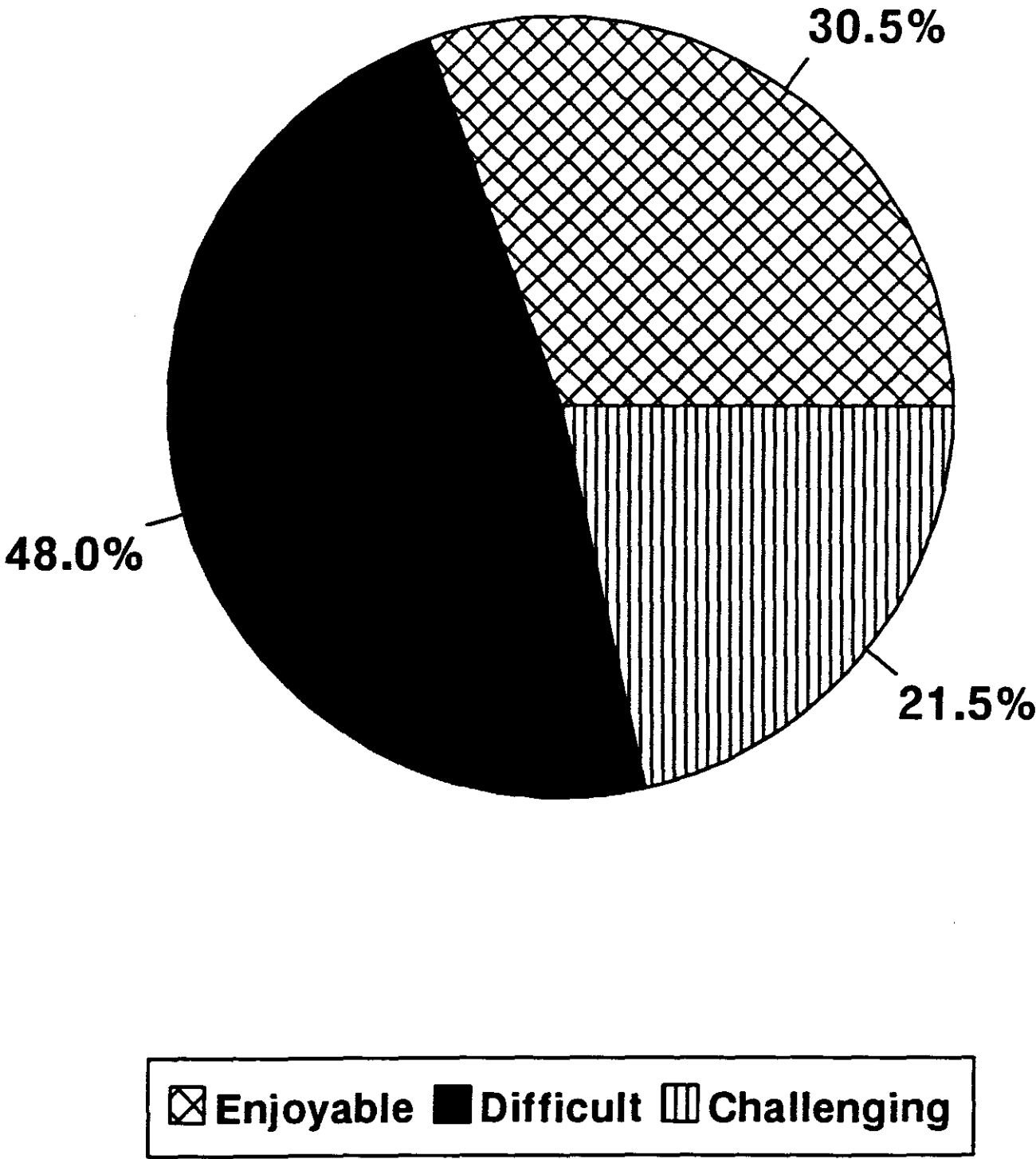
attitudes towards sexuality. Offer et al (1988:83) perceive culture as a determining factor in the teenagers' attitudes towards sexuality.

- 6) Conflict between the school and the family with regard to the guidance of growing teenagers has led to a void in the socialization of teenagers thus making them vulnerable to the problem of teenage motherhood. Teenagers spend most of their time away from their parents (i.e. at school) and there is lessened parental control over the teenagers (Robbin et al 1987:469). Teenagers are therefore exposed to circumstances leading to teenage motherhood.

#### **5.3.2 Needs in relation to the teenage mother's child**

The general perception of the teenage mothers was that mothering is a difficult role. The majority (48%) find it difficult to mother their children.

**FIG 5.6:      TEENAGER MOTHERS' EXPERIENCE OF MOTHERING**



More than thirty percent (30,5%) teenage mothers who perceived mothering to be enjoyable were between eighteen and nineteen years of age. It is worth mentioning that these teenage mothers had the full support of their mothers. Mothering their children, to them, was as good as assisting their mothers with child minding. They perceived mothering as a reward for their fulfilled womanhood.

The majority who perceived mothering to be very difficult, had a problem in performing every mothering related task. They felt this task is not really for teenagers. Their experience was that mothering is demanding especially when the mother has to spend sleepless nights if not interrupted sleeps. Caring for the child day and night can be very boring. Such experiences were inspite of the fact that the teenage mothers did receive lessons during their prenatal sessions. They had thought that the information disseminated to them was enough for preparation for the new role. To those teenage mothers who had to return to school, performing both roles (i.e. mother and a scholar) is extremely demanding. This difficulty in role performance is highlighted by Wallis (1985:39) as a lack of parenting skills in teenage mothers.

A reasonable percentage (21,5%) find mothering to be challenging. These teenagers are very much aware of the strain and the effort involved in mothering but are determined to face whatever challenge they might find themselves confronted with. It shows that teenagers can be in the same phase of development but have individual differences. Some are early maturers and others are late maturers. Coping with the demands of teenage motherhood relatively depends on the individual's will and determination. Nevertheless the majority (62%) of the teenage mothers expressed that they sometimes get disillusioned by their new role. Circumstances causing such disillusionment range from the children's incessant cry to specific ailments. This reaction is however common even among adult mothers.

Teenage mothers get frustrated when their children are seriously ill and would have to patronize medical facilities other than the government clinics. These facilities include

general practitioners and pediatricians. It is however not possible with them to consume such services due to financial problems. The extensively patronized medical facilities are the government clinics and hospitals. The sole reason for patronizing these facilities are their affordability and accessibility. Only a small percentage (15%) can be able to patronize private doctors. These are a handful whose parents are determined to incur the medical expenses or else the reputed father has confirmed the child as a beneficiary in his medical aid scheme.

The following findings with regard to the needs of the teenage mothers in relation to their children, have been made.

- 1) Teenage mothers lack parenting skills hence it is difficult for them to perform the mothering role.
- 2) The teenage mothers perception of mothering as a reward for fulfillment in womanhood, is an indication of a psychological problem. They are looking at womanhood in their own persons disregarding the norms and values of society bearing a child under these circumstances. This points out to a great psychological need.
- 3) The experience of mothering relatively depends on the support of the families of the teenage mothers. The informal societal support networks has an impact on the teenage mother's social and psychological well-being. This concurs with Thompson *et al* (1992:22) idea that informal social networks in the African community provide economic assistance, emotional security and protection from external social forces.
- 4) Teenage mothers who have returned to school are finding it difficult to perform a mother and a scholar role simultaneously. This inter-role conflict is likely to pose a threat to the teenagers' educational progress.

### 5.3.3 Needs in relation to the reputed fathers

The pregnancies of the teenage mothers are accepted differently by the reputed fathers. More than twenty five percent (25,5%) had the reputed fathers being angry with them. A small percentage (15%) neither deny nor accept paternity. The majority (59,5%) had the reputed fathers happy and prepared to assume responsibility for the child.

The majority (66,5%) of the teenage mothers are still in good relations with the reputed fathers. This shows that the relationships have been maintained even after the birth of the child. A very small percentage (13,5%) is uncertain about their relationships. The reputed fathers appear having no interest in them but in the children.

The majority (53,5%) of the teenage mothers is uncertain with regard to the chances of getting married. The reasons for this uncertainty are:-

1. The issue of getting married has never been discussed.
2. In some cases it has been discussed and marriage proposals have been made but no further steps have been taken.

Only 24% of the teenage mothers are certain and positive about getting married. Some have the dates set for the wedding ceremonies, others have been through a customary ritual prior to getting married "*Umkhehlo*". The concern is, are these teenage mothers fully prepared for the responsibilities that lie ahead? Have their problem solving capacities developed such that they can be able to handle marital relationships? More than twenty two percent (22,5%) teenage mothers have no chances of getting married. The reasons given for such perception are:-

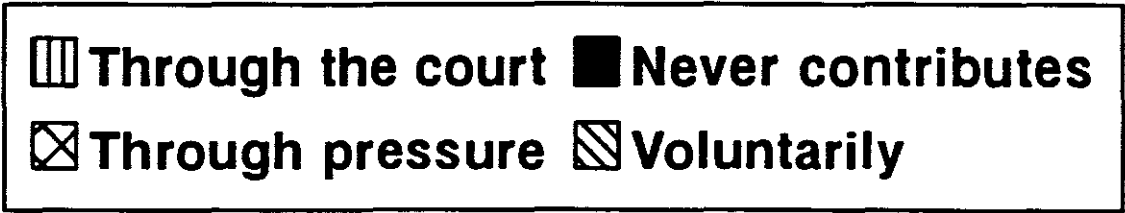
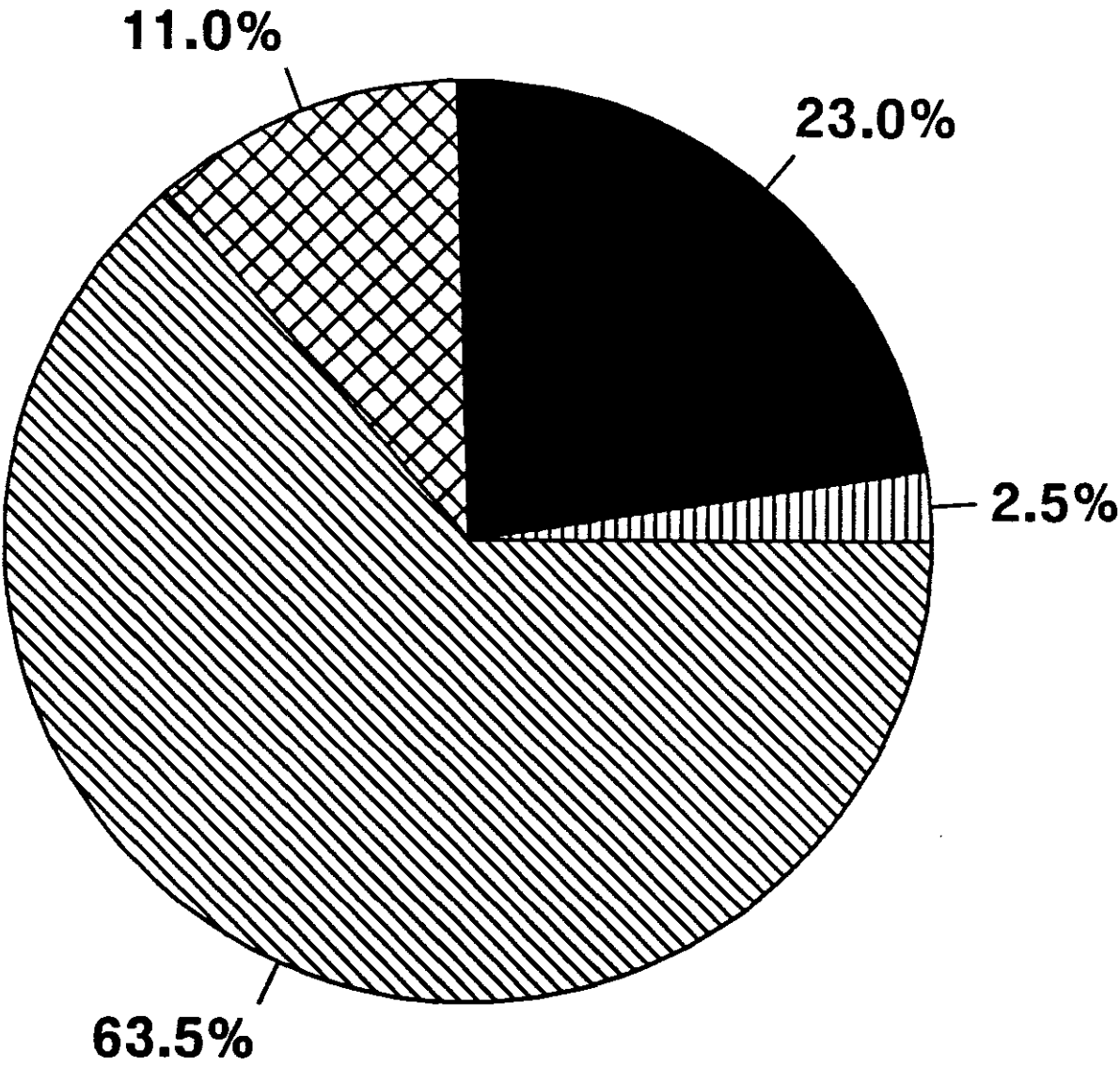
1. They are no longer involved with the reputed fathers.



2. They feel betrayed in that they have been let down and the reputed fathers have established other relationships.
3. They have realized the fact that they are young to think about getting married.

Maintaining the child is not much of a problem. The majority (63,5%) of the teenage mothers have the reputed fathers contributing voluntarily to the maintenance of the child. Maintenance of the children by the reputed fathers is varied as Fig 5.7 shows overleaf. This maintenance is influenced by a number of other factors as well such as the relationship of the reputed father to the teenage mother. It also depends on the intentions of the reputed father after the child is born. It should also be noted that at no time is it indicated as a smoothly functioning process.

**FIG 5.7: REPUTED FATHERS' MEANS OF CONTRIBUTION**



The diagram illustrates that 23% of the teenage mothers had the reputed fathers never contributing to the maintenance of the child. In such instances, teenage mothers employ alternative means to cause the reputed fathers to support the child. These include:-

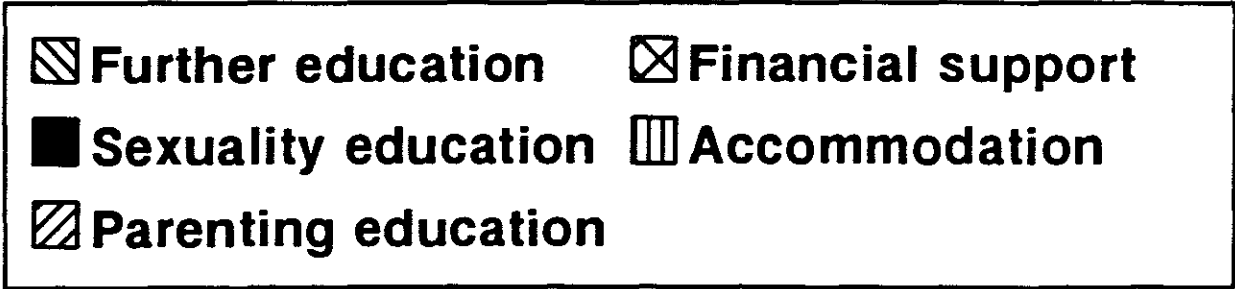
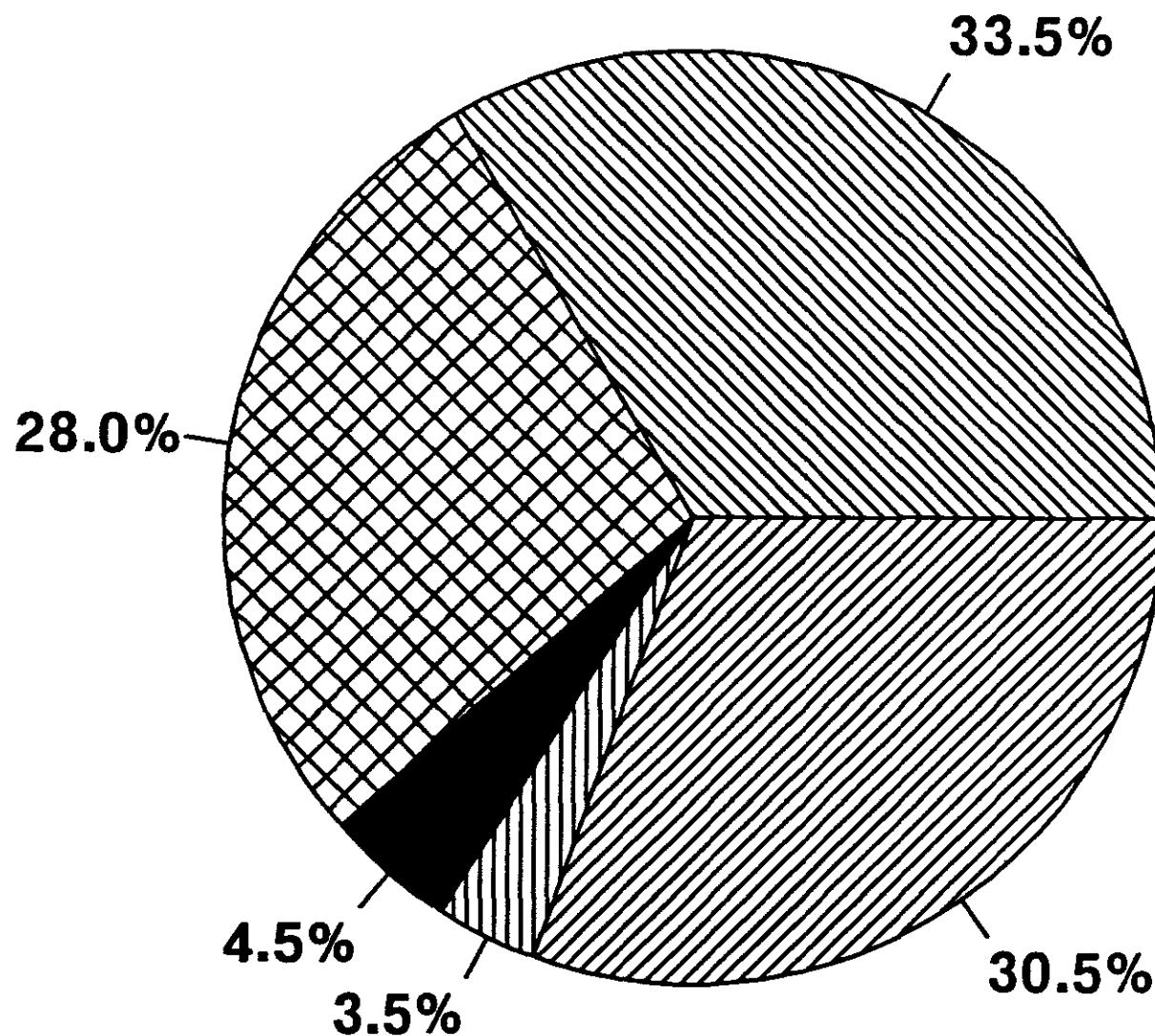
1. Approaching the reputed father at his workplace.
2. Writing letters to the reputed father demanding maintenance.

The teenage mothers, however, perceive this to be a very humiliating and irksome exercise. Pressurizing the reputed father to maintain the child depends on the teenage mothers' will. The reputed father's failure to contribute to the maintenance of the child poses a threat to the teenage mother in that she will have to see how she meets the needs of the child.

#### **5.3.4 Teenage mothers' perception of the most pressing need**

This study is basically on the social needs of the teenage mothers. These needs are further education; financial support; sexuality education; accommodation and parenting education. The teenage mothers did realize that these were the needs that they expected to have them fulfilled for their optimum functioning.

**FIG 5.8: DISTRIBUTION OF THE TEENAGE MOTHERS' PRESSING NEEDS**



It is shown in Fig 5.8 that further education is the most pressing need of the teenage mothers. The teenage mothers would like to secure good jobs so that they can be able to meet their children's needs. They have realized the importance of education in assuring a bright future. This is an indication that motherhood has caused them to taste the responsibilities and the demands of adulthood. The teenage mothers have realized that education is a priority in one's life. As Furstenberg *et al* (1985:4) perceive education as a necessity for one's admission to the labour market and eventual occupational mobility. This shows how education has become increasingly important for one's success.

The next need according to the teenage mothers' order of priority is parenting education. More than thirty percent (30,5%) of these teenage mothers perceived parenting education as their pressing need. They perceive mothering to be a heavy task. They are not confident of their role performance but they are performing the mothering role because they have to. They realize that they are young and inexperienced. This concurs with the findings in Wallis' study (1985). The teenage mothers would like to give their very best care to their children. They feel that they are presently faced with a challenge of mothering their children.

The birth of a child to a teenager, renders the teenage mother responsible for the fulfillment of the instrumental functions. It is however not possible for the teenage mother to fulfill this function. It is for this reason that financial support has been ranked thirdly in the prioritization of needs. Teenage mothers would like to be assisted in this regard. Even though the reputed father, who in most cases is an adult (as revealed by the study) does contribute however his contribution does not suffice. The teenage mothers' perception is that the reputed fathers' contribution be complemented. In the event when the reputed father gets retrenched, the situation becomes extremely difficult and the teenage mother will have to fall back on her family; thus putting an added burden on the family.

Very few teenage mothers (4,5%) perceived sexuality education as a pressing need. The reason given by the teenage mothers was that they intended preventing unwanted

pregnancies. They have received post natal counseling with regard to contraception. From the nine respondents who expressed their need for sexuality education, one was already pregnant again. In this case, the reputed father was not in favour of her using contraceptives. The teenage mother was somehow distraught because she could not return to school even during the following year. She had no prospects of finishing school.

Accommodation was ranked lowest. Only 3,5% of the teenage mothers perceived accommodation as a pressing need. The reason being that culturally, there is a value attached to the African woman. She will have to continue living with her blood family until such time that she gets married. In summarizing the teenage mothers' perception of their most pressing needs; the following needs emerged and were ranked in the following order.

1. **Further education:** Teenage mothers have realized that there is a dire need for further education. This, they believe, will ensure a bright future and ability to meet their children's needs.
2. **Parenting education:** Teenage mothers have realized that they are lacking in parenting skills. Even though they may intend going back to school in the near future they realize that the challenge they are confronted with at present is parenting their children.
3. **Financial support:** The teenage mothers realized that maintaining and sustaining a child is not easy. Financial assistance is a necessity. The child is an added burden to the family.
4. **Sexuality education:** In spite of the post-natal counselling, concerning contraception that the teenage mothers have received, some still felt obliged to pay allegiance to the reputed fathers who condemned contraception. This has resulted in repeated unwanted pregnancies. Craig (1983:453) highlights the conflictual

situation in which the teenagers find themselves regarding the use and knowledge of contraceptives. He states that the male teenagers displayed some negative attitudes towards the use of contraceptives.

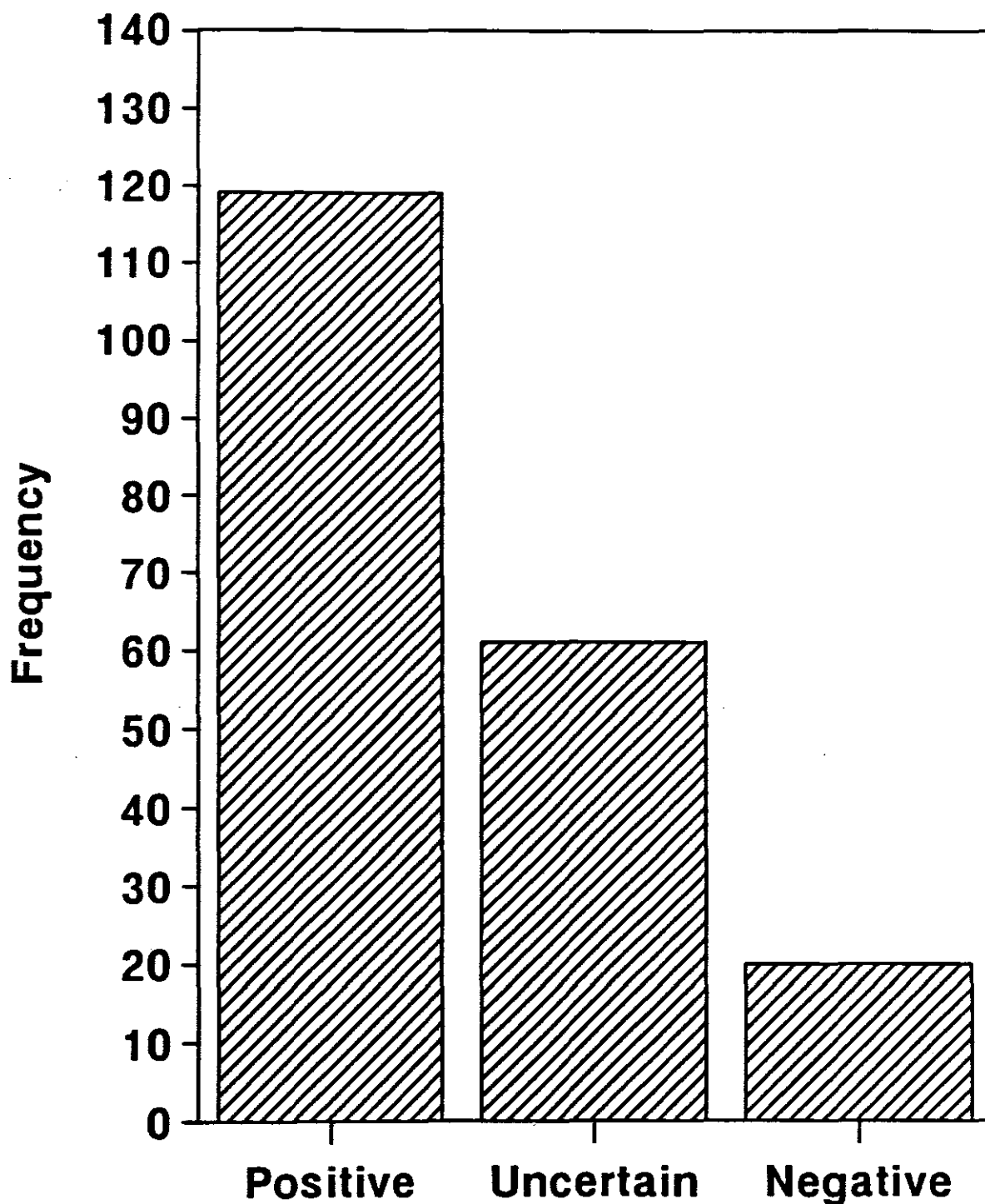
5. **Accommodation:** Teenagers who perceived accommodation as a need are those who fell pregnant while not staying with their parents. These were either in cottages or with relatives and have never reconciled with their parents after falling pregnant. They are either with the reputed father or the reputed fathers' family. Their expressing of accommodation as a need can be attributed to the dilemma in which they have found themselves. They are living with the "in-laws" and yet they are unmarried.

#### 5.4 **PERCEPTION OF ASSISTANCE THE TEENAGE MOTHERS MIGHT GET**

The researcher investigated the teenage mothers' perception of any form of assistance that might be offered to them towards the fulfillment of their social needs. In order for them to further their education, teenage mothers will have to rely on their parents' willingness and affordability. In the event when the parents cannot afford, teenage mothers hoped to be assisted by the reputed fathers or any other person who might be willing to assist. These include blood relatives (siblings, aunts, uncles, cousins) and sometimes even the "in-laws" (reputed fathers' parents) and or kinship members. They were determined to make use of the opportunity. Being assisted by the reputed father and or his family was less preferred in that they perceive such assistance to be binding in terms of the relationship.

With regard to their sexuality needs, the teenage mothers' perception was that guidance was necessary and would have prevented pregnancy. The majority of the teenage mothers (59,5%) were positive about the guidance structure. More than thirty percent (30,5%) were uncertain and only a small percentage (10%) were negative.

**FIG 5.9:    TEENAGE MOTHERS' PERCEPTION CONCERNING THE GUIDANCE WITH REGARD TO THEIR SEXUALITY NEEDS**



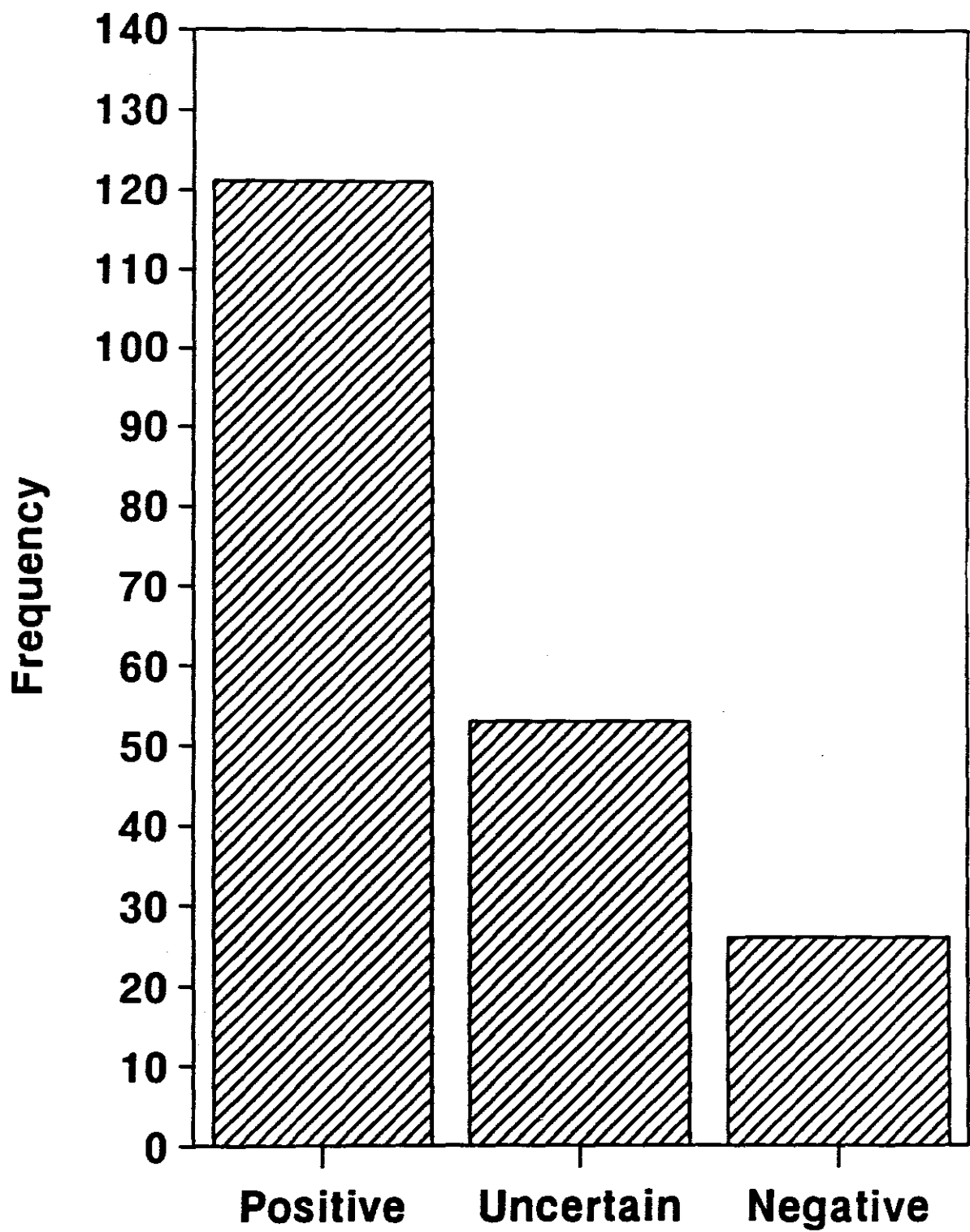
**Range of the teenage mothers' perception**



Teenage mothers relied on their peers, siblings and relatives for guidance. They realize that they were misinformed and this had landed them into motherhood. Their perception is that if they had received guidance with regard to the needs as growing teenagers, motherhood would have been prevented. It emerges that the guidance structural breakdown has created an environment conducive to unrestrained behaviour on the part of teenagers. Craig (1983:452) explains that the institutions of the past, such as the role of girls in informing young girls about sexual matters has dismantled and have not been replaced by any acceptable institution conveying sexual information.

Concerning the teenage mothers' needs in relation to child care, the general perception was that training for performing parental or mothering role would have been beneficial. Despite what the teenage mothers have said about mothering the majority (60,5%) felt that such training is essential and would make them cope effectively with the demands of mothering. A small percentage (13,0%) felt that they did not need such training. These included the early maturers who were very much determined to perform their mothering role. More than twenty six percent (26,5%) were however uncertain.

**FIG 5.10: TEENAGE MOTHERS' PERCEPTION IN TRAINING FOR PARENTING**



**Range of the teenage mothers' perception**

These teenage mothers who were uncertain about training for parenting hid behind an age factor in explaining their being uncertain. They have a strong feeling that child care is for adults. It is worth mentioning that the teenage mothers are not all by themselves in caring and mothering their children. They have their mothers being a support system. This inhibits the development of autonomy. Thompson *et al* (1992:22) explains that the teenage mothers' dependency on adults for norms of parenting and preparation for child care exacerbates difficulties associated with the transition to motherhood. Only 30,0% of the teenage mothers have never been assisted by their mothers with parenting or mothering skills. The majority (52,5%) are sometimes assisted by their mothers. They perceive this assistance as reciprocal in the sense that their mothers assist with parenting or mothering while the teenage mothers are either engaged in some household chores or have to do errands for their mothers. A small percentage (17,5%) have always been assisted by their mothers. In summarizing the teenage mothers' perception of assistance with regard to parenting, it has emerged that there is a dire need for training for parenting.

Concerning the teenage mothers needs in relation to the reputed fathers, 23% have never received financial support from the reputed fathers. These teenagers mothers are likely to face serious economic problems. The reputed fathers' failure to offer financial support is indicative of the teenage mothers desertion by the reputed fathers. These teenage mothers have two options viz:

1. To struggle on their own, consequently shouldering the responsibility of maintaining the child, on the family.
2. To opt for legal action, requesting that a maintenance order be issued against the reputed father.

The latter is however dehumanizing and embarrassing. The teenage mothers are subjected to considerable bureaucratic harassment in claiming supplementary benefits. According to Burman (1992:21) bureaucracy is a major stumbling block for women applying for

benefits. She states that women often have to travel long distances and interviews are conducted either in English or Afrikaans, necessitating the use of an interpreter thus violating confidentiality.

An obstacle in seeking legal action is that after such a dehumanizing exercise (i.e. applying for maintenance order) it is very likely that the reputed father might default. Burman (1992:22) further states that according to the research undertaken in Cape Town, 86% of African fathers against whom a maintenance order has been granted, default at one time or another. It is worth mentioning that default occurs even though the maintenance may fall far below. Teenage mothers with reputed fathers who did not voluntarily maintain the children and who felt that they could not pressurize them, did not even take the reputed fathers to court. They did not want to and their families were prepared to carry the added burden. This attitude, however, denied the men legal access to their children. It is likely, as Scanzoni (1988:223) explains it, that the resistance of the reputed fathers to maintain their children can be attributed to the fact that traditionally, men who fathered children out of wedlock were given no legal access to the child.

#### **5.5. COGNITIVE LEVEL OF TEENAGE MOTHERS**

This aspect is aimed at measuring the teenagers' cognitive development. Focus is on how they have developed their self concept and whether do they understand the change that is taking place in them such that they can easily resist situations which might lead to premature parenthood.

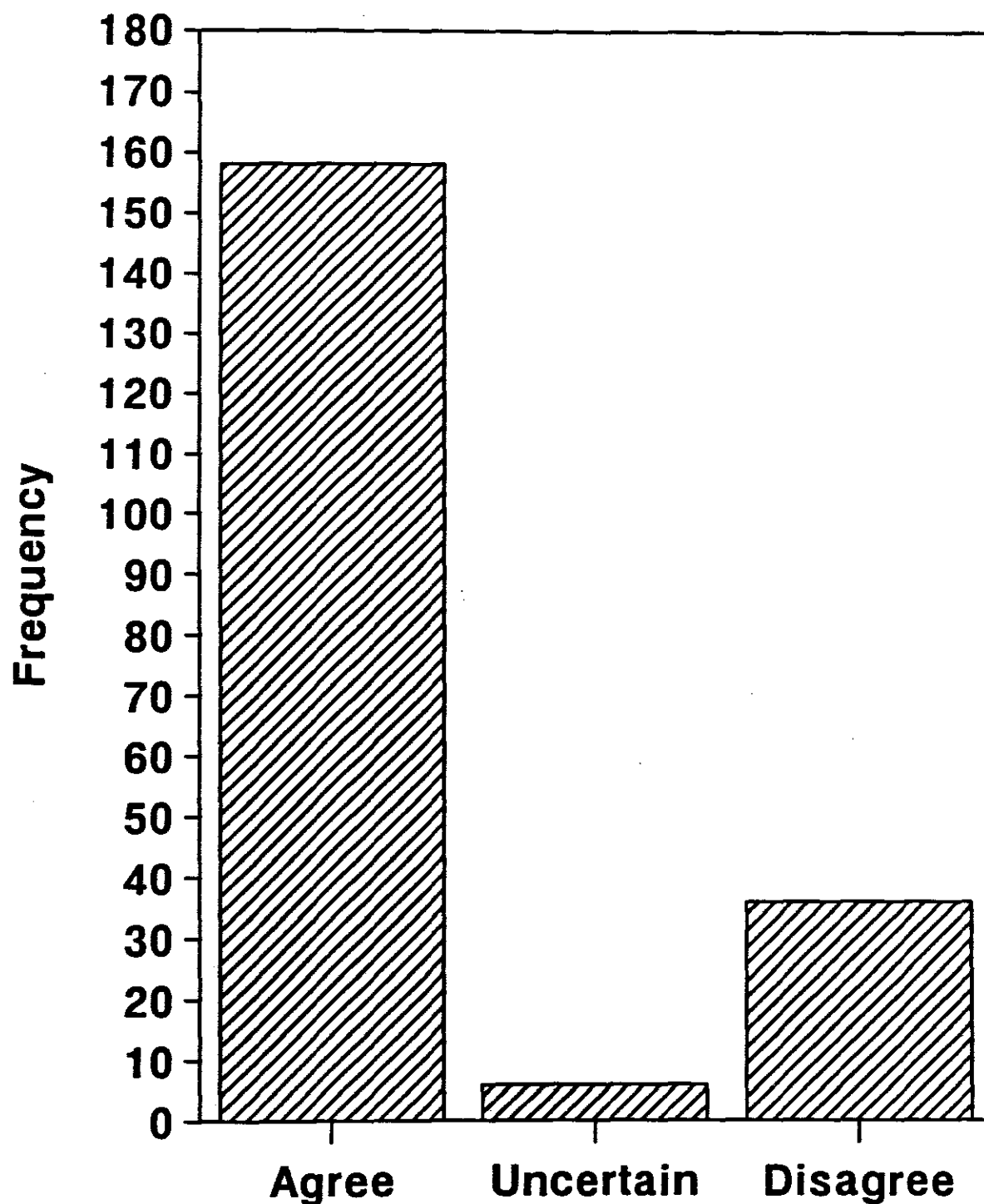
An individual's social behaviour is determined by the ethical ideas i.e. what is perceived by the society to be right or wrong (Morgan et al 1979:390). Teenagers find themselves in a dilemma with regard to what is right or wrong. The society bombards them with its viewpoint on the establishment of the heterosexual relationships. The societys' message is subtle, sometimes overt but always insistent and persistent. The media persuades individuals that they should always be engaged in close relationship with the opposite sex.

Teenagers are put under this pressure. They will have to conform to their peer group behaviour or else suffer the scars of rejection. It is essential that the teenagers rediscover themselves.

The consequences of the teenagers' involvement in heterosexual relationships are usually not considered. If every they can be considered, boyfriends are likely to interfere by discouraging teenage girls from using contraceptives. This concurs with Craigs' findings (1983:453) that the boyfriends displayed some negative attitudes towards the use of contraceptives. For some teenage mothers, the general feeling was that they intended finishing school but fell pregnant by mistake. It was after falling pregnant and experiencing difficulties with motherhood, that they realized, they needed to set their priorities right. Their first priority was education.

The teenage mothers' perception of motherhood was that it is a life experience.

**FIG 5.11: DISTRIBUTION OF THE TEENAGE MOTHER'S PERCEPTION OF TEENAGE MOTHERHOOD AS A LIFE EXPERIENCE**



**Range of the teenage mothers' perception**

As shown in Fig 5.13, the majority (79%) agreed that teenage motherhood is a life experience for them. Their reasons for such perception are:-

1. Mothering a child, while still a teenager is really difficult.
2. Financial support is a need in maintaining and sustaining the child. The need is fulfilled by the teenage mothers' family.
3. Teenage mothers have no prospects of securing a good job.
4. Teenage mothers forfeit their chances of continuing with schooling. If not forfeited, there is a drawback in their educational progress.
5. Men responsible failing to contribute to the maintenance of the child.

It emerges that the teenage mothers had to learn the very hard way.

Only a small percentage (18%) felt that teenage motherhood was not a life experience for them. These teenage mothers had the full support of the reputed fathers with regard to the fulfillment of the children's basic needs. Their perception was that it was the right time for them to fall pregnant. Some of them were about to get married. Those who were uncertain felt that they were prepared to face any challenge.

#### **5.6            TEENAGE   MOTHERS'   RELATIONSHIPS   WITH   THEIR PARENTS**

Teenage mothers were not free to relate their problems to their parents. The majority (64%) never related their problems. More than nineteen percent (19,5%) would sometimes relate their problems. It depended very much on the nature of the problem. A small percentage (16,5%) were free to relate their problems to their parents. Teenage

mothers who were able to share their problems freely with their parents are those who have open patterns of communication with their parents. Noller et al (1991:41) explains communication as integral in all aspects of family life. They further state that teenagers who are unable to disclose their thoughts, feelings and attitudes to parents become frustrated and unhappy.

The teenage mothers who related their problems to their parents seldom had various explanations for this behaviour.

1. Reverence towards their parents. This can be attributed to the African culture which does not favour children to have open discussions with their parents.
2. Parents only communicate with their teenagers if they have something negative to remark about. Noller et al (1991:41) express that teenagers can be particularly unwilling to share their feelings and parents often do not encourage their disclosures. This lack of communication between the teenagers and their parents affects the development to higher levels of social and coping skills among the teenagers.

Since the majority of the teenage mothers never shared problems with their parents, it is human for them to have shared their problems with other people.

**TABLE 5.4: DISTRIBUTION OF PEOPLE WITH WHOM THE TEENAGERS SHARED THEIR PROBLEMS**

RANGE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Sibling	56	28.0	56	28.0
Relative	58	29.0	114	57.0
Others	86	43.0	200	100.0



Communication between the teenage mothers and their siblings was open. Siblings were always willing to understand and accept the teenage mothers' needs and attitudes. Relatives with whom the teenage mothers were free to share their problems were more or less of the same ages as the teenage mothers. Included in the category of others are friends and boyfriends. Friends never guided the teenage mothers appropriately. The reputed fathers were biased in that they wanted to satisfy their own needs at the teenage mothers' expense.

Coming to the familial relationships over seventy percent (71,5%) expressed that their pregnancy affected the familial relationships. Teenage mothers coming from normative families, had their families blaming the mothers (teenagers' mothers) for failure to carry out proper supervision. Many widowed parents could not accept the pregnancy of their daughters easily. Older siblings would be angry and scold the teenage mothers, despite that they themselves had served as models by becoming single parents. This is a classical case of the gap between talking good intentions (idealistically) and actual behaviour. Family relationships became more strained in the event the man responsible denied paternity. As Costin (1972:221) states that pregnant girls need and choose to leave home to escape a psychologically destructive set of relationships. Many teenage mothers who could not withstand family tension opted to stay with relatives until the atmosphere at home was conducive. The reaction of the family members was confusing to the teenage mothers. The confusion was centered around the fact that the parents or family members knew the men involved. In many instances, familial relationships normalised after the payment of "*inhlawulo*" (compensation to the girl's family for her loss of virginity and youth). A small percentage (21%) did not experience any change in the familial relationships. Most of these teenagers had already been betrothed. This is one reason why the teenage mothers' parents easily accepted the teenagers' pregnancy. A very small percentage (7,0%) was uncertain about the change in the familial relationships.

In summarizing the teenage mothers' relationships with their parents, the following points emerge:

1. Parents are reported to be unapproachable. They still maintain an authoritarian style of parenting thus creating a wall of separation between them and their teenagers. It is however regrettable that parents tend to open up after a teenager has given birth. Communication after the teenager has given birth is on an adult-adult basis. It is late for parents to start opening up after the irreparable damage of teenage motherhood has been allowed to take its course.
2. Lack of sex socialization in that the parents are traditionally not expected to convey sexuality information to their teenagers. This was traditionally the role of the peer group. The shifting of roles has caused the teenagers to be without a proper guidance structure.
3. The generation gap between parents and their teenagers has resulted in the teenagers establishing trust with information providers (outside the family) who tend to mislead or misguide them. Noller et al (1991:29) acknowledge the generation gap as the core for the problems that the parents might be having in their communication with their teenagers. They however, argue that it is not the fact that differences exist that is critical to teenagers' development but rather how accepting parents are of these differences.
4. Parents in the rural communities are confronted with conflictual set of values. They value education for their daughters and also value marriage. Parents knew about their daughters' involvement in heterosexual relationships but condemned their daughters for having fallen pregnant while still at school.

## 5.7 SOCIAL VALUES IN RELATION TO GROWING TEENAGERS

Focus was on the involvement of the older girls in the inculcation of the societal values to growing teenagers and the role of the other community leaders. The aim was to find out about the community leaders' perceptions of teenage motherhood and what assistance or

expertise can they offer in assisting the teenage mothers cope with the problems of teenage motherhood.

Social problems emanate when the societal values have deteriorated and nothing is put in place for the people in society to hold onto. The reality is that social change impacts negatively on the welfare of individuals especially teenagers in this case. Social change brought the culture of individualism which encourages precedence over group effort. Msimang (1975:224) explains the role of the peer group in assisting teenagers through the rites of passage. This is discussed in detail in chapter 3. It is worth mentioning that such involvement of older girls nowadays is somehow minimal. The problem now is that growing teenagers are guided by their older siblings whose advice bears no fruit in the sense that they also have illegitimate children. With the theory of modeling, children model the behaviour that they have observed.

#### **5.7.1 Community views of teenage motherhood**

The views of the community are that teenage motherhood is a problem. A synthesis of ideas and views expressed indicate that teenagers bear children because of the following reasons:-

1. There is a lack of proper guidance on the teenagers as they grow. This is attributed to the breakdown of the traditional African system. In rural areas, the chiefs (*amakhosi*) and the headmen (*izinduna*) are expected to enforce the control measures with regard to teenage motherhood. This is however made difficult by the parents who are very much protective of their teenagers.
2. Teenagers may be ignorant of pregnancy resulting from their sexual practices. It may happen sometimes that the teenager is aware of such consequences of her sexual practices but the desire to enjoy sexual relationships might cause her to entertain hopes that she will not fall pregnant. Franklin (1987:22) perceive

teenagers to be operating with personal fables which contribute to a sense of invincibility. He further states that such teenagers think they can have sexual relations or activities but not get pregnant.

3. The family background is also a contributing factor. In instances where the mother has low morals and where the father also has teenage lovers or even indulges in incest, teenage motherhood is likely to occur. Teenagers from such backgrounds are likely to fall pregnant.
4. Poverty is also a contributing factor. Teenagers with unmet financial needs involve themselves in heterosexual relationships with the hope that they will get money only that they will be sexual objects and be abused. Craig (1983:452) highlights socio-economic condition as a factor that precipitates girls to indulge in sexual activities for material gain.
5. Some teenagers have a desire to prove their womanhood. This is conflictual in the sense that their bodies are physiologically capable of reproduction but they are emotionally and psychologically immature to mother a child.
6. The school and the family have failed to provide adequate and appropriate sexuality education to growing teenagers.
7. Peer pressure has been highlighted as a reason for the teenagers to bear children. Teenagers bear children as a way of conforming to the peer group.

The community leaders' perception is that teenagers do not know about the demands of motherhood. They fall pregnant while in the process of adventuring (searching for love). They are not aware of the financial demands involved in child rearing and the sacrifices that one will have to make.

The ideas and views that were expressed by the community members were synthesized. The synthesis indicated the following effects.

1. **Family problems:** Although teenage motherhood is an individual problem, it tends to affect not only the teenage mother herself but also her family. Financial support is a pressing need for the teenage mother. The study reveals that even though the reputed father may sometimes contribute to the maintenance of the child the teenage mother still suffers in that the contribution is too minimal. The teenage mother has no option but to rely on her family for the support and the maintenance of the child. This implies that there is an addition of a member in the family who falls outside the family budget. This leads to other family members reacting with hostility to the teenage mother and her child. There is more financial burden thus affecting familial relationships. This finds support in Thompson's (1986:1017) idea that teenage childbearing may impose some costs on family relationships. He further explains that these include disappointment, psychological costs if the teenage mother relies on the family financially and that the family is expected to assume full responsibility.
  
- Guilt feelings:** The teenage mother is usually having bad memories about how the child was conceived. These feelings of guilt cause her to be continuously depressed thus failing to show love for her child. It is not only the teenage mother who suffers guilt feelings. Her parents might be having guilt feelings for failed parenthood. This can be stressful to the family especially when coupled with the feelings of embarrassment. Socially, the family can also be affected in that, it may be viewed with distrust and suspicion by a closely knit conservative community.
  
3. **Overpopulation:** Teenage motherhood is a threat to the community. It leads to overpopulation resulting in an increase of the abandoned children. Overpopulation

in a community means over-utilisation of community institutions (e.g. schools, hospitals). There is an urgent need for the overpopulated community to increase or expand its resources to be able to cater for its social citizens. As a result of teenage motherhood, development programmes are likely to be poor due to the shortage of qualified people to carry out these programmes.

## 5.8 SUMMARY

This chapter entails the analysis of the teenage mothers' perception of their social needs; their perception of the assistance they might get; the cognitive level of these teenage mothers; the teenage mothers' relationships with their parents and lastly the societal values in relation to growing teenagers.

It has emerged that teenage mothers have needs which are to be met for their optimum functioning to be attained. These needs are related to the self and also to the people in the teenage mothers' social environment. Teenage mothers perceive education as a self-related need which is of great significance in shaping their future and being able to develop into mature independent adults. The school is perceived as being punitive in its attitude by terminating pregnant students and limiting chances for re-admission. Teenagers are individuals with specific sexuality needs. The sexual self does not develop properly due to a lack of guidance structure. Teenage mothers are lacking in parenting skills and this causes them to perceive parenting as a difficult task. They rely on their parents who are a support system. This support, however deprives them of the autonomy they need in mothering their children. Sometimes, the reputed fathers do support and maintain their children. The contribution is however minimal hence it does not suffice; and the family is forced to take or assume complete responsibility of the child.

The teenage mothers fall back on their families for assistance towards meeting their social needs. Sometimes the parents might be unwilling or lacking such that this type of

assistance cannot be offered. In such instances the teenage mothers will find a solace in their blood relatives. Some would even fall on the “in laws” for their assistance.

Teenage mothers are not fully developed emotionally and cognitively. The diffused value system and the double messages sent by the community to the teenagers (directly or indirectly) are major contributing factors to teenage motherhood. Teenage mothers realized afterwards that it was premature to get involved in heterosexual relationships. This would have been avoided, thus avoiding unplanned motherhood. The teenagers’ coping self needs to be developed so as to help them resist tempting situations leading to teenage motherhood.

Communication patterns at home between the teenager and parents and also between the teenager and her siblings may be open. The parents and the siblings behaviour is not in accordance with what they say. This causes communication within the family system to be ineffective thus leading to teenage motherhood.

Community views teenage mothers as a social population with specific social needs and problems which affect not only the teenage mother or her family but the community as a whole. Community views expressed indicate that the teenage mothers be assisted with their problems and needs. The implication is that teenage mothers be assisted in fulfilling their social needs so that these do not develop into social problems. It is also important to assist growing teenagers through the challenges and demands of their developmental stage, thus minimizing or alleviating teenage motherhood. Alternative measures in treating and preventing teenage motherhood are discussed in detail in Chapter six.

## **CHAPTER 6**

### **CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

Social work is a discipline, scientific in method and artful in manner, that takes remedial action on problems in several areas of society. Central to this definition is the scientific approach of the discipline in problem solving. Thompson & Wilkins (1992:22) indicate that generalist social work practice, recognises the linkage of informal, formal and societal resource system as a means of meeting human needs in a complex society where families and individuals are faced with pressures and stresses created by the economic as well as social changes. They further argue that although there is a prevailing assumption that the potential for client empowerment is enhanced when the profession incorporates informal networks into interventions. These however have both complimentary and oppositional dimensions for human services delivery.

The study reveals that teenage mothers are a social population with specific social needs which affect their optimum functioning. The problem of teenage motherhood is indicative of the disintegration of the traditional societal structures, as a result of social change and its related factors. The rural communities of Enseleni and Ongoye have fallen victims of such change. In meeting the needs of the teenage mothers, it will therefore be necessary to look at the alternative social welfare measures (i.e. both formal and informal).

The main purpose of this chapter is to review the findings of the study, discuss the conclusions to be drawn from such findings, to highlight the limitations of the study and to explore the alternative social welfare helping measures for the teenage mothers. In exploring these alternative measures focus is on curative and preventive action.



## 6.2 **CONCLUSIONS FROM THE FINDINGS OF THE STUDY**

### 6.2.1 **Re-statement of the objectives**

Before concluding the study, the objectives of the study are re-stated as follows:

- \* Firstly, to review literature on teenage motherhood with special reference to the conditions in rural areas which are subject to influences of social change. This objective was achieved through reviewing literature on the social needs of the teenage mothers in general.
- \* Secondly, to look into the specific social needs of the African teenage mothers in the rural areas of Ongoye and Enseleni districts. This objective was achieved through the interviews that the researcher held with the teenage mothers.
- \* Thirdly, to determine the views of the community on the phenomenon of teenage motherhood. In achieving this objective a questionnaire was administered to the community leaders and experts.
- \* Lastly, to explore the alternative social welfare helping measures for the teenage mothers. Alternative strategies have been recommended to combat and or alleviate teenage motherhood.

### 6.2.2 **General resume**

In chapter 2 literature was reviewed. The literature on the needs of the teenage mothers highlighted the following:-

- 1) That the teenage mothers are a social population group with specific social needs.

- 2) That these needs include financial support; accommodation; education; sexuality and parenting education.

The researcher's findings are that teenage motherhood involves the teenage mother's self, her sexual partner, her family and her baby hence the teenage mothers' needs that were examined revolved around their relation to these. Literature reviewed highlighted that financial support is a pressing need for the teenage mothers. Such supposition was seen against the background of the reputed fathers' failure or default in paying maintenance. The study reveals that financial support remains a need even though the reputed fathers may be committed towards maintaining their children. The problem is that such contributions are really minimal to suffice for the needs of the teenage mothers and their children.

Accommodation is perceived by Costin (1972:227) as a pressing need for the teenage mothers. The circumstances in the rural areas, as revealed by the study, are such that accommodation is not much of a need. The cultural restriction, which stresses that a woman cannot leave home unless she gets married, is binding. While the researcher subscribes to Costin's (1972:227) idea that teenagers might choose to leave home in evading a psychologically destructive set of relationships, the cultural value on a woman is a binding factor for a re-union between the teenage mother and her family members.

Continuing education becomes a pressing need as the teenage mothers realise that it opens doors of opportunities and is a gateway to a better living. Furstenberg's (1985:4) idea is that teenage mothers are not supported or welcome in resuming their scholar role. In the researcher's findings this punitive attitude of the school is reflected in the expulsion of the teenage mother as soon as her pregnancy has been noticed. While appreciating the inception of the formal education for its goodness in preparing an individual for the industrial world, it however has not adequately focused on the development of an individual as a social being especially among Africans.

Wallis (1985:39) suggests that parenting is a burden for a teenage mother. The researcher's findings are that the teenage mothers do experience difficulty in parenting or mothering their children. Although some teenage mothers do have the support of their family members, they find it difficult to perform certain specific tasks for mothering. This finds support in Belsky et al (1984:445) who states that the advent of childbearing responsibilities serve as unambiguous markers of adulthood.

### **6.2.3 General conclusions**

In concluding this study, the researcher discusses the conclusions as drawn from the findings. The following general conclusions are made:-

- 6.2.3.1 Teenage mothers in the rural areas of Ongoye and Enseleni have specific social needs. These include financial support; continued education, parenting education and sexuality education. These are the requirements of the teenage mothers, necessary for their survival growth and fulfillment. It is concluded that there is a standard quality of life to be maintained and that when this is not being met social problems are likely to occur.
- 6.2.3.2 The disintegration of the societal guidance structures as a result of social change and its related factors has grossly affected the values in the African communities in the rural areas under study. Traditional values are diffused and nothing is put in place for the teenage girls to adhere to hence presently confronted with the problem (teenage motherhood).
- 6.2.3.3 Continued education is a pressing need in that education plays a significant role in the shaping of one's future. Teenage mothers do realise that their priority is to continue with education. Some do not have the means and others are in a dilemma. The latter realise that continued education will be

an endless effort due to their school performance which has always been poor.

6.2.3.4 Teenage mothers have a need for financial support. This implies that they have no fulfillment in meeting the needs for their children. Securing employment becomes difficult because they are untrained, not properly educated and immature. Their only alternative is doing odd jobs in the neighbourhood. These include domestic service and childminding. This predisposes them to exploitation and the problem is not solved. Teenage mothers exposed to such circumstances earn too little and are expected to meet their children's needs with that meager earnings. They also have a responsibility to pay or tip whoever might be minding the children during the day. This tarnishes the teenage mothers' self esteem which is already low thus causing them to feel worthless.

6.2.3.5 Parenting is such a challenging and difficult task to be executed by a teenage mother. Teenage mothers are confronted with the demands of the new role (i.e. mothering/parenting). This is exacerbated in the event where a teenage mother has resumed her student role. Interrupted and or sleepless nights interfere with her schoolwork.

6.2.3.6 The costs of teenage motherhood are enormous not only for the teenage mothers but also for their families, their children and for the society as well.

#### 6.2.4 **Specific conclusions**

Teenage motherhood is not only threatening the family's well being but also the society's well being; hence there is a need for sound understanding of the teenage period as a special time in life. Having identified the social needs of the teenage mothers, the following conclusions are drawn.

6.2.4.1 Failure in fulfilling the social needs is disastrous in the sense that social problems will be allowed to take their course. Social problems are interrelated. Failure to interrupt the course of one problem is likely to lead to many social problems.

6.2.4.2 It is concluded that for the teenage mothers to be well adjusted social citizens, their social needs are to be attended to accordingly. Social work as a profession will have to respond through curative and preventive action. It is worth noting that the teenage mother is a total being, therefore any assistance that is offered requires skilled professional work of a multi-disciplinary nature.

### 6.3 **LIMITATIONS OF THE STUDY**

6.3.1 The study focused solely on the teenage mothers who are patronising the natal clinics. The study excluded those teenage mothers who reside in the two districts (i.e. Enseleni and Ongoye) but are never service consumers of the rural health ward clinics of Ngwelezana hospital.

6.3.2 Teenage mothers, who happened to have returned to school could not form part of the investigation since interviews were held during the immunization days (usually weekdays). These teenage mothers are slightly in a better position. Their parents are able to send them back to school, pay for their education and also mind or look for an alternative child minder. Only a few among these could be involved. These were forced to bring their children to the clinics because no one else at home could do so.

6.3.3 Drawing a comprehensive list of all the teenage mothers in the area under study was a difficult if not an impossible task. It was for this reason that the researcher had to structure a specific approach in building up the

characteristics of typical respondents to constitute the sample. The scientificness of the procedures involved cut across many approaches in determining an appropriate sample and hence cannot be reduced to single interpretation.

- 6.3.4 The conceptual definition of teenage mother was limited to the African Zulu society hence there is no universal interpretation of the issue of teenage motherhood. There are some cultures which encourage teenagers to get children.

#### 6.4 **RECOMMENDATIONS**

The study has revealed specific social needs of the teenage mothers. It is important to work with the teenage mothers within the context and needs of themselves, their families and their environmental situation. It is worth mentioning that there is a need for such intervention in view of the fact that there is no committed organisational framework for the youth.

##### 6.4.1 **Curative action**

In this section alternative helping measures are explored. These recommendations are targeting the teenage mothers who are currently experiencing difficulty in adjusting to a new life.

- 6.4.1.1 **Parenting skills:** There is a need for youth service in this regard. Such service will have to incorporate teenage mothers. Gerathy (1988:50) expresses that young mothers may have inadequate parenting themselves and therefore need help in the acquisition of parenting skills. Teenage mothers can be reached through the application of groupwork method. Groups can be viable in that they can facilitate sharing situations that allow

for role development in teenage mothers and for them (teenage mothers) to share their fears. Child care educational programmes can be employed. Adults in the community can be appointed as mentors in ensuring that the teenage mothers do take proper care for their children. This suggestions subscribes to Thompson's (1986:1008) idea that developing and using support from significant others are the central coping strategies that help mothers adapt to the stress of mothering. Community programmes for the teenage mothers should provide alternative support sources to compensate for the lack of support from the family members.

- 6.4.1.2 **Financial aid:** It is suggested that the teenage mothers be financially assisted towards continuing their education. The government policy is that children should receive free education during the first ten years. According to the study 19,5% of the teenage mothers were at high school level when they fell pregnant. The concern is, does the government policy accommodate failure due to poor school performance and other disturbances like teenage pregnancy? How are the teenage mothers going to benefit if they were at high school level when they fell pregnant? Having looked at the socio-economic background of the teenage mothers in this study the salient factor in this regard is that they are coming from poverty stricken families. It is implied that their parents might find it difficult to pay for their education.

In view of the fact that the teenage mothers are likely to be continuously marginalised, it is recommended that the financial aid be accessible when there is a need. It is recommended that assessment of the teenage mothers' intellectual capabilities be done by a multi-disciplinary team. In this way, teenage mothers will be assisted in pursuing educational stream of their interests and within their capabilities (i.e. either academically or technically). It is further recommended that a contract be negotiated for

the purposes of generating funds and also inculcating a culture of responsibility in the teenage mothers. Their being academically low, does not necessarily mean that they are incapable. Their potential will have to be explored. This, it is hoped, will enable the teenage mothers to be self-supportive and self-reliant. Financial aid should be made accessible to all teenagers. Templeton's idea as propounded by Wolfendale (1989:64) is that children should not be excluded from an education suitable to their individual capacities due to a lack of money.

**6.4.1.3 Child care aid:** It is revealed in this study how difficult it is for the teenager and her family to meet the instrumental needs of the child. It is worth highlighting that such difficulty is experienced even if the reputed father does contribute to the child's maintenance. Recommendations made are that the Government adopts a policy towards providing teenage mothers with financial support. Much as the government has adopted a policy that every child under the age of six has access to free medical care, child care aid should run parallel to this benefit. Offering free medical care without employing preventive measures to ailments can be a futile exercise. It is further recommended that such aid be offered when there is a need. Means test can be viable forms in determining the existence of a need and its intensity.

**6.4.1.4 Sexuality education:** The study has revealed that teenage girls fall pregnant because of the absence of a guidance structure. Neither the home nor the school has accepted responsibility of disseminating knowledge on sexuality. The study also reveals that parents, usually open up to their daughters after they have experienced motherhood. There is much likelihood that distorted information might be given to the teenage mothers. It is recommended that the community clinics adopt a more professional approach to disseminate such information and knowledge to teenagers at



school. It is further suggested that the nurses be approachable and welcoming, so that the teenagers can feel accepted to share their feelings about the contraceptives that they might be using. A broad partnership between families; community institutions and government is highly recommended to counteract the clash of values regarding sexuality education.

#### 6.4.2 **Preventive action**

The special task for social work with teenagers is also to be concerned with prevention. Jones et al (1980:220) suggest that there is need for social work service that not only aims to bring comfort in a distressing situation but also to seek to prevent a deterioration that may lead to a young person becoming a victim of “labeling” by an inadequate service. As needs of the teenage mothers have been examined; it will be of significance to prevent future occurrences of teenage motherhood. The salient factor in this study is that the traditional guidance structures that catered for the needs of the growing teenagers have disintegrated. Revitalising such tradition would be an endless effort. It has been noted earlier on that the dissemination of information regarding sexuality matters is a nobody’s responsibility. While noting the school’s main responsibility and its packed curricula, an important factor that should also be considered is that the school is a catchment area for social work intervention with the youth. The school as perceived by Thompson (1991:220) has a responsibility of helping individuals to be mature responsible adults. The researcher recommends that preventive action be implemented in schools to ensure that adequate services are offered before the distressing situations come about.

6.4.2.1 **Self-development programme:** The study revealed that teenagers fall pregnant for various reasons, like for instance, establishing relationships with adults for material gain. Contrary to this is the fact that after the birth of the child, teenage mothers realise that they have wasted their time and that they should actually be at school. Centred around such confusion is a

poor self-esteem and a poor self-image. Allport's theory as propounded by Zieghler (1988:2965) states that the teenagers' self esteem has not yet fully developed. Teenagers need to know who they are and what they are heading to. A good self-picture will give one an opportunity to know her weaknesses and will therefore work towards minimising such. The self-image plays an important role in one's life especially in making decisions that will affect one's life in future. The researcher's opinion is that motivation to avoid pregnancy is important. This can only come when teenagers feel good about themselves and have a clear vision of a successful and self-rediant future.

As it was indicated earlier, that a teenager is a total being, it is recommended that such self-development programmes be implemented by a multi-disciplinary team. Duncan as quoted by Wolfendale (1989:81) expresses the intermingling of teachers, parents, industrialists, business people, senior citizens all within the context of a community school environment, to provide a richness in everyone's development that even the best planned course will not provide.

**6.4.2.2 Family life education:** This needs to be structured as according to age appropriate. It is recommended that the programme includes sexuality education from elementary school through high school education. In this way, it is hoped, that facts about sexuality and parenthood be disseminated. A further recommendation is that this be done in the context of human values. Teenagers, it is hoped, will be able to integrate such information into their thinking about themselves and their future. It is recommended that parental involvement be invited in such efforts.

Visual material such as videos on parenthood and mothering can be another viable form in disseminating facts about parenthood. It is hoped that by

observing the stresses of teenage motherhood, teenage girls would be deterred from engaging themselves in sexually related activities.

#### 6.4.2.3 **Decision making skills programme**

It is recommended that programmes on decision making skills be introduced as early as in the primary level of education. It is hoped that this will enable the teenagers to resist peer pressure. There is a need for school social workers and educational psychologists. These experts can positively contribute to the development of teenagers into fully mature adults, through groupwork and group therapy. The researcher argues that, while teenage motherhood is the outcome of a natural sexual expression, unless decisions are made teenage motherhood will continue occurring.

The study has revealed that the decision making capabilities of the teenage mothers proved lacking or gravely deficient. Their boyfriends decided for them whether should they use contraceptives or not. If teenagers are not empowered with decision making skills, pregnancy will still take place. Even though the parents can no longer have control on their teenagers, they need to have trust in them. This will be earned if the teenagers are empowered with the decision making skills.

6.4.2.4 **School based clinics:** The study has revealed that the school uniform is seen as a moral factor in having teenage girls patronising the family planning clinics. It is acknowledged that the school health nurses in the rural communities of the KwaZulu do provide information and counselling to teenagers. It is recommended that a mobile clinic be at schools on weekly basis and provide contraceptives. This will be less threatening to teenagers. It is further recommended that, it be a school regulation that pupils go to the clinic for counselling. This will protect those teenagers, who are using contraceptives, from being labelled. The researcher argues that while providing contraceptives has no option in dealing with a sexually

active teenager. It is hoped that this abnormally high sexual urge can be counteracted by means of therapy but direct prevention will also have to be applied. Approaches, as Meares (1984:24) explains, must not rely on the notion of sexual abstinence but must include realistic perspectives which provide resources and support for these who elect sexual activity. This alternative measure, however, invites a greater involvement of the community especially the parents.

**6.4.2.5 Family involvement strategies:** The study has revealed that there is no open communication in the family between parents and their teenagers when they have become mothers themselves. It is recommended that teenage sexuality be viewed as a central aspect of young people's overall development within the systems of both their families and within the larger society. Associations can be formed which serve as links between the school and the home. In this way, it is hoped, consistency will be maintained between the school values and the family values. These values are usually conflictual with regard to pregnancy. There need to be consistency between what the school preaches and what the family condones.

#### **6.4.3 Future research**

It is recommended that this field and the problem of teenage motherhood in the African Zulu society be researched in future with more adequate means in terms of funds and personnel to cover a wide spectrum of different areas.

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## **ANNEXURE A**

### **INTERVIEW SCHEDULE**

#### **SOCIAL NEEDS OF TEENAGE MOTHERS WITH SPECIFIC REFERENCE TO THE RURAL COMMUNITIES OF ONGOYE AND ENELENI DISTRICTS**

#### **INTERVIEW SCHEDULE**

##### **SECTION ONE : PERSONAL BACKGROUND INFORMATION**

1.1 Age of respondent

13-15	
16-17	
18-19	

1.2 Reputed father's age

14-19	
20-25	
25 AND ABOVE	

1.3 Marital status of parents of the teenage mother

MARRIED	
DIVORCED	
WIDOWED	
SEPARATED	
NEVER MARRIED	
DECEASED	

1.4 Have you always lived with both parents?

YES	
NO	

EXPLAIN: .....

.....

.....

1.5 What is your ordinal position in the family?

FIRST BORN	
MIDDLE CHILD	
LAST BORN	

## SECTION TWO : LIVING ARRANGEMENTS NEEDS INFORMATION

2.1 Number of family members in the house.

2-5	
6-10	
+10	

2.2 What are your living arrangements since the birth of the child?

LIVING WITH BABY ONLY	
LIVING WITH OWN FAMILY	
LIVING WITH RELATIVES	
LIVING WITH FRIENDS	
LIVING WITH BOYFRIEND	
LIVING WITH BOYFRIEND'S FAMILY	

EXPLAIN: .....

.....

.....

2.3 Do you hope to get better accommodation?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

.....

.....

.....

**SECTION THREE : EDUCATION NEEDS INFORMATION**

3.1 In which school level were you when you fell pregnant?

PRIMARY LEVEL	
SECONDARY LEVEL	
HIGH SCHOOL LEVEL	
TERTIARY LEVEL	

3.2 How was your performance at school?

EXCELLENT	
AVERAGE	
POOR	

**EXPLAIN:** .....

.....

.....

3.3 After falling pregnant what finally caused you to leave school?

PRESSURE FROM SCHOOL AUTHORITIES	
PRESSURE FROM FAMILY MEMBERS	
DROPPED OUT OF OWN ACCORD	

**EXPLAIN:** .....

.....

.....

3.4 What are your immediate future plans?

TO SECURE A JOB	
TO PURSUE YOUR STUDIES	
TO GET MARRIED	

**EXPLAIN:** .....

.....

.....

.....

3.5 If you want to pursue your studies who will be responsible for your education?

PARENTS	
BOYFRIEND	
OTHER	
NO ONE	

EXPLAIN: .....

.....

.....

**SELECTION FOUR : INFORMATION ON SEXUALITY EDUCATION NEEDS**

4.1 From whom did you receive sexuality education before you fell pregnant?

PARENTS	
SIBLINGS	
RELATIVES	
FRIENDS	
PROFESSIONALS	
NO ONE	

EXPLAIN: .....

.....

.....

.....

4.2 Did you ever communicate with your parents about sexuality matters?

ALWAYS	
SELDOM	
NEVER	

EXPLAIN: .....

.....

.....

.....

4.3 Have you been using contraceptives?

ALWAYS	
SELDOM	
NEVER	

EXPLAIN: .....

.....

.....

.....

4.4 Do you feel that if you had received guidance with regard to your past and present needs as a growing teenager, pregnancy would have been prevented?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

.....

.....

.....

**SECTION FIVE : CHILD CARE NEEDS INFORMATION**

5.1 Who provides child minding services?

YOURSELF	
FAMILY MEMBERS	
OTHER RELATIVES	
CHILD MINDER	

EXPLAIN: .....

.....

.....

.....

5.2 What is your experience with your new role? (mothering)

ENJOYABLE	
DIFFICULT	
CHALLENGING	

EXPLAIN: .....

.....

.....

.....

5.3 Do you get disillusioned by your new role?

ALWAYS	
SOMETIMES	
NEVER	

EXPLAIN: .....

.....

.....

.....



5.4 Do you feel that if you had received training for performing parental/ mothering roles, it would be easy for you?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

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.....

.....

5.5 When your child is sick, which facility do you generally use?

GOVT HOSP/CLINIC	
PRIVATE DOCTOR	
PAEDIATRICIAN	

EXPLAIN: .....

.....

.....

.....

**SECTION SIX : TEENAGE MOTHER’S RELATIONSHIP WITH PARENT/S  
AND OR FAMILY**

6.1 Were you at liberty to relate your problems to your parent/s?

ALWAYS	
SOMETIMES	
NEVER	

EXPLAIN: .....

.....

.....

.....

6.2 With whom do you also share your problems of the time?

SIBLING	
RELATIVE	
OTHER	

EXPLAIN: .....

.....

.....

.....

6.3 Did your pregnancy affect the familial relationships?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

.....

.....

.....

6.4 Does your mother assist you with parenting/mothering skills?

ALWAYS	
SOMETIMES	
NEVER	

EXPLAIN: .....

.....

.....

.....

6.5 Are you comfortable with such assistance? (i.e. parenting skills)

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

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.....

.....

**SECTION SEVEN : NEEDS IN RELATION TO REPUTED FATHER**

7.1 What was the reputed father’s reaction when you informed him of your pregnancy

HE WAS ANGRY WITH YOU	
HE NEITHER ACCEPTED NOR DENIED PATERNITY	
HAPPY AND PREPARED TO ASSUME RESPONSIBILITY	

EXPLAIN: .....

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.....

.....

7.2 Are you still on good relations with the father of your child?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

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.....

.....

7.3 How do you rate your chances of getting married to him?

GOOD	
UNCERTAIN	
NONE	

EXPLAIN: .....

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.....

.....

7.4 Is the reputed father providing financial support for the child?

ALWAYS	
SELDOM	
NEVER	

EXPLAIN: .....

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.....

7.5 How does he contribute to the financial support of the child?

VOLUNTARILY	
THROUGH THE COURT	
THROUGH YOUR PRESSURE	
DOES NOT CONTRIBUTE	

EXPLAIN: .....

.....

.....

.....

8. GENERAL

8.1 On your own account what do you feel is your most pressing need?

LIVING ARRANGEMENTS	
FURTHER EDUCATION	
SEXUALITY EDUCATION	
PARENTING EDUCATION	
FINANCIAL SUPPORT	

EXPLAIN: .....

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.....

.....

8.2 Has this been a life experience?

YES	
NO	
UNCERTAIN	

EXPLAIN: .....

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## **ANNEXURE B**

### **QUESTIONNAIRE**

#### **VIEWS OF THE COMMUNITY ABOUT TEENAGE MOTHERHOOD**

##### **1. BACKGROUND**

Teenage motherhood is currently a serious social problem in the African community, associated with rapid social change in the traditional social structure and the impact of new factors. The researcher is undertaking an investigation on the social needs of teenage mothers and exploring helping measures to assist these teenage mothers cope with the problem of teenage motherhood.

##### **2. AIMS**

This questionnaire aims to find out about the community leaders/worker' perceptions of teenage motherhood, and what assistance/expertise can they offer in assisting the teenage mothers cope with the problem of teenage motherhood.

##### **3. INSTRUCTION**

The questionnaire itself is filled anonymously. The information you provide will be treated as confidential. Kindly note that in order to obtain reliable scientific information, it is important that you answer all questions as honestly as you can. Please indicate by writing your answers as fully as possible in the space provided. Please return the completed questionnaire by 24 January 1994.



Your contribution and co-operation in this study will be appreciated.

1. Your designation

MINISTER OF RELIGION	
PROFESSIONAL NURSE	
PSYCHOLOGIST	
TEACHER	
SOCIAL WORKER	
OTHER (Specify) .....	

2. Why do teenagers bear children: .....

.....

.....

.....

.....

.....

.....

3. Do you think that the teenagers know about the demands of motherhood?  
Motive

.....

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4. What would you regard as the effects of teenage motherhood:

4.1 To the teenager?

.....

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4.2 To the family?

.....

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4.3 To the community?

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5. Do you see teenage mothers as a population that has problems?

YES	
UNCERTAIN	
NO	

**EXPLAIN:** .....

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**6. What expertise can you offer in helping the teenage mothers meet their needs?**

.....

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## **ANNEXURE C**

### **APPLICATION FOR FIELD ENTRY**

24 March 1993

Senior Medical Superintendent  
Ngwelezana Hospital  
P/Bay 20021  
EMPANGENI  
3880

ATTENTION: DR HASELAU

Sir

#### **REQUEST FOR PERMISSION TO VISIT THE NATAL CLINICS IN ONGOYE AND ENSELENI DISTRICTS**

I, Zethu Mkhize, am a staff member in the Department of Social Work at the University of Zululand.

I intend undertaking research on "THE SOCIAL NEEDS OF TEENAGE MOTHERS". My area of study is Ongoye and Enseleni. I intend drawing my sample from a list of teenage mothers who consume services offered by the ante-natal clinics in these districts.

I hereby wish to seek permission to visit the ante-natal clinics in Ongoye and Enseleni Districts.

Thanking you in advance for your co-operation.

Yours faithfully



Z M MKHIZE (MRS)  
LECTURER: DEPARTMENT OF SOCIAL WORK

UMNYANGO WEZEMPILO



DEPARTMENT OF HEALTH

OFFICE OF:—

MEDICAL SUPERINTENDENT NGWELEZANA HOSPITAL

<b>Ikheli Lotingo :</b> <b>IMPILO</b> <b>Telegraphic Address:</b>	<b>Isikhwama Seposi:</b> <b>P.O. Box :</b> X20021 <b>Private Bag :</b> Empangeni 3880	<b>Ucingo :</b> <b>Telephone:</b>
<b>Imibuzo : DR.P.HASELAU</b> <b>Enquiries:</b>	<b>Usuku:</b> <b>Date :</b> 30/05/93	<b>Inkomba :</b> <b>Reference:</b>

Mrs. Z.M. Mkhize  
Department of Social Work  
University of Zululand  
P/Bag X1001  
KWADLANGEZWA  
3886

Dear Mrs. Mkhize,

re: REQUEST FOR PERMISSION TO VISIT THE NATAL CLINICS IN ONGUYE AND INGELANI DISTRICTS

- . Your letter dated 24 March 1993 has reference.
- . I enclose the standard forms required for application to conduct research in this Health Ward.
- . On completion, kindly return them to this office.

Yours sincerely

*Dr. P. Haselau*  
.....  
Dr. P. Haselau  
Senior Medical Superintendent  
PH/ssn

## KWAZULU DEPARTMENT OF HEALTH

## 1. APPLICATION TO CARRY OUT RESEARCH

## 1.1 Personal details regarding researcher:

Name: ZETHU MAUD MKHIZEAddress: P/BAY N1001, KWA-DUMBEZWA, 3886Employer: UNIVERSITY OF ZULULAND Official title: MRS.Academic / Professional qualifications: SOCIAL WORKER /  
B.A. (SS) HONS

## 1.2 Personal details regarding officials supervising the project:

Name: S. V. NZIMANDERank: PROFESSORAddress: P/BAY N1001, KWA-DUMBEZWA, 3886Station: UNIVERSITY OF ZULULAND

## 1.3 Details regarding the research if it is for study purposes. Present

course followed: M.A. (SW)Educational Authority: UNIVERSITY OF ZULULANDName of study leader: PROF. S. V. NZIMANDE

## 2. Details regarding research project:

2.1 Research title: SOCIAL NEEDS OF TEENAGE MOTHERS  
IN THE RURAL COMMUNITIES OF ONGOYE & BHELE  
DISTRICTS.2.1.1 Research design attached YES Yes ☐ No ☐

2.2 Facilities required:

2.2.1 Institutional / Extra institutional services:

CLINICS, NGWELEZAMA HOSPITAL

2.2.2 Personnel (Specify)

COMMUNITY HEALTH NURSES

2.2.3 Patients (Specify)

TEENAGE MOTHERS IN A MATERNITY  
WARD AND IN THE CLINICS

2.2.3.1 Laboratory investigations required and arrangements in this regard:

NONE

2.2.4 Records (Specify)

- ADMISSION AND DISCHARGE REGISTER  
- PATIENTS' CHARTS AND ADMISSION CARDS

3. Estimated time period for research: \_\_\_\_\_

3.1 Beginning: JUNE 1993

3.2 End: JUNE 1994



4. Additional information in cases concerning clinical tests with medications

4.1 Name and address of firm executing the test / evaluation:

NONE

4.2 State name / names, rank and qualifications of officials representing the firm in regard to the test / evaluation requested:

NONE

4.3 Pharmaceutical products or equipment which will be used and test and methods to be used:

(i)

(ii) NONE

4.4 Is the pharmaceutical product:

(i) registered with the Medicine Control Council

Yes / No : \_\_\_\_\_

If "yes" give registration number: \_\_\_\_\_

(ii) Approved only for the test? Yes / No : \_\_\_\_\_

If "yes", a copy of the approval, or the number thereof must be provided.

5. (a) Has a previous test / evaluation been carried out? If so, where and when.

Give details: \_\_\_\_\_

(b) Is a test being carried out at present? If so, where?

Give details: \_\_\_\_\_

6. I: ZETHU MAUD MKHIZE agree to undertake the above project in accordance with the requirements mentioned in the application form. I agree to carry out the project without incurring any expenses not budgeted for by the Department, and to bear the full responsibility for the project. Should it be necessary to deviate from any procedure or to terminate the project I shall notify my supervisor.

I undertake to obtain full consent from patients who are legally in a position to give this.

I agree to submit all the results of the project to the Secretary :  
Department of Health.

I understand that the Department in granting permission for the execution of the project places itself under no obligation and will not necessarily grant permission for publication.

7. Study Leader / Supervisor

Remarks and Recommendations:

Mrs ZM Mkhize needs to make use of facilities under the Department of Health for her research.

I wish to recommend that she is granted the permission. She is a responsible person.

Signed:

S. M. Mkhize  
PhD

Date: 03-06-1993

92/06/04

ANNEXURE D

APPROVAL FOR FIELD ENTRY

H/W32/1/3

KWAZULU DEPARTMENT OF HEALTH

RECOMMENDATION AND APPROVAL FOR CARRYING OUT RESEARCH

1. Personal Details and Researcher

Name: MKHIZE Z.M. Official Title: MRS

Address: P/BAY 11001, KWA-DUMBEZWA, 3886

Employer: UNIVERSITY OF ZULULAND

2. Research Title: SOCIAL NEEDS OF TEENAGE MOTHERS IN THE RURAL COMMUNITIES OF OMBOYE AND ENSELENI DISTRICTS

3. Recommendations by Institution/Regional Officer/Study Leader

Research project registered at the University of Zululand for the M. A. degree. Recommended

4. Chairman of Research Committee:

Remarks: The Faculty supports this research project

Confirm that the project has been approved by the research Committee of the Faculty of Arts

SIGNED: J. L. de Clercq DATE: 8.6.93

5. Superintendent or Regional Officer

Remarks: No objection

1. Confirm that use of facilities will not, in my opinion, disrupt the routine of the institution.

SIGNED: Blaser DATE: 10-6-93

6. Head of professional group of researcher:

Remarks:.....  
.....

*Na*

SIGNED:..... DATE:.....

7. Head of Pharmaceutical Services. (In the case of clinical trials)

Remarks:.....  
.....

*Na*

SIGNED:..... DATE:.....

8. HEAD OF DEPARTMENT

THIS PROJECT IS APPROVED / ~~NOT APPROVED~~

Remarks:

Conditions:.....  
*Copy of report to be submitted to his office*  
*prior to publication*  
.....  
.....  
.....  
.....

*Blane*

*10-6-93.*

PP SECRETARY FOR HEALTH

DATE:

**ANNEXURE E**  
**LIST OF CLINICS**

**NGWELEZANA HEALTH WARD RURAL CLINICS**

CLINIC	PHONE NUMBER	CLINIC DAYS A.N.C.
EKUPHUMULENI HOSPITAL	23470	THURSDAY ONLY 20 +
LWAMBA HOSPITAL	23472	DAILY 4 - 5 PER DAY
NDLANGUBO CLINIC	23488	THURSDAY 20 - 30 12 40-50 CLIENTS
NTAMBANANA CLINIC	23434	WEDNESDAY - THURSDAY 25- 50+
DONDOTHA CLINIC	0352/894	TUESDAY + THURSDAY
NTUZE CLINIC	035312 MTUNZINI 1620	TUESDAY THURSDAY 20+ 20+
NOMPONJWANA CLINIC	03546/774	WEDNESDAY THURSDAY 10+ 28+
NDUNDULU CLINIC	03546/920	WEDNESDAY 30+

*Alister*

R/N NURSING SERVICES MANAGER  
29/06/93