

The Relationship between Child Support Grant and Teenage Pregnancy

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requirements for a Masters degree in Educational Psychology**

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DEDICATION

In loving memory of my late aunt Sbongile Paulina Gaba (Mama Wasesi). This work is dedicated to you Mamncane. I will always remember you when you say “Hayi ndoda”. Thank you for your inspiration and support.

“LALA NGOKUTHULA GABA (MNGQOSINI, MJOBI, THITHIBA, CIHOSHE, NOZINGA, MNT'WOMLAMBO, THIKOLOSHE, NDOKO, MBOKODW'EMNYAMA KAHILI, MSUTHU, WENA WASEMLAJWENI”

Uwenzile umsebenzi

DECLARATION

I, Zenzele Leonard Kubheka, hereby declare that this dissertation which is submitted to the University of Zululand for the Degree of Master of Educational Psychology has not been previously submitted by me at any other University, that is represents my own work in conception and in execution and that all the sources that I have used and quoted have been indicted and acknowledged by means of complete reference.

ABSTRACT

This study examined the relationship between the Child Support Grant (CSG) and teenage pregnancy. The first objective of the study was to establish the relationship, if any, between teenage pregnancy and the Child Support Grant. The second objective was to determine whether or not the variable of educational level, religious affiliation, and location play a role in teenage pregnancy and the support grant. In order to achieve the aims of the study, the researcher constructed his own scale.

The study used a quantitative methodology to establish the relationship between Child Support Grant and teenage pregnancy. Questionnaires were used to collect data. The questionnaires were distributed to fifty participants representing the total sample of the study. These questionnaires were correctly completed and were analysed using SPSS. The chi-square measure of association was used to test for the relationship between CSG and teenage pregnancy. The findings of the study indicated that teenagers differ in terms of whether there is a relationship between CSG and teenage pregnancy. Forty eight per cent of the participants were found to have a negative view on the notion that there is a relationship between CSG and teenage pregnancy, and fifty two per cent were favourably disposed. However, the difference was not statistically significant. In answering the second research question, this study revealed that variables such as educational level, location and religious affiliation did not have any influence on child support grant. This was confirmed by statistical tests performed. The limitations of the study were identified and suggestions for further research were documented.

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CHAPTER ONE

1.0 Introduction

1.1 Motivation for the study

Since teenage childbearing is associated with a number of social and economic disadvantages there is a tendency in many parts of the world to regard it as a social problem. Teenage fertility is believed to set the young mother and her child on a trajectory of lifetime poverty, which may, however, be the result of mediating factors, such as expulsion or exclusion from educational facilities or a lack of material and social support (Makiwane, 2006). Therefore, if adolescent fertility is a major link to poverty, it is imperative that the processes that lead to early childbearing be understood.

Cunningham and Boulton (2009) report a number of salient social factors associated with teenage pregnancy. Some of these factors are: school drop-out or interrupted education, vulnerability to or participation in criminal activity, abortion, social ostracism, child neglect and abandonment, school adjustment difficulties, rape, abuse and incest, adoption, lack of social security, poverty, repeat pregnancies before age 20, and negative effects on domestic life. A study of 145 pregnant black teenagers under the age of 18 conducted by Cunningham and Boulton (2009) in 1991 revealed that it was unlikely for about half (50%) of that number to return to school after giving birth.

Pregnant teenagers almost invariably become trapped in a cycle of poverty. Even if they are employed at the time of becoming pregnant, they are vulnerable to dismissal and receive insufficient maternity benefits to cover their needs. Employers may also be reluctant to allow pregnant young employees time off to attend antenatal clinics (Cunningham & Boulton, 2009).

Cunningham and Boulton (2009) reveals that girls are vulnerable to repeat pregnancy if their first pregnancy occurred before the age of eighteen. As a result, they join the millions of women, worldwide, who are handicapped by poor education and skills and who are overrepresented at the bottom of society's socio-economic strata.

Debates about teenage pregnancy/childbearing are usually related to the patterns of use of the national welfare system by teenagers. Such debates are rare in developing countries that do not generally have a comprehensive welfare system that targets children. The introduction of Child Support Grants in South Africa has sparked debates about welfare and childbearing behaviour that are common in more developed countries with a relatively high level of teenage fertility (Makoma, 2008). Child Support Grant (CSG) was introduced as a poverty alleviation strategy intended to help the impoverished children younger than 7 years. The question is: does the Child Support Grant system serve its purpose, or is it just an incentive that leads to a high rate of teenage pregnancy?

According to Lund (2011), the positive effects of the child support grant have been reported in a number of studies. In particular, the grant has been found to be well-targeted in terms of poverty outreach in rural areas, as it has positive impacts on (among other things) child nutrition and school enrolment. Primary school enrolments are extremely high in South Africa, at well over 90%, so it is rather remarkable that the CSG has improved this even further.

Four years after the introduction of the CSG, a survey of more than 8,000 households was conducted in the rural areas of KwaZulu-Natal province. This survey compared school enrolment rates for six-year-olds who had received the grant with those who had not. Taking into account household assets, parents' and caregivers' educational levels and other variables, an improvement of 8.1 percentage points was observed in the school enrolment of children receiving the benefit compared to those who did not. Lund (2011) indicates that this

empirical evidence appears to have little impact on pervasive popular prejudices against all social assistance benefits in general, and especially against the CSG. With regard to the CSG, there are widely held beliefs that the grant causes teenage pregnancy; however, Makiwane (2006) points out that teenage pregnancies peaked before the introduction of the CSG.

Murray (Stewart, 2003) indicates that due to the negative effects of teenage fertility on the future status attainment of young women and their children, teenage childbearing is frequently posited as an instance of deviance. For example, proponents of the welfare culture model of poverty transmission argue that welfare encourages premarital fertility through eligibility rules that penalize marriage and increase benefits with the birth of additional children. Furthermore, young women become pregnant not because they value children, but because they wish to increase the amount of benefits they receive. Stewart (2003) also indicates that widespread public assistance dependency has rendered the stigma once attached to welfare receipt ineffective.

There is a widespread public perception based on moral and cultural concerns which argues that teenage fertility has increased as a result of the introduction of the Child Support Grant. Welfare grants are seen by some as an incentive for female teenagers to have children that they are unable to support (Makoma, 2008).

Recent studies (Makiwane, 2006; Makoma, 2008) indicate that there is no relationship between teenage pregnancy and the Child Support Grant. The researcher has observed that teenage pregnancy is gradually increasing in contemporary society. Since the Child Support Grant was introduced in 1998, the number of people benefiting from the grant is increasing. It is generally assumed that the Child Support Grant accounts for the highest proportions of grants. The South African (SA) Social Security Agency (SASSA) reported the following

increase in child support grant beneficiaries over the years (Statistical report on social grant no.38 of 31 January 2011) (Table 1):

TABLE 1: Statistics on the relationship between years and numbers of beneficiaries of the CSG per million of the SA population

Years	Beneficiaries
1998	0.23
2003	1.9
2004	2.9
2005	3
2006	7
2008	8
2010	13.2
2011	13.8

Source: Statistical report on social grants (No. 38 of 31 January 2011)

Statistics on teenage childbearing are often contested, partially because they are among the most difficult to collect accurately in demographic studies in South Africa (Makiwane, 2006).

The motivation of this study was based on the tentative hypotheses that there are a high percentage of young people (teenagers) who fall pregnant in order to benefit from the child support grant. There are other contributing factors that are not well explored in the existing literature. Makoma (2008) and Makiwane (2006) have conducted research in this area of teenage pregnancy. Makoma's study focused on the Child Support Grant and teenage fertility rate in South Africa (SA), while Makiwane's study concentrated on fertility trends and the Child Support Grant. There is an absolute dearth of literature on attitudes, perceptions,

opinions and views of teenagers in relation to the Child Support Grant. The present research attempts to fill in this gap in the existing scientific knowledge.

This study will bring awareness to the community about the detrimental effect of the Child Support Grant. Studies such as the one proposed here are necessary in an attempt to counteract the increase in teenage pregnancy, which promises to result in ever-increasing financial expenditure for the country due to increased demands on the Child Support Grant. According to Cunningham and Boulton (2009), one of the consequences of teenage pregnancy is an increased school drop-out rate, which may lead to an increase in poverty. If this is allowed to continue unchecked, it could result in a decrease in the overall number of scholars. Lastly, if this situation is allowed to escalate, unchecked, the spread of HIV/AIDS to teenagers will continue to rise, resulting in an exorbitant demand on resources available for treatment.

2. STATEMENT OF THE PROBLEM

According to statistics, there is a high level of fertility among adolescent females in South Africa. By 18 years of age, one in five women in the population has given birth, and by 20 years of age more than 40 percent has become mothers. The social and economic consequences of early childbirth are profound. Although the South African Education Policy allows adolescent mothers to attend school during pregnancy and after giving birth, about half of them drop out of school after falling pregnant (Makiwane, 2006).

The research questions are:

2.1. What is the relationship, if any, between teenage pregnancy and the Child Support Grant? Put differently, does child support not serve as an incentive, or a contributing factor, to teenage pregnancy?

- 2.2 To what extent are teenagers' views on the social grant influenced by location, religion and educational level?

3. AIMS OF THE STUDY

The following objectives have been formulated:

- 3.1. To establish the relationship, if any, between teenage pregnancy and the Child Support Grant.
- 3.2. To determine whether or not the following variables play a role in teenage pregnancy and the support grant:
- Location
 - Religion
 - Education level

4. HYPOTHESES

The researcher has developed the following hypotheses in relation to the above mentioned objectives:

- 4.1. There is no relationship between teenage pregnancy and the Child Support Grant.
- 4.2. There is no correlation between teenage pregnancy and the following variables:
- 4.2.1 Location
- 4.2.2. Religious affiliation
- 4.3.3. Educational level

5. DEFINITION OF KEY TERMS

5.1 Teenage pregnancy

In this study this term shall mean a female aged 13 to 19 years of age who has a child.

5.2 Child support grant

Refers to a grant paid to primary caregivers of a child who satisfies the criteria in terms of section 6 of the Social Assistance Act of 2004(Act no 13 of 2004).

5.3 Location

In this study this term shall mean a site within a particular population in which respondents are found, in this case urban or rural. 'Urban' refers to an area called a city and its surroundings under the jurisdiction of a municipality. 'Rural area' refers to a place under the jurisdiction of chiefs (Amakhosi).

6. METHODOLOGY

6.1 Research Design

The research design of a study outlines the basic approach that researchers use to answer their research question(s) (Polit & Beck 2010). The research design in this case is non-experimental field study, as subjects/participants will be interviewed in their natural settings. Independent variables cannot be manipulated according to this design.

6.2 Sampling design

A purposive sampling design was used in this study. The researcher's participants were only those who are earning a grant and have children. A purposive sampling design was used for the selection of participants in this study.

6.3 Data collection

The data was collected by means of a structured (close – ended) questionnaire and open-ended questions. For the close-ended questions, the quantitative research method was used. The open-ended questions allow the respondents to express their views freely so the qualitative method was used. The researcher collected the data from Child Guidance Clinics.

6.4 Administration of the instrument and control of confounding variables

The aim of this research was verbally explained to the participants. Participants were informed of their rights and a consent form was verbally explained before they signed. Participation was on a voluntary basis.

In order to protect participant privacy, questionnaires were completed in the participants' natural setting. Each participant received a booklet which included a cover sheet that explained the purpose of the study and the rights of the participant, as well as a section that required their biographical data.

One of the important aspects of this study was the consideration of the research ethics. Ethical consideration includes, among other things, taking into account the rights of the participants, protection, treating them with respect, and viewing them as indispensable and autonomous partners in the study. In ensuring adherence to the ethics of the research, the researcher considered, among other things, the following ethical issues: The consent was an "informed consent," meaning that before the commencement of the field study the researcher

informed the participants fully about their role in the study, and about the purpose and objectives of the study. The purpose of the study was clearly explained so that participants understand what this entails.

The researcher ensured that the purpose and the objectives of the research were not misrepresented to mislead the participants. The participants were informed that any information gathered from them will be treated with confidentiality. Anonymity was ensured for every individual who has provided information, also if the results are to be published.

6.5 Methods of data analysis

Data analysis is the process of making sense out of the data and this involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read. It is the process of making meaning.

Responses were recorded on a five-point scale. Each sub-scale was scored, one at a time; for example, the responses associated with education level were summed up together. The services of a statistician were engaged to capture data and to analyse the data using the Statistical Package for the Social Sciences (SPSS).

7. PLAN OF STUDY

The study was organized as follows:

7.1 Chapter one

In Chapter one, the motivation for the research study was discussed; the problem was stated and the objectives of the study were outlined. Definitions of terms were included to facilitate understanding of the topic. An outline was given of a detailed plan of the study.

7.2. Chapter two

In chapter two the relevant literature surrounding teenage pregnancy and the Child Social Grant was reviewed and the current trends were discussed.

7.3 Chapter three

The outline of the research design and methodology of the study is discussed in chapter three. It also included a description of the instrument used.

7.4 Chapter four

Chapter presented the results of the study and report on the analysis and interpretation of the data. The hypotheses which have been formulated were tested.

7.5 Chapter 5

Finally, in chapter five, the findings were discussed, a conclusion was drawn and the limitations of the study were presented. In this chapter suggestions for further opportunities of research were indicated.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Studies of the child support grant (CSG) have focused on the relationship between teenage pregnancy and the child support grant. Little evidence, if any, is available of studies concerning the CSG and education level, location and religion. Makiwane (2006) argues that the CSG is one of the factors that are responsible for teenage pregnancy but he also points out that there are other factors that need to be clearly identified. In this study, the relationship will be studied between the CSG, the location of teenage mothers, their level of education and their religious affiliation.

The South Africa statistics report (2011) indicates that the occurrence of pregnancy increases with age and that a nineteen-year-old girl is much more likely to become pregnant than a thirteen-year-old girl. The fact that high rates of pregnancy are reported in this age group indicates that pregnancy is prevalent among teenage girls. Kantu (2010) confirms that South African teenage pregnancy rates remain high by international comparison. In comparison, he furthermore reports teenage statistic rates of 5.3% in the United States of America (USA), 4.5% in Brazil, 1.6% in Australia, 0.4% in Japan and 0.6% in Italy. Raj, Rabi, Amudha, Edwin and Glyn (2010) indicate that teenage pregnancy is one of the most common problems among adolescents worldwide, and not only in South Africa.

Maliki (2012) defines teenage pregnancy as a condition in which young girls (usually within the ages of 13-19 years) become pregnant. The term teenage pregnancy in everyday discourse usually refers to women who become pregnant before reaching legal adulthood (Maliki, 2012).

2.2. Studies on the relationship between teenage pregnancy and the child support grant

The CSG was initiated in April 1998; it substitutes the Old State Maintenance Grant. The purpose of introducing a social grant for children was mainly to provide support for children in poverty stricken families. It was introduced for children under seven years old and has been extended at different stages to the present situation where it includes 14 year olds. Currently the CSG stands at R280 per month per child. The number of children receiving the grant has risen rapidly since its introduction (Makiwane, 2006).

The Child Support Grant (CSG) covers 15 million beneficiaries and, therefore, it is the state's leading social assistance programme. It is currently the key poverty alleviating policy (Triegaardt, 2005; SASSA, 2011). Mkhize (2009) specifies that the child support grant is payable to a primary care giver in respect of a child or children under the age of fourteen years. A primary caregiver is any relative or other person who takes primary responsibility for the daily needs of a child.

Rates of teenage pregnancy in South Africa are among the highest in the world. Yet the reasons for this problem are often misunderstood and riddled with myths and stereotypes about teenage girls. At the same time much negative debate has developed in South Africa, claiming that the CSG has some perverse incentives. It is alleged that CSG tends to encourage teenagers to have more children so as to secure the grant. Goldblatt (2005) affirms that many people believe that the grant encourages teenage pregnancy and that girls have babies in order to access the grant. It is also believed by the public that women abuse the grant by spending it on alcohol, lottery tickets and personal luxuries, such as lipstick, cellphones, and clothing for themselves, instead of on the children (Goldblatt, 2005).

The CSG appeared to be mostly used for consumptive expenditure and to a lesser extent to fund children's schooling (Delany, Ismael, Graham & Ramkisson, 2008). This implies that teenage girls deliberately fall pregnant to receive the grant available to them to gain financial remuneration and then spend the money irresponsibly instead of feeding their children. Lloyd (2000) in his study elaborated on the objectives of the CSG so as to ensure greater access for poor children to this security system in the country. Lloyd's (2000) study makes provision for a child grant on a reasonable basis to the benefit of those in needs, regardless of family structure, or tradition or race.

The study by Case, Hosegood and Lund (2005) examines the reach and impact of the South African Child Support Grant, using longitudinal data collected through the Africa Centre for Health and Population Studies. Their report (2005) indicates that the grant is being taken up for a third of all age-eligible resident children, and appears to be reaching those children living in the poorer households of the demographic surveillance area (DSA). Children who receive the grant are significantly more likely to be enrolled in school in the years following grant receipt than are equally poor children of the same age without the grant. However, older brothers and sisters of grant recipients, when they were observed at younger ages, were less likely than other children to be enrolled in school – perhaps reflecting the greater poverty in grant-receiving households. Thus the grant appears to help overcome the impact of poverty.

Their study (Case et al, 2005) revealed the positive impact of CSG. The findings of this study are limited as the study focused on poor household recipients of CSG. The current study attempts to bridge the gap by focussing on all CSG recipients regardless of economic status.

Kutu (2009) conducted a study about teenagers' perceptions of early pregnancy and suggested solutions. A qualitative design was used for the collection of the data. Kutu (2009) made use of thirty participants from semi-urban schools and ten from semi-rural schools. Forty female

learners from two different schools were interviewed. The learners from the semi-urban school were of different races and they hailed from grades five, six and seven. Ten participants were selected from each grade. The only race group that was selected from the semi-rural school was Zulu-speaking learners. A convenience sample was used in that the criterion for inclusion into the sample was based on female learners who were doing grades five to eight. The findings of the research of Kutu (2009) indicate that 53% of the participants believed that the child support grant is one of the contributing factors in the high rate of pregnancy. The work of Kutu (2009) sheds some light on the present study.

Many factors that can contribute to teenage pregnancy were investigated in this study (Kutu, 2009). Significant relations were found between teenage pregnancy and other related variables. Kutu's (2009) study revealed that teenage pregnancy results from a number of factors, not only from the CSG. Participants from semi-urban schools believe that television and pornographic movies play a major role in the high rate of teenage pregnancy whereas 53% of the participants from semi-rural schools believed that social grants are the major contributor to teenage pregnancy. These results are very important for the present study. It is clear that the results also reveal the relationship between the child support grant and location. In view of the fact that a number of scholars indicate that teenage pregnancy is a worldwide phenomenon – even in countries where the child support grant does not exist – the issue of the CSG as a major factor in teenage pregnancy is clearly debatable (Adebayo & Isiakpona, 2012; Amoran, 2012).

Another work that is worthy of review is that of Naong (2011), who conducted a study on the perception of learners towards increased learner pregnancy and the impact of CSG in South African secondary schools. The aim of his research study was two-fold: firstly, to determine whether there has been an increase in learner pregnancy in South African schools, and

secondly, to establish whether the CSG has been a factor that has increased the instance of learner pregnancy. The respondents in the study (Naong, 2011) consisted of principals from secondary and primary schools and Grade12 learners. Principals were drawn from the following provinces: Mpumalanga, Northern Cape and the Free State Province. Learner participants were drawn from six Bloemfontein secondary schools in the Free State province. It is worth noting that the term 'learner' instead 'teenagers' is commonly used in this study. The findings of this study clearly refute the perceptions that there is an increase in learner pregnancy in South Africa. Secondly, the findings refute the notion that there is a direct link or association between the CSG and learner pregnancy (Naong, 2011).

The current study purposely favoured non-probability as a sampling methodology. Only teenage mothers who are benefiting from the CSG were used in this study. Naong's (2011) study targeted school principals who were not the recipients of the grant. However, it is also worthwhile to acknowledge the fact that the participants in Naong's study could be more objective, as they did not benefit from the CSG.

Mokoma (2008) maintains that in South Africa there is a perception that teenagers are falling pregnant in order to access social grants to combat poverty. Mokoma (2008) specifies that 15.5 percent of teenagers fell pregnant in order to gain access to the child support grant. Such behaviour forced teenagers to participate in relationships where contraceptives are largely ignored (Makiwane, Desmond, Richter & Udjo, 2006). His findings are based on the research he conducted on the analysis of CSG in the teenage pregnancy rate in South Africa.

The study by Mokoma (2008) uses both quantitative and qualitative methods of data collection. For the quantitative data, the study made use of in-depth face-to-face interviews. The interviews were conducted with teenagers who have children and who were receiving child support grants for them and with those who were pregnant. For the quantitative method,

data sets from various sources were used to determine whether or not receipt of the child support grant influenced teenage pregnancy. The techniques used by Mokoma (2008) inspired the researcher because triangulation endorses the reliability of results by allowing the research to establish that the same findings rendered by the quantitative method could also be attained by using the qualitative method. The focused interview is also relevant to this study; however, time constraints do not permit the researcher to administer the necessary questionnaires and conduct interviews at the same time. Triangulation could help with aim number one of the study, which is aimed at establishing the relationship between the child support grant and teenage pregnancy, where the researcher could elicit participants' views through interviews. This could ensure that the findings of the present study are reliable.

In summary, the findings of Mokoma's research (2008) could be presented as follows: the analysis of quantitative data indicates that there is no association between the child support grant and teenage pregnancy. Analysis of the qualitative data, on the other hand, shows that teenagers are mindful of the difficulties of raising a child, especially while at school. Mokoma (2008) furthermore states that this results in desperation for the teenage mothers as some of them need money for school fees and for buying school uniforms and other clothing for themselves. What this research has found is that some respondents take advantage of the child support grant.

Goldblatt (2005) is of the opinion that South Africa already had a high rate of teenage pregnancy among Africans, even before the introduction of the CSG. Therefore, he believes that there is no evidence to suggest a link between the two variables; however, many years have elapsed after these studies were done. It is compelling to conduct a study to confirm or negate the public opinion as far as the CSG is concerned.

Maliki (2012) asserts that teenagers from poor families or poverty stricken communities are more likely to get pregnant. The question can be raised whether teenagers deliberately get pregnant in order to benefit from the CSG. The role that intention plays in adolescent pregnancy has been a topic of much debate. In South Africa CSG has been praised as one of the country's major contributions to reducing poverty (Lloyd, 2000). The social assistance programmes, including cash transfers, reach many people in South Africa. The CSG also provides a financial contribution to supplement family income for caregivers of children living in extreme poverty (Heijstek, 2012). These findings support the research done by Kantu (2010), who reported in his findings that child support grants were seen as one means of increasing the household income and served as an incentive for teenagers to contribute through having babies.

2.4. The studies on the CSG and educational level

Local and international studies both share a perspective of the common antecedent of poverty and poor school performance as being a result of teenage pregnancy (Grant & Hallman, 2008). Girls who perform poorly at school are more likely to drop out of school due to early pregnancy and motherhood and are less likely to return to school after falling pregnant. Manlove (1998) indicates that teenagers with high educational performance levels and plans to continue with schooling are less likely than other teenagers to be sexually active; they are more likely to use contraceptives and more likely to abort an early pregnancy.

Qambata (2011) conducted a descriptive study on the experiences of teenage mothers with regard to child care while attending Notyatyambo Health Care Centre in the Eastern Cape. The sample was teenage mothers with live children. This was a quantitative descriptive research design where a convenience sample of forty participants between the ages of 13-19

years was selected. The participants were in grades 8 to 12, but some had dropped out of school due to pregnancy and to take care of their children. Teenage mothers who participated in this study were still at school and most (74.3%) were in Grade 9-10. Some teenage mothers left school whilst they were pregnant. The participants stated that once they found out that they were pregnant, they felt bad and could not disclose their pregnancies to their friends and parents. Some of the participants decided to abscond from school as they felt that they would not pass for that year and were concerned that their parents were paying school fees.

The study showed that 74% of the participants fell pregnant in grades 9- 10 at ages lower than 16 years. Sixty one per cent did not receive any form of support from the father of the child. Seventy one per cent had financial problems. This scenario supports the study conducted by Manlove (1998), who reported that girls who are less involved in school tend to be more likely to drop out of school and drift into having an early birth than other girls. This may be related to poor academic performance prior to pregnancy, few child-caring alternatives at home, poor support from family, peers and the school environment, and the social stigma of being a teenage mother because of the level of education. These teen mothers are more likely to resort to CSG to cater for their needs and the needs of the child (Dehlendorf, Marchi, Vittinghoff & Braveman, 2010).

Twine, Collinson, Polzer, and Kahn (2007) conducted a study to assess differential access to application for the child-support grant and to investigate local barriers to its application, with the aim of informing service providers in both government and non-governmental sectors. The study was nested within the Agincourt health and demographic surveillance system (HDSS) that monitors key demographic events and socioeconomic variables in Agincourt sub district, an area lacking vital registration. The research reveals that Caregivers with a

reasonable level of education are more likely to apply than those with less. This may partly be the case because they have greater knowledge of the grant and are able to follow written materials more easily, and/or because they own radios or television sets, through which grant information is disseminated.

Oyefara (2011) asserts that, apart from sub-Saharan Africa, teenage pregnancy is higher in the developing countries of the world. He quotes the example of adolescents in Brazil, where they gave birth to 900 000 babies in 1997, thus accounting for 26.5 percent of all live births in the country, specifically in the said poor regions and sectors with the lowest level of education. Teenage pregnancy affects 54 percent of young illiterate women, of which 29 percent have had at least three years of schooling and four percent with nine or more years of education.

The study conducted by Oyefara (2011) reveals that the level of education is a strong determinant of occurrence of teenage pregnancy in Osun State. In his findings Oyefara (2011) reveals that women with a primary level of education were about 3 times as likely as women with no formal education to give live birth during adolescence. Oyefara (2011) furthermore reports that women with a secondary level of education were about 0.3 times as likely as women with no education to have childbirth as adolescents. It is important to note that women with a primary level of education are more likely to be teenage mothers, but at higher educational levels the possibility of becoming teenage mothers is very low.

While many studies report that a low level of education is a contributing factor to teenage pregnancy, Rahman (2010) is of a different opinion, as he indicates that adolescents with no education have a lower mean age at child bearing than those who did complete primary education or completed primary or secondary education. Engaging in vending outside school hours placed the teenagers at risk for sexual solicitation, which might result in teenage pregnancy.

Research conducted by Naidoo (2010) reveals that the majority of the caregivers have had a primary education (45 %); this is followed by those with secondary education (38 %), and those with no education (13 %). A few care-givers (4%) have tertiary education. Among those who have primary education, just less than half of the care-givers (48 %) are recipients of the grant. This is followed by those with secondary education (37 %), no education (14 %) and lastly, tertiary education (1 %).

The findings of Naidoo (2010) reveal that teenage mothers that have no level of education are very much unlikely to apply for CSG compared to those that have primary and secondary education. This is contrary to what the research anticipated. One would think that people with no education would be the ones who would rely more on social grants, whereas Naidoo's study (2010) refutes that perception.

Mkhize (2009) conducted a study on the challenges faced by the recipients of the child support grant. The question of educational level of respondents was asked in order to establish whether it influence the views of the respondents. His findings show that the majority of respondents lacked tertiary education and further training. This places them at a disadvantage in acquiring resources, such as permanent jobs, to support themselves and their off-spring, whilst twenty-five percent had attained primary education only and for this reason chances of employability are very slim with this group.

2.5. The studies on the relationship between CSG and location

The study conducted by Kutu (2009) reveals that most of the learners from semi-rural schools believe that a social grant is one of the factors that lead to teenage pregnancy, whereas learners from semi-urban schools feel that watching of movies and TV programmes leads to unprotected sex, which consequently results to pregnancy.

Makiwane and Udjo (2006) indicate that a larger proportion of CSG recipients living in rural or informal urban areas reported increased spending on school uniforms and personal care, while recipients in urban areas were more likely to report increased spending on child care. It is clear that the CSG is reaching poor households and making a significant contribution to household income. Makiwane and Udjo's (2006) analysis makes use of existing national data. The data sets used in this study are the 1995 and 1998 October Household Surveys, the 1998 South African Demographic and Health Survey, and the 2001 Census. The 1995 October Household Survey (OHS) was carried out on a national sample of 30 000 households drawn from 3 000 enumeration areas. Ten households were selected from each enumeration area. The sample was stratified by province, urban and non-urban areas and population group. It is worthy to note that Makiwane and Udjo (2006) relied on the secondary data; however, the secondary data may not be reliable in the sense that it might not answer the specific research questions, particular about information that one would like to have and which may not have been collected. The current study will therefore make use of primary data.

Naidoo (2010) conducted a study about the child support grant in KwaZulu-Natal. The data sources for this study came from the 1998 and 2004 Kwazulu-Natal Income Dynamic Survey (KIDS), as well as from focus group discussions which were conducted in Kwazulu-Natal in 2004. The research findings (Naidoo, 2010) indicate that 74 % of care-givers reside in rural areas whilst the other 26 percent reside in urban areas. In terms of receiving the Child Support Grant, the grant is received by 19 percent of care-givers from urban areas and 81 percent from those in rural areas. This clearly reveals that the majority of grant recipients are from the rural areas. The result suggests that care-givers from the rural areas are more likely to receive the grant than those in urban areas. This is supported by the findings of the study that was conducted by Dicks, Brockerhoff, and Lwanda (2011) which asserts that the

majority of CSG recipients live in rural areas, i.e. farms or villages, whilst 44% live in urban settlements. This data supports Naidoo (2010), who found that most CSG recipients either live in rural or informal urban areas. It should be noted that the sample of the study conducted by Naidoo (2010) comprises all care-givers and that there is no age specification, while the current research uses a purposive sampling to draw only teenage mothers that are receive a child support grant. The advantage of the current study is that primary data is used.

The study by Dicks, Brockerhoff and Lwanda (2011) illustrates that in the Western Cape, 57% of the grant recipients live in formal metropolitan areas and that less than 15% of grant recipients in the other provinces live in formal metropolitan areas. With the exception of the Free State, Gauteng and the Northern Cape, most of the CSG recipients in the other provinces do not live in formal urban areas or towns. In the North-West, Limpopo, the Eastern Cape and Mpumalanga, over 66% of CSG recipients live in rural villages that are not farms. This figure is highest in the North-West and Limpopo where up to 91% of the recipients live in non-farm rural areas.

The study conducted by Mutshaeni (2009) complements that of Dicks, Brockerhoff and Lwanda (2011). The main aim of Mutshaeni's (2009) study was to examine and describe the perceptions of grant recipients of FONDWE VILLAGE and their parents or guardians, focusing on advantages and disadvantages. The perceptions of the Social Development authorities through their agents, South African Social Security Agents (SASSA), about the impact of the grant were also examined. Data were gathered by means of structured interviews. The researcher compiled three different interview schedules, namely: for young mothers (grant recipients), for parents or guardians of grant recipients or young mothers, and for social and welfare authorities, all with interview questions.

Mutshaeni's (2009) study found that poverty is the main reason necessitating child support grant aid and other social support systems. It is furthermore found that the child support grant is positively impacting on the community. Given this scenario, one gets the impression that teenage mothers from poor families are more likely to fall pregnant and then apply for CSG.

2.4. The study on the relationship between the Child support grant and religion

Not much study has been done about the relationship between child support grant and religion. The lack of strong findings questions the existence of a relationship between religion and the child support grant. The current study therefore also explores the relationship between the child support grant and religion.

Mash, Kareithiand and Mash (2006) conducted a study that explores the sexual behavior of youth (aged 12 - 19 years) within the Anglican Church in the Western Cape and the relevance of messages such as 'no sex before marriage'. The research findings reveal that engaging in sexual activities was perceived to be due to peer pressure, the need to give and receive love, and seeing other people having sex. Some also mentioned financial incentives such as receiving the child support grant. The current study seeks to establish the relationship between religion and child support grant.

Mpanza (2006) asserts that the Shembits hold a favourable attitude towards teenage pregnancy. Young girls are encouraged to avail themselves for marriage with the elders. In Mpanza's (2006) view, these young girls have a low level of education level and are therefore more likely to apply for the child support grant. The current study seeks to find a relationship between CSG and religion. It should be noted that teenage mothers who are married and benefitting from the CSG are counted in the statistics of teenage mothers. The research holds the opinion that the motives of married teenage mothers and those that are not married could not be the same.

The available studies show little evidence of a relationship between CSG and religion. However, in the current study, CSG and religion cannot be understood in isolation. A school of thought has developed in South Africa which claims that the CSG is the major cause of teenage pregnancy. In order to understand the relationship between CSG and religion, it was deemed worthy to review studies on religion and teenage pregnancy.

A few studies (Borne, 2011; Adamczyk & Felson, 2008) have suggested that religiosity has a critical impact on teenage pregnancy and thus on views of CSG. Strayhorn and Strayhorn (2009) postulate that teenagers from conservative religions, particularly evangelical Christians, believe sex before marriage is morally wrong and therefore support sex education that advocates abstinence only. This indicates that such teenagers are less likely to be counted in the CSG statistics. The current study therefore seeks to fill the gap in the existing theory about CSG and religion. The existing theory indicates no significant relationship between teenage pregnancy and child support grants.

2.7. Conclusion

It has surfaced from the reviewed literature that teenage pregnancy is a world-wide concern. In this chapter, two studies on different variables that lead to teenage pregnancy were reviewed. The fixation on teenage pregnancy and the Child Support Grant offers an unnecessary and counterproductive diversion from the real issues surrounding teenage pregnancy. In the next chapter, the research design and methodology that guide this study will be discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research design, sampling design, method of data collection, and method of scoring and data analysis will be described. This chapter also includes the procedures for conducting this research. The purpose of this research is to determine the relationship between the child support grant and teenage pregnancy.

3.2. Methodology

3.2.1. Research Design

A research design is a plan that includes every aspect of a proposed study, from conceptualisation of the problem through to the dissemination of the findings. In short, research design refers to the structure or plan, which the researcher uses in order to carry out the objectives and goals of the study. On the review of literature in a similar study done in this area it was found that the most recent studies on the topic used the descriptive approach (Makiwane, 2006; Mokoma, 2008). On the review of literature in a similar study done in this area, it was found that the most recent two studies on the topic used the descriptive approach (Makiwane, 2006; Mokoma, 2008). However, both studies utilised secondary data. “The data for the Child Support Grant used in this study were obtained from the state electronic database (1999) which records all government’s welfare transactions” (Makiwane, 2006, p. 195).

Mokoma (2008) used both the quantitative and the qualitative approach. For the qualitative method, in-depth face-to-face interviews were conducted with both teenagers who have children and are receiving CSG for them, and those that are pregnant. Such a sample is most

suitable because the bigger the sample size, the more precise the data is at projecting what the entire population is thinking. The shortcomings of the current study are manifested in the sample chosen because only teenage mothers who are receiving the CSG could participate in the study. As stated before, Mokoma (2008) used both qualitative and quantitative methods. For the quantitative method, secondary data was used, namely data used from the 1995 and 1998 October Household Surveys (OHS) carried out by Statistics South Africa. The other set of data was that of the 1998 South African Demographic and Health Survey (SADHS) followed by results of the 2001 population census. The last set of data that was used was the 2004 South African Demographic and Health Survey. However, these techniques are not without disadvantages. It is important to acknowledge that secondary data may be outdated. One major disadvantage to using secondary data is inherent in its nature because the data was not collected to answer definite research questions. Specific information that one would like to have may not have been collected.

The descriptive type of research was also used in the study. The main aim of descriptive research is to provide an accurate and valid representation of the factors or variables that are relevant to the research question (Fisher and Marshall, 2009). A descriptive approach is useful for this study as it generates the information required to establish links between the child support grant and teenage pregnancy. The researcher opted for this design in order to ascertain the existence of an association between dependent and independent variables.

3.2.3 Sampling design

The purpose of the study was to establish the relationship between child the child support grant and teenage pregnancy. Thus, the researcher used a purposive sampling technique. In purposive sampling, the units are carefully chosen according to the researcher's own knowledge and opinion about which one is believed to be suitable to the topic area (David & Sutton 2004; Terre Blanche, Durrheim & Painter, 2006). Purposive sampling was used in this

study to identify only teenagers between 13 and 19 years old who are recipients of the grant and have children. Not all teenagers that are receiving the child support grant and have children had an equal chance of being included in the sample because only those who were willing were included in the sample. The research was based on the assumption that the results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Given, 2008). The option of purposive sampling allowed the researcher to target only teenage mothers that are recipients of the child support grant.

Maree (2010) postulates that researchers rely on their experience, ingenuity and previous research findings to obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the pertinent population.

3.2.4. Targeted population

This present research is confined to study the relationship between the child support grant and teenage pregnancy. The target population is teenagers that have children of their own and are recipients of the child support grant. No specific town or area was targeted, whether urban or rural. The age of participants ranged from 13 to 19 years of age.

3.2.5 The research instrument

Literature review informed the present researcher and persuaded him to improve on the previous research tools by developing a new tool for this study on the relationship between the child support grant and teenage pregnancy. Having observed, in the reviewed literature, how useful the questionnaire is, the present researcher decided that it would be appropriate and convenient to create an instrument suitable for this study and that is the questionnaire (Mokoma, 2008).

The questionnaire was used because of the promising effect of social desirability on responses due to the sensitivity of the research topic. Most teenagers are not proud of being teenage mothers benefiting from the child support grant. The questionnaire was designed specifically for this research and it was designed in a clear and easy approach in order to avoid misconception, invasion of privacy and requests for information that may upset or embarrass the respondent.

Respondents express their views more freely in questionnaires as compared to interviews, where anonymity may be doubtful. The questionnaire provides the greatest possibility of anonymity, due to the fact that no name or identification is given. It is also easy to collect and analyse, and the reliability can be determined because the researcher cannot impose his own beliefs and opinions. The content validity of the questionnaire was established by having it read and corrected by the supervisor, who identified ambiguities and reworded some of the questions.

The questionnaire was formulated in IsiZulu. The questionnaire was divided into two sections. Section A focuses on personal characteristics such as location, educational level, and religious affiliation. Section B consists of a Likert-type scale questionnaire with items or statements concerning the first aim of the study by concentrating on the relationship between the child support grant and teenage pregnancy.

The Likert-type scale questionnaire tests whether respondents strongly agree (SA), agree (A), are unsure (U), disagree (D) or strongly disagree (SD). The questionnaire contains 20 items apart from the 3 items in section A. The section on biographical data provides information about education level, location and religion. This would provide answers to aims 3.2 that relate to the relationship between teenage pregnancy and education level, religion and

location. Section B provides information on the relationship between teenage pregnancy and the child support grant.

3.2.7. Scoring of the instrument

The primary data is in the form of responses to one of the five categories (i.e. SA - Strongly Agree; A - agree; A - Agree; U - uncertain; D - disagree and SD - Strongly Disagree). Each respondent had to indicate the response which she made in relation to each statement. The positively worded statements are coded as follows: SA = 5; A = 4; U = 3; D = 2; SD = 1. The scoring would therefore be reversed for negatively worded statements. Agreement with statements that imply negative attitudes towards the child support grant is scored 1, 2, 3, 4, and 5.

There are 20 items in the preliminary scale and having scored each item, the next step is to add up the item scores to obtain a total score. The total score is 100 and the cut-off point is 63. The respondent who obtains a total score that is above the cut-off point has a positive perception about the child support grant. Those respondents who obtain a total score below the average have a negative perception towards the child support grant.

3.2.7. Validity and reliability

In order for the survey to be both reliable and valid it is important that the questions are constructed properly. Questions should be written so that they are clear and easy to comprehend. Polit and Beck (2010) and Brink (2006) refer to validity as the accuracy or truthfulness of a measurement. It refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. All items used in the questionnaire went through some validation. For this study, the face validity was established. The instrument was checked by experts in the field of study. These are people whose opinion matters. Mpanza (2006) used the face validity method in his study due to limited time.

Quantitative researchers endeavour to show that their instruments are reliable and that “there are no errors and biases present, either from the respondents or from the researcher” (Dawson, 2007, p.114). However, there is no guarantee that the respondents properly understood the questionnaires and that may affect the reliability of the results. The researcher acknowledges that respondents may be influenced by a number of factors since the researcher personally administered the questionnaire.

3.2.8. Data collection procedure

The researcher applied for ethical approval from the University of Zululand Ethics Committee. In recruiting the sample, the researcher decided to use the Child Guidance Clinic as this would be a convenient source of appropriate participants. Teenage mothers approach the clinic to apply for CSG. A letter requesting permission to conduct this research was written to the Head of the Child Guidance Clinic. They were informed that the study to be conducted was under the auspices of the Department of Educational Psychology and Special Education, University of Zululand. They were also informed that the study required teenage mothers to fill out a questionnaire that will be treated strictly confidential.

Each client was taken to a private consulting room where explanations on the purpose of the research were given. The questionnaires were handed to the clients as they presented themselves to the clinic with a full explanation of the content. Questionnaires were personally administered by the researcher to teenagers that have children and earned a child support grant. Consent forms were also distributed and explained to the participants prior to completion of the questionnaires. Juritzen, Grimen and Heggen (2011) indicate that by signing the consent form the participant is given the power to assess his or her own participation in the research endeavour, and the researcher is charged with the obligation to

provide truthful and understandable information about the perceived benefits and risks involved in participating.

The questionnaires were given to fifty participants who were included in the study. The duration of the interviews varied between twenty and thirty minutes. Participants responded to each question by ticking off the relevant answer corresponding to the content of the question. The aims and motivation of the study were explained in detail to participants and they were given an opportunity to enquire about aspects they did not understand about the study.

Ethical principles are primarily concerned with protecting the constitutional rights, dignity and well-being of the research participants. Gravetter and Forzano (2012) assert that confidentiality assures that the information obtained from the research participants will be kept confidential and private; therefore, in this research project, participants were assured of anonymity. The researcher emphasized that participation was voluntarily and all information will be treated as confidential.

3.2.9. Methods of data analysis

Data analysis is the process of making logical sense out the data. It involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read. As such, it is the process of making meaning (Merriam, 2009). In quantitative research approaches, the researcher analyses the data in order to test one or more formulated hypotheses; however, explorative data analysis is also possible (Gelo, Braakmann & Benetka, 2008).

The data was examined for completeness and accuracy of form. Two questionnaires were incomplete. Data of this study obtained by means of the questionnaire, were analysed by means of statistical tools. More specifically, a computer statistical programme called Statistical Package for Social Sciences (SPSS) was used.

Responses are recorded in a five-point scale. Each sub-scale was scored, one at a time; for example, the responses associated with education level are summed together. Descriptive analysis was carried out on the data collected. Gelo, Braakmann and Benetka (2008) postulate that quantitative research requires the reduction of phenomena to numerical values in order to enable statistical analysis. Thus the services of a statistician involved data capturing and analysis by using the computer package Statistical Packages for the Social Sciences (SPSS). The chi-square was used to test the hypotheses as it measures relationships and comparable characteristics. A chi-square is the most frequently-used non-parametric statistical test of significance.

3.10. Resume

This chapter described the methods applied in conducting this study. This was achieved by focusing on the research design, sampling design and research instrument. The next chapter primarily focuses on the presentation of all findings and discussions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Chapter four presents analyses and interprets data. Descriptive and inferential statistics were used. Descriptive statistics was used to capture respondents' demographic. Inferential statistics was used to analyze data on perceptions.

A 5-point Likert type scale was used as a research instrument for data collection. Teenagers who receive Child Support Grant (CSG) completed this scale. Chapter three detailed the nature and scoring procedures for this scale.

4.2 Demographic statistics for the respondents

Table 4.1 details respondents' demographics. Only these demographic features which have bearing on the aims and hypotheses of the present study are listed

TABLE 4.1 Distribution of the participants in the study sample (N = 50)

Division Criteria	Levels	Number of Respondents	Percentage
Education	Grades 1 to 7	17	34
	Grades 8 to 12	26	52
	Tertiary	7	14
Locality	Township	18	36
	Rural	30	60
	Urban	2	4
Religion	Roman Catholic	8	16
	Islam/Muslim	1	2
	Anglican	5	10
	Zion	10	20
	Shembite	5	10
	Apostolic FM	7	14
	Methodist	9	18
	Other	5	10

4. 3 Presentation and analysis of data

The study has the following aims: to establish the relationship, if any, between teenage pregnancy and the Child Support Grant; and to determine whether or not the following variables play a role in teenage pregnancy: location, religion and educational level.

4.3.1 The nature of perception of the Child Support Grant

Reiteration of hypothesis number one:

“There is no difference in the way teenagers perceive CSG”

To test this hypothesis a chi square χ^2 one sample test was employed since the data collected was categorical.

Table 4.2 Participants' perception of child support grant (N = 50)

PERCEPTION	
Positive perception	Negative perception
26	25
52	48

Bold type indicates percentage

$\chi^2 (1) = 0.08 \quad p > 0.5 \text{ N.S.}$

Our calculated χ^2 of 0.08 is smaller than the tabled critical value of 3.84. So our results are not significant. We do not reject H_0 and conclude that our results are statistically not significant (N.S).

4.3.2 The nature of the relationship between Child Support Grant and various teenagers' characteristics

Reiteration of hypothesis number one:

“There is no relationship between CSG and respondents' biographical information”.

4.3.2.1 The nature of the relationship between the variable of the level of education of teenagers and perception of Child Support Grant (CSG)

The variable of educational level was divided into: Grade 1 to 7, Grade 8 to 12, and tertiary institution. In order to test this hypothesis a chi square for k –independent samples (X^{12}) was used to measure the association.

Table 4.3 The relationship between the variables of teenagers’ educational level and perception of the CSG.

Educational level	Perception	
	Positive	Negative
Grades 1 – 7	8	9
Grades 8 – 12	13	13
Tertiary education	4	3

$\chi^2 = 1.00$ a = .05 p = 0, 5

In table G (McCall, 1994) at a line for df = 2 the critical values are 5.99 (.05 significant level) and 9.21.01 level). The calculated value of 1.00 is smaller than both critical values. It is not significant. Educational level differences did not seem to influence perceptions of the CSG. The hypothesis that “there is no relationship between educational level of the respondents and her perceptions of the CSG” is tenable and cannot be rejected.

Table 4.4 **Distribution of subjects' disposition with regard to the variable of religion**

Religious affiliation	Favourable	Unfavourable
Roman Catholic Church	3	3
Islam/Muslim	1	1
Anglican Church	1	1
Zion	4	4
Shembe Nazareth Baptist	5	5
Apostolic Faith Mission	3	3
Methodist Church	5	5
Other	2	2

The distribution of observed frequencies was not even in table 4.4. We have cells with no frequencies. As a result cells were collapsed into three broad categories of religious affiliations. We have in table 4.5 a category of Christian Churches comprising of Roman Catholic, Anglican Methodist and Lutheran Churches. We have the second category of independent churches consisting of Zion, Shembite and Apostolic churches. The final category includes Islamic and others.

Table 4.5 The relationship between the variable of religious affiliation and perception of the ESB (N = 50)

Religious affiliation	Perception	
	Positive	Negative
Christian churches	9	13
Independent Churches	12	10
Islam/Muslim & others	3	3
Chi square = 0.91	df = 2	p > 0.05

In order to test the hypothesis that there is no relationship between the variable of religious affiliation and perception of the CSG the chi square test for k –independent samples was used.

With $\alpha = 0.05$ and $k = 2$ and $r = 3$, the critical value of chi square is 5.99 because our calculated chi-square value of 0.91 is smaller than the tabled critical value of 5.99, our results fall in the region of acceptance. Therefore, we accept H_0 and conclude that the observed frequencies are not significantly different from what would we would expect if religious affiliation did not influence perception of CSG in the general population.

Table 4.6 The relationship between locality and perception of CSG (N = 50)

Residence	Perception	
	Positive	Negative
Urban	10	10
Rural	15	15
Chi-square = ≥ 0.083	df = 1	p ≤ 0.80 .

Is the disposition towards the Child Support Grant influenced by the place in which participants reside? In the present study we wished to test the research hypothesis that locality has no influence on teenagers' perception of the CSG.

To address this objective a chi square test was run. For this computation we collapsed the cells with one frequency. We therefore, collapsed urban and township cells into one called urban. We can now calculate the chi square test for 2x2 contingency table.

Because of this the two-way chi square is called a test of independence: we determine whether the frequency of subjects falling in a particular category of one variable is independent of the frequency of their falling into a particular category of the other variable.

The probability of occurrence under Ho for chi-square ≥ 0.083 with df = 1 is p < 0.80. In as much as this p is less than $\alpha = 0.05$, the decision is not to reject Ho in favor of H1. The results are statistically not significant. We conclude that residence or locality has no influence on teenage perceptions of CSG.

4.4 Discussion of findings

4.4.1 Findings with regard to aim number one

Reiteration of aim number one:

“To establish the relationship, if any, between teenage pregnancy and the Child Support Grant”

This study revealed that there is no significant relationship between teenage pregnancy and Child Support Grant. However, the subjects of the study had different views on whether there is a relationship between teenage pregnancy and CSG. Of the total number of the sample, 52% indicated that there is a relationship between teenage pregnancy and CSG, and 48% was against this notion.

The findings of this study support the findings of previous studies (Goldblatt, 2005; Naong, 2011). However, these findings contradict with the previous studies (Case, Hosegood, & Lund, 2005; Kutu, 2009).

54.4.2 Findings with regard to aim number two

Reiteration of aim number two:

“There is no relationship between CSG and respondents’ level of education, religious affiliation and locality”

The level of education as a variable was found to have no significant effect on teenage perception of Child Support Grant. This variable consisted of three categories, namely, Grade 1 to 7, Grade 8 to 12, and tertiary institution. It was worth noting to find that in each category the subjects had different views on whether there is a relationship between the level of education and teenage pregnancy towards CSG. In the first category, the majority was

negatively disposed, in the second category the distribution was equal, and the last category was dominated by participants who perceive CSG as having a significant impact on teenage pregnancy. However, in all categories the difference was not statistically significant.

This study support the results of studies conducted by Rahman (2010) and Naidoo (2010) who also did not find the relationship between these variables. In contrary, Dehlendorf, Marchi, Vittinghoff and Braveman (2010) and Oyefara (2011) revealed that the level of education was a strong determinant of occurrence of teenage pregnancy, and as a result they sought CSG.

No relationship was found between religious affiliation and perception of CSG. At the final stage of analysis, this variable was divided into: Christian churches, Independent churches and Islam/Muslim and others. In the first category, most participants were negatively disposed. The second category was dominated by positively disposed respondents and in the last category the distribution was equal. This study did not have much literature on the relationship between religion and CSG. Studies conducted by Mash, Kareithiand and Mash (2006) and Mpanza (2006) revealed contradicting results from the findings of the present study.

The study found that there is no relationship between area of residence and perception of CSG. This study consisted of three different types of demographic areas, namely, township, rural under traditional leaders and urban area. The two categories were collapsed to form one variable called urban area. The results indicate that both categories were equally distributed. The results on this variable indicate an equal distribution in all categories. In the reviewed literature, there are no studies that support the present study. Studies conducted by Kutu (2009), Makiwane and Udjo (2006), Naidoo (2010), Brockerhoff, and Lwanda (2011), and Mutshaeni's (2009) indicate that there is a relationship between location and teenage

pregnancy towards CSG. These studies revealed that most of the CSG recipients reside in rural or semi-rural areas.

4.5 Summary

This chapter presented the distribution of the study sample in accordance with their level of education, religious affiliation and area of residence. Data was presented, analysed and interpreted. In the following chapter recommendations, limitations and avenues for future research are indicated.

CHAPTER 5

SUMMARY, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

Chapter four presented detailed information of the field work of the present study. This chapter concludes the present study on the basis of the literature reviewed and the findings of the study transpired in chapter four. The main findings are presented and discussed in this chapter. Limitations, implications for further research and recommendations are also discussed.

The problem that influenced the researcher to undertake a study on the relationship between teenage pregnancy and Child Support Grant was delineated in chapter one. The researcher presented a background to the study and led to the statement of the research questions. Chapter two presented the reviewed literature on teenage pregnancy, child support grant, and on the relationship between level of education, religious affiliation, and place of residence and teenage pregnancy towards Child Support Grant. Chapter three provided with the detailed account on the methodology employed to conduct the study. Chapter four presented analyzed and interpreted data. It is in the interest of this chapter that the main findings of the study are presented and discussed.

The study had the following aims:

- ❖ To establish the relationship, if any, between teenage pregnancy and the Child Support Grant.
- ❖ To determine whether or not the following variables play a role in teenage pregnancy: location, religion and educational level.

The following hypotheses were formulated:

- ❖ There is no relationship between teenage pregnancy and Child Support Grant.
- ❖ There is no correlation between teenage pregnancy and the following variables:
 - a) Educational level
 - b) Religious affiliation
 - c) Location

This study attempted to answer the following research questions:

5.2.1. What is the relationship, if any, between teenage pregnancy and the Child Support Grant? Put differently, does child support not serve as an incentive, or a contributing factor, to teenage pregnancy?

5.2.2 To what extent are teenagers' views on the social grant influenced by location, religion and educational level?

In answering the first research question of the study, it was revealed that teenagers differ in terms of whether there is a relationship between teenage pregnancy and Child Support Grant. Forty eight per cent of the participants were found to have negative view on the notion that there is a relationship between Child Support Grant and teenage pregnancy, and fifty two per cent were favourably disposed. However, the difference was not statistically significant.

In answering the second research question, this study revealed that variables such as educational level, location and religious affiliation did not have any influence on child support grant. This was confirmed by statistical tests performed.

5.3 Limitations

- ❖ The study was limited with regard to generalisability of the sample included and the area in which it was conducted. This study was conducted in one area in Kwazulu-Natal while Child Support Grant and teenage pregnancy are matters of national importance.
- ❖ The study was not piloted therefore the alterations needed may not have been made in the data collection method which may have made analysis of data in the main study more efficient.
- ❖ The views of participants were not sought due to the nature of design.
- ❖ There were no respondents in White and Indian communities. This is in line with their proportion in the area where the study was conducted.

5.4 Avenues for future research

Since this study was limited to a small area i.e. Eshowe KZN, there is a need for it to be conducted at provincial or even at National Level. Future studies should consider a larger sample that will represent all racial groups. The study did not enable participants to express their views; therefore, study triangulation method will be necessary.

5.5 Conclusion

This chapter began with the discussion of the findings of the study. The objectives of the study were achieved. The limitations of the study were identified and avenues for further research were provided. In spite of the identified limitations the study has managed to test the hypotheses stated in chapter one.

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APPENDIX A: SCALE

THE RELATIONSHIP BETWEEN CHILD GRANT AND TEENAGE PREGNANCY.

The Participant

The purpose of this survey is to discover the relationship between teenage pregnancy and child grant. Participating in this survey is voluntary and you are therefore requested to take part in this survey as you will.

In order for us to collect reliable and objective data we ask that you respond to the following questions as honestly as you can be, according to your knowledge. Your opinion is much important in this survey. Your being chosen to take part in this survey should guarantee you that your name will not be published in this survey. Your details will be treated with high confidentiality.

Rules:

1. Please read carefully before answering.
2. Please answer all questions.
3. You are requested NOT to write your name.

Thank you for your time and participation

QUESTIONNAIRES

The purpose of the survey is to discover a link/ relationship between teenage pregnancy and child grant, please be as honest and objective in answering questions.

Please answer your questions by ticking (√) the appropriate box.

1. WHAT IS YOUR HIGHEST ACADEMIC LEVEL?

Grade 1 to 7	
Grade 7 to 12	
Tertiary	

2. TYPE OF YOUR RESIDENCE

Township	
Rural under Traditional Leaders	
Urban	

3. RELIGIOUS AFFILIATION

Roman Catholic church	
Islam/Muslim	
Anglican church	
Zion	
Shembe Nazareth Baptist church	
Apostolic Faith Mission	
Other	

SECTION B

Please tick the appropriate box and return the questionnaire.

Please put (√) in the appropriate column:

1 = strongly disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = strongly agree

1. I think that child support grant is a blessing to girls.

1	2	3	4	5
----------	----------	----------	----------	----------

2. I applaud our government for the child support grant to us teenagers.

1	2	3	4	5
----------	----------	----------	----------	----------

3. If we did not have a child support grant in South Africa, I believe the rate of teenage pregnancy would not be so high.

1	2	3	4	5
----------	----------	----------	----------	----------

4. I would not have been able to maintain this child had it not been for a child support grant.

1	2	3	4	5
----------	----------	----------	----------	----------

5. If I had a decent job that pays me well, I wouldn't have a need for a child support grant.

1	2	3	4	5
---	---	---	---	---

6. Child support grant also support me in my personal needs.

1	2	3	4	5
---	---	---	---	---

7. Even if there was no child support grant, we would still be giving birth anyway.

1	2	3	4	5
---	---	---	---	---

8. The child support grant the government is giving doesn't help at all, it's too little.

1	2	3	4	5
---	---	---	---	---

9. We are able to support our families with the child support grant.

1	2	3	4	5
---	---	---	---	---

10. I don't mind getting pregnant several times as long as I will still be receiving the child support grant.

1	2	3	4	5
---	---	---	---	---

11. I have a feeling that I wouldn't survive without child support grant from the government.

1	2	3	4	5
---	---	---	---	---

12. Girls only become pregnant in order to receive the government's child support grant.

1	2	3	4	5
---	---	---	---	---

13. I don't care about those who criticize us for receiving a child support grant.

1	2	3	4	5
---	---	---	---	---

14. Let's do anything at our disposal to ensure that receiving a child's support grant is easy for the girls.

1	2	3	4	5
---	---	---	---	---

15. Having a girl in the family that receives a child support grant is not a blessing.

1	2	3	4	5
---	---	---	---	---

16. It would be unfortunate if the number of teenage pregnancy increases just because they want to receive the child support grant.

1	2	3	4	5
---	---	---	---	---

17. It makes me to be nervous to be seen by people lining to receive a child support grant.

1	2	3	4	5
---	---	---	---	---

18. Girls who are becoming pregnant in order to receive the child support grant are immoral.

1	2	3	4	5
---	---	---	---	---

19. Those of us who are receiving a child grant from the government cannot receive our parent's blessings.

1	2	3	4	5
---	---	---	---	---

20. I believe we are all created in the image of God, irrespective of whether you receive or don't receive a child support grant.

1	2	3	4	5
---	---	---	---	---

21. Is there anything else you would like to add or mention?

Thanks for your time and assistance.

University of Zululand



Imvumo yokubamba iqhaza kulolu cwaningo

Ucwaningo: Ubudlelwane phakathi kwesondlo sabantwana nokukhulelwa kwamantombazane asemancane.

Ngiyakubingelela

Ngithanda ukuthatha le lithuba ngibonge ukuzimisela kwakho ungaphoqiwe ukuba yingxenye yalolucwaningo. Injongo yocwaningo ukuthola imibono yakho ngobudlelwane phakathi kwesondlo sabantwana nokukhulelwa kwamantombazane asemancane.

Iqhaza lakho liyoba sekutheni uphendule uhla lwemibuzo. Ulwazi nezimpendulo zakho ziyothathwa njengeziyimfihlo futhi uyathenjiswa ukuthi igama lakho ngeke lidalulwe ekubhalweni kolucwaningo. Ukuzinikela kwakho akuphoqiwe futhi unelungelo lokungaqhubeki nalolucwaningo uma ungakhululekile emoyeni wakho.

Ukusayina kwakho ngezansi kusho ukuthi uchazelwe ngalolucwaningo futhi uzimisele ukuba yingxenye ngokungempoqo njengoba besekushiwo ngenhla.

Igamanesibongo

Kusayinwe

Usuku

Igama nesibongo

Kusayinwe

Usuku

Isihloko socwaningo: Ubudlelwane phakathi kwesondlo sabantwana nokukhulelwa kwamantombazane. Senziwa e-University of Zululand 2012.

University of Zululand



INFORMED CONSENT FORM

Research project: The relationship between child support grant and teenage pregnancy.

Dear Participant,

Thank you for your enthusiasm to participate in this research project. The purpose of this study is to investigate the relationship between teenage pregnancy and child support grant.

Your participation in this research project will require you to respond by filling in the questionnaire. The information you provide will be treated with utmost confidentiality and your anonymity is completely guaranteed. This means your name or any identifiable information will not be used in the research report.

To the best of my knowledge, there are no actual or potential risks. Your participation in this study is voluntary, and you have the right to withdraw from the project at any time without conflicting consequences to you. Your signature below indicates that you have been fully informed of the nature of this research, what your participation involves and that you agree to participate voluntarily as stated above.

_____	_____	_____
Participant (full names)	Signature	Date

_____	_____	_____
Researcher (Full names)	Signature	Date

Appendix C

Questionnaire analysis

Q1	Positive	Negative	Believes	Feelings	Actions
1	P		B		
2	P			F	
3		N	B		
4	P				A
5	P			F	
6	P				A
7		N			A
8		N		F	
9	P				A
10	P				A
11	P			F	
12	P		B		
13	P		B		
14	P				A
15		N	B		
16		N		F	
17		N		F	
18		N		F	
19		N		F	
20	P		B		